



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

INTERNAL REGULATIONS

2024 - 2027



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INTRODUCTION

The internal regulations define the way in which *St. Peter's International School* operates, each of its administrative and School Administration bodies; the educational guidance structures; the administrative services; the technical and technical-pedagogical services, as well as the rights and duties of all the members of this educational community.

The internal regulations are also the school's regulatory and operating document, namely in the establishment of operating rules and norms that mark the coexistence between the different educational intervening parties and establish the school's organisational structure.

In short, the operating rules transcribed into this document regulate the interveners' rights and duties in order to dignify quality teaching and good moral and civic training throughout the school community, in other words, to honour the good name of *St. Peter's International School*.



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Parents and Guardians, students, teachers and other staff, by entering into the spirit and dynamics of the school, implicitly subscribe to its principles and organisation, as well as its regulatory and educational standards.

CHAPTER I - CHARACTERISATION OF THE INSTITUTION

St. Peter's International School is a private educational establishment which, as an integrated school model, covers nursery, kindergarten, all levels of foundation education (Primary, Junior and Middle School) and Secondary education. It also offers an international curriculum, with the *Cambridge Primary Programme*, *Cambridge Lower Secondary*, *International General Certificate of Secondary Education* and *International Baccalaureate Diploma Programme*.

It favours German, Spanish and Mandarin as foreign languages and includes *Drama*, *Public Speaking* and Programming and Robotics as enrichment subjects.

It provides its students and professionals with the most appropriate and up-to-date teaching tools, both from a technological point of view and in terms of infrastructure, particularly for curricular and extracurricular physical and sporting activities, such as dance (*Classical Ballet*, *World Dances*, *Hip Hop*, *Sevillanas*), *Yoga*, *Drums*, *Choir*, *Classical Guitar*, *Flute*, *Orchestra*, *Piano*, *Saxophone*, *Violin*, *Badminton*, *Fencing*, *Football*, *Horse Riding*, *Judo*, *Golf*, *Handball*, *Swimming* and *Adaptation to the Aquatic Environment*, *Rugby*, *Tennis*, *Table Tennis*, *Basketball*, *Volleyball*, *Figure Skating*, *Cooking* and *Mandarin*.

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St. Peter's International School bases its educational activities on values of academic and moral excellence. It assumes a high pedagogical standard, guarantees quality teaching and provides a solid personal formation, built through the development and improvement of each student's acquisition of the syllabus, competences, values, attitudes and behaviours. Our priority and mission is to train students who strive for excellence and are prepared to be responsible global citizens with a passion for lifelong learning.

1.1 INSTITUTIONAL Framework

1.1.1 Nature

St. Peter's International School is a private school. In terms of its constitution, organisation and operation, it is governed by the provisions of the Statute of Private and Cooperative Education at a non-higher level, approved by Decree-Law no. 152/2013, of November 4, which repealed Decree-Law no. 553/80, of November 21, with the exception of articles 99 and 99-M of the aforementioned Decree-Law, as amended by Law no. 33/2012, of August 23, which remain in effect until a new sanctioning regime is approved. It covers the following teaching programmes:

- Nursery;
- Kindergarten;
- Primary, Junior and Middle School stages of Foundation Education;
- *Cambridge Primary Programme*;
- *Cambridge Lower Secondary*;
- *International General Certificate of Secondary Education*;



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- Secondary Education, scientific-humanistic courses;
- *International Baccalaureate Diploma Programme.*

1.1.2 INCORPORATION AND OPERATING licence

St. Peter's International School is owned by Socieduca, S.A. Legal Person no. 504368478. Its definitive authorisation to operate, under no. 02/0057/DREL, was granted on 26/10/1999 by order of the Deputy Regional Director of Education.

1.1.3 Applicable regime

St. Peter's International School is governed by this document and, as mentioned above, by the legislation in force, namely the provisions of the Statute of Private and Cooperative Education at a non-higher level, approved by Decree-Law no. 152/2013, of 4 November. It is also governed by the provisions of Decree-Law no. 75/2008, of 22 April, which approves the autonomy, administration and School Administration regime for public pre-school, foundation and secondary education establishments. *St. Peter's International School* is also governed by the internal law of *Cambridge Assessment International Education*, based in England, in the case of the *International General Certificate of Secondary Education*, and the *International Baccalaureate Organisation*, based in Switzerland. Regarding labour relations with teaching and non-teaching staff, *St. Peter's International School* is governed by the applicable collective labour regulation instruments.

1.1.4 Educational offer

The school is organised to comply with Articles 34 and 35 of Decree-Law 553/80 and Articles 36 and 37 of Decree-Law 152/2013 of 4 November, and enjoys pedagogical autonomy. With pupils from the age of 4 months, the school offers the following educational programmes:

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- Nursery (from 4 months of age);
- Kindergarten (from 3 years old);
- Primary, Junior and Middle stages of Foundation Education;
- Cambridge Primary Programme;
- Cambridge Lower Secondary;
- Secondary Education: Scientific-Humanistic Courses;

(The offer of secondary education courses is reviewed annually).

- International General Certificate of Secondary Education;
- International Baccalaureate Diploma Programme.

Pedagogical support

The school offers personalised teaching in the different subject areas, which consists of individual or small group support, proposed by coordinators, Form Tutors, class teaching staff and Form Teachers in Primary School, provided by teachers from the different subject areas.

Specific support is also provided for students who do not have Portuguese as their native language, in addition to the Portuguese as an Additional-Language programme issued by the Ministry of Education.

Pedagogical Support Sessions (SAP)

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In secondary education, in addition to the teaching hours, there are Pedagogical Support sessions, taught by teachers from the Class Teaching Council, whose main aim is to consolidate the content covered in class, promoting a dynamic that allows students deepen their learning and clarify doubts. These classes are particularly important in the 11th and 12th grades, in curricular areas subjected to national exams, through the analysis/discussion of tasks that clarify the type of exercises used in exams, as well as the classification criteria favoured in them. To achieve the proposed objectives in each subject area, it is essential that students fulfil their duty of attendance.

Study Hall

The study hall is a work space run by teachers from different curricular areas, and its aim is to provide a space for students to work:

- promote school success;
- guiding students through the different work strategies, geared towards progressive autonomy;
- make human and material resources available to the student:
 - consolidation and broadening of knowledge;
 - answering questions and helping with homework assignments;
 - training in the appropriate use of work tools, in particular the daily notebook, manuals, dictionaries, encyclopaedias, etc.

Study hall is made available to all students, on an optional attendance basis. Study hall takes place in different classrooms between 4pm and 5.30pm (depending on the teaching programme).

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Enrichment Activities

English

St. Peter's International School is an educational establishment that offers its students the opportunity to immerse themselves in Anglo-Saxon culture. Our students have the opportunity to become proficient in English and, simultaneously, to develop and understand both Portuguese and English cultures.

The English programmes developed in the different levels of study, combine the basis of the English National Curriculum with the *Cambridge* English exams, since the aim is for students to achieve international certification every year.

St. Peter's International School strives to get students actively involved in the events and traditions of Anglo-Saxon culture in the school context.

At *St. Peter's International School*, students begin their contact with the English language at an early age. In Nursery, our students are accompanied in their daily routines and take part in a range of fun activities that promote early English language learning and facilitate the acquisition of native-like levels of competence in pronunciation and intonation. In Kindergarten, ten of the twenty-five teaching hours per week are dedicated to English. The pupils take part in a range of activities that allow them to practise and develop their oral skills, facilitating communicative interactions in English and promoting children's interest towards English language learning, from a natural perspective and integrated into the kindergarten routines.

Throughout Primary School (from 1st to 4th grade), our students benefit from nine hours of contact with the English language per week, with lessons structured in such a way that the four English language skills (listening, speaking, reading and writing) are put into practice. Grammar content is taught in a variety of ways and written work is produced according to the children's level of English. Fun projects, literature lessons, creative writing and oral presentations are part of their daily approach to the English language and promote our students' interest in Anglo-Saxon culture. They also learn curricular components through

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English in the subjects of Maths and Natural Studies, which allow them to gain skills in terms of linguistic competence.

From 5th to 9th grade (Junior and Middle School), the teaching method also focuses on the four language skills, with equal emphasis on the grammar component. Students produce a variety of written assignments and interact in discussions and debates on various topics in the programme. In English classes, the programme is more geared towards the Cambridge exams.

St. Peter's International School also introduces *Streaming* methodology in English lessons in the 9th grade, allowing the integration of students into a group with similar language needs, allowing them to optimise their progress in learning the language.

Drama is considered a fundamental area of study, not only in terms of language, but mainly as a means of experiencing Anglo-Saxon culture. In these classes, classical and modern literature is read, projects are developed, and dramatisations are carried out on the various themes of the stories or plays.

Secondary school students, meanwhile, are consolidating their knowledge of English at an advanced level, with a particular focus on speaking skills. These students often carry out projects that encourage them to use multimedia supports to improve the quality of their oral presentations in class.

In the 10th, 11th and 12th grades, in addition to English classes, students also have the opportunity to attend *Exam Preparation Classes* (preparation classes for the different levels of Cambridge exams: FCE, CAE, CPE and IELTS). These sessions take place after school hours and allow students to acquire more advanced certification of their level of English.

Students whose English proficiency does not correspond to that taught at their level of education benefit from extra support lessons - *Extra Help Lessons* - while following the regular curriculum.

In addition to the assessment carried out in the classroom by our teachers, students can also be assessed by the *University of Cambridge* through exams that test the language

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skills mentioned above. This can start in 3rd grade, with the *Young Learners Exams*, up to the *Certificate of Proficiency in English* in Secondary School, attesting to their level of English with an internationally recognised certification.

At *St. Peter's International School*, learning and using the English language is not restricted to the classroom. Our students organise activities and events celebrating Anglo-Saxon culture, such as *Halloween* and *United Nations Day*, and play sports from Anglo-Saxon traditions, such as *rugby* and fencing. They also present theatre plays in English, which encourage fluent contact with the language.

Every year, 4th grade students also have the opportunity to take part in a trip to the UK. For a week they visit museums, theatres, monuments and see musical performances, which allows them to consolidate the skills they have acquired while having an unforgettable experience. Another unique opportunity offered to our students is the chance to attend a summer course in English-speaking cities such as London or New York. Here, our students live and study for a fortnight in an illustrious educational establishment, where they constantly put their language skills into practice in a real-life context.

Spanish

St. Peter's International School is aware of the obvious importance of the Spanish language in our students' education. Spanish, which is offered to students from 5th to 9th grade (Junior and Middle School), is proving to be another valuable tool in our students' curriculum. Over the course of these two years, with a workload of

two hours a week, the students immerse themselves in Hispanic culture, developing linguistic skills that will enable them, at the end of Middle School, to handle this language effectively and in a real context, as well as coming into contact with current affairs, whether in the field of economics, literature, cinema, music, art, in a critical and integrative vision.

Through a protocol established with the *Instituto Cervantes*, our school is also an Examination Centre, where our students (and external candidates) can take their exams to obtain the *Diploma de Español como Lengua Extranjera* (DELE). Students in the Middle School of Foundation Education and Secondary Education can benefit from extra

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preparation sessions for the Initial (A1 and A2), Intermediate (B1 and B2) and Advanced (C1) levels of the DELE exam. With this protocol, we want to give our students another opportunity to certify their level of proficiency in Spanish.

ICT and Programming and Robotics

As an integral part of the ICT subject, Programming and Robotics uses problem-solving methodologies and investigative tasks to reveal the unknown universe of automation and robotics. By developing skills in various areas, such as reasoning, communication, and substantive knowledge of physics and maths, such as electricity, sound, calculation and logic, students will explore multiple sensors. Students will also learn different ways of interacting with these sensors, using different platforms. At the same time, they will develop programming skills, such as functions, operators, conditionals, algorithms or variables, starting with block-based programming and progressing to object-orientated programming.

Clubs / projects - "free participation extra-curricular activities"

At *St. Peter's International School*, it is understood that supplementary or extracurricular activities play a fundamental role in the process of students' integral and eclectic development. With this in mind, the school offers students from all levels the chance to take part in various clubs, as well as projects and competitions of scientific, technical and pedagogical importance.

These activities are carried out in different areas of knowledge, in line with the planning and curricular projects of the different departments and teaching areas, including activities in the areas of science, maths, writing, reading, drawing, music, sport, among others.

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Also noteworthy is the annual participation in educational competitions of various origins, such as the Maths, Biology, Physics, Portuguese and History Olympiads, as well as the *Toastmasters* speech marathon, the National Maths Games Championship, the Maths Kangaroo Without Borders, the Pangea maths competition, the National Youth Parliament competition, the Physics, Biology and Economics Olympiads, among many others.

Each project/club is organised by the teachers of the respective subject groups and will form an integral part of the school's extracurricular activities programme.

The structure of each project/club is the responsibility of the teacher who will organise it, and it must be presented to the Pedagogical Council and approved by the Senior Leadership Team, after being presented at a curriculum department meeting.

The teacher in charge of the project/club is also responsible for presenting and approving the planning of the project's activities, as well as monitoring the actions and evaluating the results.

The projects/clubs, duly planned, are presented to the Pedagogical Council for approval. The creation and dissolution of extracurricular activity projects / clubs is the responsibility of the school's Senior Leadership Team. At the end of each school year, the teacher responsible for each project/club draws up an evaluation report on the work carried out, which they present to the Pedagogical Council, as well as the evaluation of the students who attend the activity each half term.

Extracurricular activities

Throughout the life of the school, extracurricular activities have become increasingly important in the integral and eclectic education of our students. Carefully designed and planned with the aim of meeting their expectations, these activities offer challenging, liberating and cathartic experiences, lived in a positive and challenging atmosphere, contributing to the development of creativity, artistic sensitivity, perseverance and mental discipline. We also believe that these activities encourage the full expression of affections



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and emotions, confidence and self-esteem, making them the most effective strategy for preventing deviant behaviour and for our students' physical and emotional balance.

It is based on these assumptions that we design annual models for planning, managing and operationalising these activities.

The extracurricular activities are planned in three terms: October, November and December; January, February and March; and April, May and June, and are organised outside of curricular hours and are optional.

Enrolment for extracurricular activities is done by filling in a form provided by the school at the beginning of each school year. Enrolment is only considered valid once the student's details have been submitted and a successful submission message has been received.

The range of extracurricular activities on offer and the respective prices can be found in the price list made available at the beginning of each school year.

Enrolment in each extracurricular activity requires payment of a registration fee, which is set out in the price list.

Enrolment in extracurricular activities presumes the student's attendance for the entire school year, however, cancellation is possible at the end of each term and should be done when absolutely necessary and advisable.

In the event of cancellation, this must be done by the 10th (inclusive) of the month in which each term ends. Otherwise, the Parent or Guardian will be obliged to pay the monthly fee for the following term.

Cancellation of attendance at extracurricular activities can only be requested in writing, via e-mail, to the coordinator of these activities, and the cancellation must be substantiated.

Re-registration processes are considered to be new registrations and therefore a registration fee is due for each activity, which is set out in the price list in force for the respective school year;

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Enrolment in certain extracurricular activities may require the purchase of specific equipment, depending on their nature.

During school breaks, as well as on national holidays or school trip days, extracurricular activities will not be taught, and there will be no deduction or compensation.

All activities will operate with a minimum and maximum number of students, and may be suspended when the minimum number of students is not met.

The number of places in each extracurricular activity is limited, so they will be filled according to the following rules and order: first, continuity of the student in the same activity and second, date of the respective enrolment.

Students will be able to try out two sessions of an extracurricular activity, after liaising with the teacher responsible for teaching the activity.

Students may not attend trial sessions for extracurricular activities that they have previously attended.

For unforeseen reasons, the timetables presented may change and whenever the weather conditions do not allow an extracurricular activity to take place outside, they may be indoors, focusing on specific theoretical, physical preparation or other issues. If it is not possible to teach the class, it can, where possible, be made up on a day and time to be agreed.

In the event of a teacher's absence, the school will endeavour to arrange for a substitute teacher or for the lesson to be compensated at a later date.

In the event of student absence, even if communicated in advance, there will be no compensation for the lesson(s) or refund of the amount paid.

The monthly fee must be paid by the eighth of the month to which the extracurricular activity relates.



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During the course of extracurricular activities, family members are not allowed to enter the practice areas, unless this has been previously approved and accepted by the teacher or the coordinator of the extracurricular activities.

Only duly authorised people may enter the changing rooms.

No images may be taken of extracurricular activities without the prior authorisation of the activity coordinator.

CHAPTER II - PEDAGOGICAL MODEL

When defining the general objectives of the pedagogical model, *St. Peter's International School* believes that these should be in line with both its philosophy and values, as well as with the actual reality of its pedagogical action and practices in all its teaching areas.

The school's pedagogical team works in conjunction with an interactive school community, in which the different players in the educational process are guided by the permanent assimilation and integration of strict codes of conduct and pedagogical action, which are open and not closed in on themselves. We therefore envisage a constant and integral openness and not a detachment and isolation from the rapidly changing world in which we live, in order to find effective responses to the emergence of new cases that require guidance and intervention.

This set of principles is based on the exercise of an effective educational practice that emphasises not only the cognitive aspect, but also the ethical, aesthetic and affective aspects of learning, taking as its main orientation the constancy of a permanent and systematic joint action of values and affections.

2.1. Pedagogical objectives

In pursuit of the above, we consider pertinent to emphasise the general objectives of the pedagogical model. *St. Peter's International School* values:

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- promoting a balance between the mastery of academic knowledge and the mastery of values and attitudes;
- the preparation and accomplishment of success, in its individual and social dimensions;
- the development of confident, precise, comprehensible and enjoyable writing skills in four languages - Portuguese, English, German and Spanish - enabling our students to participate in broader and more universal spaces;
- the development of personal qualities such as honesty, dignity, sincerity, clarity, courtesy, understanding and respect for others.

In terms of the **students' personal and social development**, the main objectives to be achieved at *St. Peter's International School* are:

- to provide students with the conditions that favour their harmonious growth, considering their abilities and needs. In order to fulfill this goal, the participation of parents and guardians is essential, so as to guarantee continuity of work and family-school interaction;
- provide the means to contribute to the progressive autonomy and responsibility of each student, promoting respect for others and the environment around them;
- contribute to the identification of specific difficulties or needs, making the appropriate referrals and monitoring;
- provide vocational guidance according to each student's interests and aptitudes;
- consolidate the pedagogical model by enriching different areas;
- encourage personal and social development, fostering co-operative and supportive attitudes.

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Through its curriculum, *St. Peter's International School* aims to develop students:

- rigour and high expectations;
- individual skills and abilities;
- a critical and interventionist attitude towards their learning;
- self-esteem and self-confidence.

School Assemblies

The teaching model at *St. Peter's International School* contemplates the existence of *assemblies* in the school curriculum, the "*School Assemblies*", whose main aim is to develop interpersonal intelligence, fostering in the students a concern for the well-being of others.

Ethics and values are essential, helping us find answers in the process of learning about the world around us. Living and reflecting on values is both a requirement and a necessity. The aim is to instil an active, responsible attitude, in which all the experiences at the school contribute to the development of students' practical knowledge, as well as to the development of their personalities.

Operation

School Assemblies take place when the school community, or part of it, organises meetings (daily, weekly or monthly) for sharing. The values explored concern attentive and responsible citizenship, focussing on concepts such as tolerance, honesty and cooperation. These assemblies are made up of all the students and teachers from each stage of education.

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Reference:

Date: 05.03.2025

Name: **Internal Regulations**

Objectives

- Promoting attitudes, knowledge and behaviours that can be assimilated through the experiences shared in each "Assembly" and put into practice in a constructive way, inside and outside the school community;
- Participate actively in all learning situations, reinforcing the rights and duties of all members of the school community;
- Promoting behaviours such as teamwork and awareness of the potential of each participant.

Cycle Tests

Cycle Tests are a pedagogical tool that the school implements from 5th grade onwards to support students in developing study skills, reinforcing work habits and reducing the stress and anxiety that often affect their performance in exams.

Cycle Tests also help students to review their work throughout the year, leading to positive academic results.

The timetable of subjects for the *Cycle Tests* will be published at the beginning of each term.

Teachers present students with their results in percentage or grading, with an analysis of what went well and suggestions for improvement. The student must return the document duly signed by the parent or guardian.

Public Speaking

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Reference:

Date: 05.03.2025

Name: **Internal Regulations**

Eloquence, the ability to communicate effectively orally, is one of the most important skills for our students to acquire and has a positive impact on their academic and professional results.

Speaking proficiency leads to higher-order thinking and deeper understanding, which is why we consider oral skills to be just as important as reading and writing.

At the heart of good speaking eloquence is a classroom rich in conversation, where questions are planned, peer interactions are modelled and supported, and the teacher skilfully uses oral communication to develop thinking.

We also believe in the need to create a variety of opportunities for young people to develop conversational confidence and learn how to analyse and talk about it. For this reason, experienced teachers teach public speaking one hour a week from 6th grade (International Curriculum) and 7th grade (National Curriculum). We also offer the opportunity to take part in:

- debating and public speaking clubs;
- student-led assemblies, without the use of notes;
- poetry recitation;
- debates on philosophy in the classroom;
- meetings where students present their work portfolios;
- competitions (National Curriculum).

St. Peter's International School has a thriving Model United Nations (MUN) society.



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

CHAPTER III - FACILITIES | OPERATING RULES

3.1 Classrooms

The nursery and kindergarten classrooms are divided by age, with general and specific objectives for each group. The activity rooms have natural light and ventilation, as well as noticeboards for displaying work produced by the students.

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Reference:

Date: 05.03.2025

Name: **Internal Regulations**

The classrooms, in the Primary, Junior and Middle Schools of foundation education and in Secondary education, are well-lit and airy spaces with single or double desks. They contain noticeboards for displaying materials produced by the students.

In these rooms it is not allowed to:

- enter without appropriate uniform (see uniform policy);
- damage school equipment or material;
- cause noise or make noise that jeopardises the functioning of the class itself or other classes;
- Students to stay beyond school hours, except when accompanied by a teacher or staff member, with the exception of special situations, duly authorised and under the responsibility of the person in charge;
- display any type of posters or adverts of a non-educational nature, not related to the school;
- use mobile phones by teachers and students (see policy on the use of mobile phones), with the exception of special situations, duly authorised and considered relevant to the development of the lesson;
- eat food, sweets or chewing gum;
- wear hats, caps and sunglasses, except in cases of necessity due to proven illness;
- leave the room during any assessment test before the time has elapsed;
- leave the classroom without the teacher's prior permission;
- disrespect any rule imposed by the teacher.



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

Operating Rules

Students who are not neat and in full uniform are not allowed to enter the school (see uniform policy).

Classes begin and end at the time set in the school timetable, except in duly justified cases.

Punctuality is crucial for your academic success and for maintaining a positive learning environment. The teacher will close the door at the beginning of each lesson, and lateness will be recorded to any student arriving afterwards. If a student arrives after the beginning of the lesson, they should knock politely and wait for the teacher to open the door. Then, when they are allowed, they should enter the classroom and briefly explain why they are late, without disturbing the normal running of the classroom.

All extracurricular activities that take place at lunchtime will be completed in time for the student to report to the first afternoon lesson without delay. For this reason, attendance at an extracurricular activity session will not be accepted as justification for a possible delay to the first afternoon lesson.

Students have 5 (five) minutes to change classes (from 5th to 12th grade).

In any school level, if a teacher is absent, he or she will be replaced by another teacher.

Students are not allowed in the corridors during class time.

Parents and guardians should avoid contacting students during class time, as such contact is not considered to be beneficial to the development of the student's autonomy, adding to the distraction it could potentially cause. In cases of extreme necessity, such contact should be made through reception, either by the student or by the Parent or Guardian.



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

Specific rooms

Specific rooms are used for the activities of subjects that require specific equipment for their proper functioning.

It is considered a specific room:

- The four Physical and Natural Sciences laboratories;
- The Visual Education and Technology Education rooms;
- The Drawing/Descriptive Geometry A classroom;
- The Music Education studio;
- The Expressions rooms that cater for extracurricular activities;
- Indoor and outdoor sports centres, playing fields and jumping track;
- Auditorium.

These rooms must be regulated at the beginning of each school year and their regulations must be displayed in a visible place.

It is the responsibility of the Head of the department with the specific rooms, or the Facilities Manager, if there is one, to take inventory of the equipment in the rooms and keep them in good conditions.

Rooms for extracurricular activities

These rooms are equipped with specific material for extracurricular activities.

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Reference:

Date: 05.03.2025

Name: **Internal Regulations**

When taking extracurricular classes, it is essential that the student is accompanied by the necessary equipment and materials. Students are only allowed in the classroom when their teacher is there. The absence of suitable equipment prevents the class from taking place.

3.2 Outdoor Sports Areas

The outdoor sports fields are used for PE curricular activities and scheduled extracurricular activities. These fields may also be used by students for other types of activities, as long as they do not interfere with the running of Physical Education classes and with the permission of the Head of the Physical Education and Sports department.

The occupation and use of these spaces are governed by the rules laid down in specific regulations drawn up by the Physical Education and Sports department.

The rules for using these spaces will be posted in a place that is easily accessible to students.

Outside of school hours, the School Administration of the use of the outdoor sports fields is also the responsibility of the Head of the respective department.

3.3 LIBRARY / RESOURCE CENTRE

The Library / Resource Centre has a specific coordinator who, in collaboration with a team, supervises the use of the facilities and guides and directs all the activities that take place there.

The coordinator of the Library/Resource Centre is appointed by the School Board, after taking into account, whenever possible, their specific skills in the area.



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

The activities that take place in the Library/Resource Centre are governed by specific operating rules, which are analysed and approved by the Leadership Team Council at the beginning of each school year and are posted in the appropriate place.

The opening hours are displayed in the Library / Resource Centre.

The teacher/employee assigned to the Library service is responsible for ensuring that all the indications resulting from the regulations governing this space are complied with, in particular by ensuring quiet conditions conducive to school work and study. The computer resources made available to students must be used for the sole purpose of supporting study and other school tasks.

3.4. TEACHERS' ROOM/COORDINATION OFFICES

Teachers' rooms, as well as all offices, are places exclusively for teachers, and unauthorised access by students, guardians or other external individuals is absolutely forbidden.

Operating Rules

The noticeboards in these rooms are used to display documentation received at the school that is of interest to teachers, and documentation issued by the Administration.

In the teachers' room, the lockers are for teachers' use and must be kept clean and tidy at all times.

Whenever a teacher leaves the work station for a significant period of time, it must be properly cleaned and tidied so that the equipment can be used under normal conditions by another teacher.

The paper to be used in the printer must be formally ordered after approval from the respective Head of Department.



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

All teachers must ensure the cleanliness and tidiness of this space, in particular by not allowing students' work to accumulate in the lockers. The materials of the subject groups must be properly organised and filed in the appropriate places. All personal belongings must be properly organised, leaving tables and chairs free for regular use as a workroom.

3.5 CAFETERIA / Bar

St. Peter's International School has a cafeteria service, consisting of:

- mid-morning snack;
- lunch;
- afternoon snack at the end of lessons (from 15:45).

Entry to the cafeteria must be in an organised manner, with the uniform properly fastened.

In the Primary School, teachers/classroom assistants accompany the class during mealtimes.

If the student does not eat lunch at the school, they are only allowed to leave when accompanied by their Parent or Guardian, or someone designated by them.

In Secondary Education (11th and 12th grades), students can be leave school on their own during this period, provided they present written authorisation from their Parents or fill in the circular form provided for this purpose.



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

If the student chooses to bring food from home, a fee will be paid for the use of the cafeteria, which includes a plate, cup, cutlery and napkins, and the parent will be responsible for providing the food.

Alternative meals (dietary or vegetarian) can be served whenever requested by the Parent or Student, with due notice, especially in cases where health issues are considered. If the alternative is considered definitive, the Parent or Guardian must inform the school by presenting a medical certificate if requested.

At the end of each month, the menu for the following month will be made available via the appropriate communication means.

The order of arrival at the cafeteria and bar must be respected.

All users must ensure that the facilities and equipment are kept in a clean state. The workspace is closed to outsiders.

Access to the cafeteria is only made available to those who are eating or on duty.

The cafeteria space can be used for other purposes, as long as they are made known to the School Administration.

Everyone should contribute to ensuring that meals take place in a pleasant atmosphere.

The timetables for the Bar and Cafeteria are posted in the respective locations.

3.6 Reprographics

The material to be reproduced for use in class must be submitted 48 hours or 24 hours in advance (depending on whether it is for worksheets or formal assessments, respectively), duly approved by the Head of Department/School /Pedagogical Direction, using a computer programme created for this purpose.



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

Curriculum departments, specialised educational support services and educational coordination services will be entitled to the appropriate number of photocopies.

Strangers are not allowed in the service area.

The order of arrival at these services must be scrupulously respected, and the staff on duty must attend to teachers/staff, students and Guardians in turn.

The Reprographics Office's opening hours are displayed at the entrance.

Throughout the year, teachers/staff, students and guardians will be able to buy exclusive St. Peter's school materials at the shop.

3.7. FIRST AID Office

The school has a First Aid service, where a specialized professional is available daily to identify, treat and/or refer situations of sudden illness or trauma, providing first aid and subsequent medical referral, when necessary, always in liaison with parents. The most serious cases will be referred to hospital and the school insurance will be activated, as requested at the school office.

The timetable for this service, which is aimed at all members of the educational community, is displayed on site.

All students must keep their individual health report up to date.

If the student has any allergies, food or otherwise, they should inform their Form Tutor/ Form Teacher who will forward the information to the First Aid service.

When a student has an infectious disease, they are not allowed to stay in the school, as they could infect their classmates.



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

When a student shows symptoms of illness at the school, the parent or guardian will be informed immediately. If necessary, the Parent or Guardian must go to the school and take responsibility for accompanying their child to a health centre.

Indispositions and Medication

Parents and Guardians must provide the Form Tutor / Form Teacher or Educational Assistant with all the information they consider relevant about their child's health and disposition, if necessary on a daily basis.

Whenever students in Kindergarten or Primary and Junior Schools of foundation education, when justified, need to take medication during school hours, their parents or guardians must inform in writing of the dose and the time of administration.

The medicine and directions should be handed in at reception or to the respective Class Teacher/Form teacher/Form Tutor.

3.8. Psychopedagogical Department

The Psychopedagogical Department has its own facilities and equipment. It is a support service for students, their families and the teaching team.

3.9 Lost and found room

Items brought by students to the school must be properly labelled.

The school cannot be held responsible for the disappearance or damage of any property that the student brings to the school.

Found objects will be stored in a room prepared for the purpose and can be claimed at the school reception.

Clothes that are unclaimed and unidentified at the end of the school year will be given to charitable organisations.



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

3.10. RECEPTIONS

The school has two reception areas:

- Nursery / Kindergarten;
- Main reception.

Reception is a place for general information about how the school works, as well as a place for communication between teachers and parents via telephone calls. It is also at the reception that Parents and Guardians can make appointments with Form Tutors, teachers and others involved in the educational process.

Reception must guarantee telephone contact between Parents and Teachers on a permanent basis, while respecting school term times.

The Parents/Guardians should only collect their child from reception.

Reception opening hours are from 08:00 to 18:00.

3.11. Administrative OFFICE

The administrative services have their own facilities and equipment.

The office is a place for information and billing for specific services provided by the school.

The timetable is visible in its own place.

3.12. Pedagogical OFFICE



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

The Pedagogical Office has its own facilities and equipment. It is a technical-pedagogical organisational body. Its function is to provide instrumental support to all teaching areas. It is responsible for ensuring that the following activities are carried out:

- Enrolment / Renewal of enrolment / Cancellation of enrolment;
- Transfer processes;
- Certificates (qualifications, applications, diplomas, biographical records, extracts from classifications, enrolment terms and certificates);
- Organisation of the internal file - inserting a copy of the relevant forms in the student's individual file;
- Organisation of the school's archive - insertion of end-of-term or final reports in the files filed at the respective schools;
- Registration for the national secondary school exams;
- Updating and maintaining the Ministry of Education database;
- Collecting, filing and distributing legislation relating to the pedagogical area to the relevant bodies.

3.13. logistics and maintenance service

Competences

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Reference:

Date: 05.03.2025

Name: **Internal Regulations**

- control and keep operational the leisure facilities;
- collaborating in the survey of shortcomings in terms of providing material and human conditions for sports and leisure activities and ensuring stock School Administration of various items of equipment, as well as stocks of promotional gifts for the school;
- provide for the conservation, maintenance and permanent improvement of the facilities in order to keep them functional for sporting, cultural and recreational activities;
- plan for the need for major repairs to facilities and equipment;
- ensure the proper use of facilities and equipment;
- manage the facilities;
- promoting the inventory and School Administration of equipment, as well as making it available in a timely and appropriate manner for the practice of sport and other socio-cultural and educational activities;
- ensuring the logistics and organisation of facilities for educational, social, sporting, cultural and recreational initiatives;
- promote the planning, remodelling and maintenance of playgrounds;
- ensuring cleanliness and hygiene in sports, cultural and recreational facilities;
- provide logistical support for events organised by the School or supported by it;
- know and apply the legal and regulatory rules and the orders and instructions of their superiors, as well as carrying out their duties in accordance with the objectives that have been set and using the skills that have been deemed appropriate.



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

3.14. Helpdesk

Competences

- providing support to computer network users, involving the assembly, repair and configuration of equipment and the use of available *hardware* and *software*;
- training users in the available applications, providing support in solving problems;
- assembly of the equipment and implementation of the systems used by the service units and training of users;
- participate in the process of analysing new *software* and in the process of purchasing application *software*;
- develop small programmes to facilitate the user-support interface;
- maintaining and servicing equipment;
- *backups* and other security procedures for stored data;
- installing *software upgrades* and making other adaptations/modifications to improve equipment performance;
- participate in the analysis of computer parts/accessories and materials that require specification or configuration;
- preparing follow-up reports on the technical work carried out.

3.15. human resources School Administration

Mission

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Reference:

Date: 05.03.2025

Name: **Internal Regulations**

The Human Resources Department serves the entire educational institution of the school, with the aim of contributing to the efficiency and well-being of the human capital of *St. Peter's International School*.

Competences

- managing staff recruitment processes, promoting the smooth running of procedures;
- support in the School Administration and organisation of the Performance Appraisal process;
- preparing opinions and projects of varying degrees of complexity and carrying out other specialised support activities regarding remuneration;
- managing contracts;
- complete and process statistical data in the field of Human Resources, namely professional training, personnel costs, expenses, among others.
- carrying out consultancy tasks involving the study, planning, programming, evaluation and application of methods and processes, which form the basis for and prepare decisions;
- preparing information, opinions and projects of varying degrees of complexity.
- carry out the monthly processing of employees' salaries, allowances and deductions, and send them to the respective organisations;
- monitor employee attendance;
- manage the human resources IT application and make suggestions and proposals for development and updating.



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

Final Notes

Anyone who, through fault or negligence, damages any type of material belonging to the school, in addition to being subject to disciplinary proceedings, will be obliged to make reparation directly or in cash for the damage caused.

The emergency evacuation and fire-fighting plans are known to the entire school community. Regular drills are carried out.

All members of the school community must report any faults or damage to the person in charge of the space, regardless of whether they are responsible for it.

Posters may only be displayed and products sold with the authorisation of the School Administration.

CHAPTER IV – SCHOOL OPERATIONS

4.1 Timetable

St. Peter's International School operates a single shift, with the following timetable:

- Opening - 08:00
- Closing - 7pm
- Period of teaching activity - from 8.30am to 4.45pm (depending on the level of education)

The extension runs from 5.30pm to 7pm and is charged when used.

Extra-curricular activities take place during the lunch break and after 4pm.

The school is closed to students during the month of August. However, the administrative-pedagogical services are open for matters relating to national exams and access to higher

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Reference:

Date: 05.03.2025

Name: **Internal Regulations**

education, enrolment, transfers and student files, as well as matters of an informative nature.

4.2. Access / Circulation / Exiting the school GROUNDS

Access

Entrance to the school grounds is via two access gates.

- **Main Entrance** - allows access to students, parents and carers, pupil chaperones, teaching and non-teaching staff, suppliers and other people with matters of common interest to deal with.
- **Transport entrance** - allows access to pupils using school transport and the educational assistants who accompany them.

Access to classrooms during school hours is forbidden to parents and guardians and to anyone outside the school's service, except for cases duly authorised by the School Administration.

The School Administration reserves the right to restrict or prevent anyone's access to the school grounds.

Entry to the school grounds is controlled using the school ID card, by mandatorily passing it through the turnstiles at the gate and other card readers provided for this purpose.

School ID card

The school ID card identifies all school users (students, teaching and non-teaching staff).



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

The information on the school's ID cards is stored in a confidential database to which only the School Administration and administrative services have full access.

The school ID card is personal and non-transferable. Under no circumstances may it be used by another person.

Allocation and Acquisition of the School Identification Card

One (1) school ID card is given free of charge to the following users:

- Student;
- Teacher;
- Other Employees.

The school ID card is valid for the duration of attendance at the school.

The user of the school ID card is responsible for its use and conservation, and the school cannot be held liable for any substitution for improper use.

It is the user's responsibility to maintain and keep their card in good condition, and it can't be:

- Scratched, scraped, cut;
- Covered with any sticker;
- Amended with correction fluid;
- Erased, bent, cracked.



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

Parents and guardians can buy other cards, at the cost of 7 (seven) euros.

All users must be accompanied by their school ID card whenever they are on school premises.

The user must use all card-reading equipment correctly. Any damage caused by vandalism will be paid for by the person responsible for its misuse.

Temporary card and duplicate card - lost, misplaced, damaged or broken

If the user forgets their ID card, they should go to reception and ask for a temporary card. When handing over the temporary card, the user must leave a deposit of 7 (seven) euros, which will be returned when the card is returned.

In the event of damage, loss or poor state of repair, the user must go to reception and request a temporary card and request a duplicate of their card, for a fee of 7 (seven) euros.

The temporary card is the property of the school and must be returned to reception when a new card is issued, in perfect condition and working order.

Whenever the user detects a fault with their card, they should go to reception to report the event and request a new card or repair it and request a temporary card. If the fault is not attributable to the user, the card will be replaced free of charge and the deposit will be refunded once the temporary card has been returned.

The Parent or Guardian is responsible for periodically checking the condition of their child's card and for paying for its replacement if it is lost or damaged.

Card Features - Meals

The user must always present their card at the reader available in the cafeteria. Once the green light is shown, the student can proceed and collect their meal.



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

In Kindergarten and Primary School, it will be the responsibility of the teacher to swipe the card in the respective reader.

Card functionalities - Entering and leaving the school grounds

It is compulsory to use the school ID card when entering and leaving the school grounds.

The entry and exit control turnstiles only work when staff and pupil cards are swiped through the respective readers.

Students using the school's transport will be registered at the entrance to the bus by having their cards scanned by the educational assistant.

Students using the school's transport services will be registered when they get off the bus by having their cards scanned on the appropriate equipment, at the stop previously agreed between the Parent or Guardian and the school, by the educational assistant.

The entry and exit of pupils using other school transport will be recorded on the equipment provided at the school entrance specifically for pupils using school transport, by the educational assistant.

Leaving the school grounds

Nursery, Kindergarten, Primary and Junior Schools of Foundation Education

Students are only allowed to leave the school grounds when accompanied by an adult or with the written authorisation of their guardian, who is responsible for all matters after their child has left.



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

Students who are escorted out of the school may only leave with someone who has been authorised to do so in advance.

Students using school transport may only leave when accompanied by the educational assistant appointed for the purpose.

Exit from the school grounds is controlled using the school ID card, by passing it through the turnstiles at the gate and other card readers provided for this purpose.

Middle School and Secondary Education

Students are not allowed to leave the school grounds during break times.

Students in the Middle School, provided they have written authorisation from their guardian, may only leave without an adult at the *end of the* school day (afternoon). Students who use the transport service may not leave the school.

In the event of written authorisation from the parent or guardian, by means of a specific document, 11th and 12th grade students are allowed to leave the school during lunchtime, without jeopardising their punctual attendance at either the teaching component classes or the supplementary curricular classes.

This authorisation can, however, be withdrawn from 11th and 12th grade students at any time by the Head of School, on an individual or group basis, if the student/group of students does not show a responsible attitude towards their duties of attendance, punctuality and disciplinary behaviour.

Secondary school students (11th and 12th grade) who are allowed to leave at lunchtime are automatically allowed to leave after the end of lessons and/or support.

Students who are escorted out of the school may only leave with someone who has been authorised to do so in advance.

Students using school transport may only leave when accompanied by the educational assistant appointed for the purpose.



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

Exit from the school grounds is controlled using the school ID card, by passing it through the gate turnstiles and other card readers provided for this purpose.

4.3 Uniform

Students are expected to wear their school uniform at all times. The school uniform is an important part of our collective identity and sense of community. It is important that students always present themselves as ambassadors for the school, including when they are in public places or travelling to and from school.

The School Administration expects all students to comply with the Uniform Policy.

Objectives:

- Encourage self-respect and pride in the school.
- Promoting a professional approach to learning.
- To help promote the academic spirit of the School as a rigorous environment for learning.
- Ensure that students have a good presentation.

The application of this policy depends on:

- The parent or guardian being fully aware of the requirements regarding the use of the uniform.
- The parent or guardian being aware of all the procedures for purchasing the uniform.

The school uniform is made up of items that follow the school's exclusive model. It is divided into the different levels of education with the following elements:

Nursery / Kindergarten

- skirt / trousers / shorts (chequered);



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

- white shirt / white polo shirt (with logo);
- blue cardigan / jumper / vest;
- fleece jumper;
- blue socks;
- tie / bow;
- panama, hat or cap;
- black or dark blue shoes;
- changing bag (with logo);
- braces (optional).
- Parka, windbreaker or raincoat (dark blue).

Primary, Junior and Middle Schools of Foundation Education

- green skirt / trousers / green shorts;
- white shirt / polo shirt (with logo);
- green jumper / cardigan / vest (with logo);
- Blue fleece jumper (with logo);
- tie / bow / scarf;
- green / blue hat (school model);
- black, dark blue or brown shoes;

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Reference:

Date: 05.03.2025

Name: **Internal Regulations**

- green socks;
- parka, windbreaker or raincoat (dark blue).

Secondary Education (national and international)

- grey skirt / trousers;
- blue shirt (with logo);
- blue jumper / vest / cardigan (with logo);
- Blue polar fleece (with logo);
- tie / scarf;
- blue blazer / parka / raincoat (dark blue);
- black, dark blue or brown shoes;
- blue socks.

Scarves should be of the model available at the school or, alternatively, dark blue.

Jackets and blazers should be dark blue, plain, discreet and without logos or designs.

Students must wear the formal uniform at official events (presentations, school trips) and whenever indicated by the school.

Students can only wear the sports uniform on days when they have PE lessons or extracurricular activities, but they can wear it throughout the day.



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

Occasionally, it may be necessary for students to wear the formal uniform for a school trip or a formal activity before or after a PE lesson. The Parent and Student will be informed in advance.

Hats should be worn outside buildings, but never inside.

The only accessories allowed are (small) earrings, a simple chain around the neck and a bracelet on the wrist. Piercings are not permitted. For safety reasons, no accessories are allowed in PE lessons.

Hair must be worn in a natural colour and styled professionally (e.g. fully shaved haircuts, patterned haircuts, coloured hair are not allowed).

Make-up is not allowed and nails must be natural in colour.

As for footwear, shoes are compulsory; flip-flops and sandals are not allowed. On colder days, students can wear simple boots without accessories.

Their colour can be dark blue, brown or black.

Sports shoes may not be worn with the uniform.

Physical education equipment

- sports hat;
- white t-shirt or polo shirt (with logo);
- Shorts (school model);
- tracksuit (school model);
- green / blue socks;
- trainers;



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

- Physical Education bag (with logo) - optional.

It is compulsory to wear a swimsuit (the school's model) at the Beach Camp to ensure more effective security checks.

It is compulsory for extracurricular activities:

Football

- Shorts;
- T-shirt (for exclusive use when playing football);
- Socks.

Swimming

- Backpack (with logo);
- Bathrobe (with logo);
- Cap;
- Swimsuit.

Rugby

- Shorts;
- Polo (for the exclusive use of Rugby);
- Socks.

Tennis

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Reference:

Date: 05.03.2025

Name: **Internal Regulations**

- Shorts / skirt;
- Polo shirt.

All clothing must be clearly labelled with the student's name and the school cannot be held responsible for lost or damaged clothing.

Any student who comes to school inappropriately uniformed will be forced to change. The parent or guardian will be contacted and may be asked to go to the school so that the student is properly uniformed or to buy a new uniform.

4.4 Teaching materials

Part of the teaching material is made up of models exclusive to the school. They are therefore compulsory:

- A3 and A4 drawing pads;
- A5 and A4 notebooks;
- Ring-binder folders, wide and narrow;
- A3 elastic folder and XL box.

School books and other materials are optional.

4.5 Transport

The school provides a daily transport service on request.

As this is an optional service, it is the responsibility of the parent or guardian to mention the desired stop when registering. The definition of each of the existing or future routes

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depends on the requests for this service. However, it is up to the school to decide where to stop for students to get on and off the bus, in order to speed up the journey time and avoid excessive time spent on the bus.

It is used in accordance with the following principles:

- it is the responsibility of the parent or guardian to ensure the transport of the student who fails to arrive at the bus stop on time;
- students must respect the instructions of the supervisors and drivers and remain seated and wearing their seatbelts throughout the journey;
- students should keep the bus clean and avoid leaving personal belongings in it;
- at the end of the day, the parent or guardian must meet the student at the bus stop at the scheduled time; if this does not happen, the student will return to the school, where they will remain until the closing time - 7pm;
- It is the responsibility of the Parent or Guardian to transport students who do not turn up at the pick-up point at the stipulated time due to lateness;
- Parents and guardians must sign a term of responsibility regarding the person or persons who can collect the child, both at the school and in the transport service;
- the parent or guardian may, however, sign a term of responsibility authorising their child to leave the transport on their own, taking on all the responsibility that this may entail;
- whenever a student's behaviour and attitudes are considered inappropriate, detrimental to the smooth running of the service or put at risk not only their own physical integrity but also that of their colleagues, and after being admonished they persist in their error, the School Administration has the right to suspend them from further use of the service.

4.6 MEETINGS

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Commitment to working with families.

We pride ourselves on having excellent relationships between students, teaching and non-teaching staff and families - this partnership is fundamental to the success of our school and to ensuring that students' development and progress are transformative.

We encourage and appreciate the full participation of families in the life of our school, in the best interests of our students; we are committed to listening to all parents to support the school in the development of its objectives.

The parent or guardian is encouraged to contact the leadership team, Form Tutors or Form Teachers. We aim to respond to all communications within 24 hours.

Parents' Meetings Procedures

Meetings should always be booked in advance - we advise parents not to come to the school without first booking a meeting, as the team may not be available to meet. The best way to book a meeting is via the school's main email address: geral@stpeters.pt. The reception team will forward the request or schedule the meeting immediately.

The duration of the meeting will depend on the teacher's teaching/non-teaching activity, as students are the school's priority.

Minutes of the meeting should be drawn up and signed by all those involved.

Faculty Meetings Procedures

If the number of items to be dealt with at the meeting requires time, the school may set certain times for the discussion of each item on the agenda.

In each session, the maximum meeting time may not exceed two hours.

If it is impossible to deal with all the items on the agenda, the meeting will be adjourned and will continue on a date and time to be decided by the Chairman of the Meeting, until all the items have been dealt with.



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Minutes should be drawn up of all meetings held.

4.7 SCHOOL TRIPS

The school trip is one of the activities that most stimulates students, given the motivating nature of leaving the school grounds. However, a school trip is more than just an outing. It is a learning opportunity that favours the acquisition of knowledge, provides the development of working techniques and facilitates sociability.

One of the objectives of the new teaching-learning methodologies is precisely to promote the interconnection of theory and practice, school and reality. The school trip is one of the means most used by teachers to achieve this goal, within the framework of the subjects they teach. It is therefore widely used as a complement to the knowledge provided in the syllabus, which thus becomes more meaningful.

It is on this basis that all students are automatically enrolled in the school trips proposed by the curriculum departments and approved by the School Administration.

When payment is due, the amount will be invoiced to the parent or guardian.

The school does not commit to any educational activities for a student who wishes to stay at the school while their group is on a school trip.

Visits can only take place with the knowledge of all the teachers on the class teaching council.

If the school trip involves food, this will be provided by the school, even in cases where the student does not normally use this service.

The price of the visit is set by the school office. To this end, the teacher in charge should provide the school trip plan and any other information necessary for this purpose.

The planning of the school trip should include:

- Pedagogical objectives;



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- The location and itinerary of the visit;
- The name of the facilitating teacher and the chaperones;
- The number of students involved;
- The date and duration of the visit;
- The means of transport to be used;
- The special clothing / footwear to be worn (when necessary) and the cost of the visit;
- The risk assessment associated with the activity.

The Kindergarten Teacher / Form Teacher/ Form Tutor should have prior knowledge of the students who will not be taking part in a school trip, as well as the reason for this.

Students are obliged to take part in school trips and other activities planned by the school, except in duly justified cases.

School trips should involve one teacher for every 10 students involved in kindergarten, primary and junior schools; one teacher for every 15 students in middle and secondary schools.

In view of the testing model adopted at the school and the reduced number of lessons planned for the 3rd term, outings and/or visits will only be authorised during this period when they are of great educational interest.

At the end of the school trip, the teacher who organises it must submit an evaluation report to the Head of Department/School Coordinator. Once the evaluation document has been analysed, it should be presented to the Pedagogical Council.

School trips abroad or on national territory lasting more than two days require prior authorisation from the school's Executive Director.



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St. Peter's International School includes in its Educational Project annual school trips to the United Kingdom or any other English-speaking country, in order to immerse students in the English-speaking language and culture.

We refer you to the specific legislation in force for the other conditions for organising school trips.

4.8 Procedure in the event of an accident

Whenever an accident or emergency situation occurs within the school grounds involving students or staff working at the school, one of the Heads of School, the Pedagogical and Executive Directors and the emergency services should be contacted immediately, and if necessary, the student should be taken to the infirmary. An incident form should also be completed and is available at all reception desks.

In the event of a personal accident, the injured person must be given first aid by people with the knowledge to do so (nurse/doctor) and transported to hospital in a suitable vehicle.

When a student is injured, the Parent or Guardian should be informed, preferably by the School Nurse or Kindergarten Teacher/Form teacher/Form Tutor.

When the student has to go to hospital, he or she must be accompanied by an educational assistant, who will only stop accompanying the student when he or she is in the care of the Guardian or another family member.

In the event of any emergency situation (fire, earthquake, explosion, landslide, etc.), calm must be maintained and the procedures indicated and trained in the school's evacuation plan must be scrupulously followed .



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CHAPTER V - SCHOOL ADMINISTRATION AND ADMINISTRATIVE BODIES

5.1 EXECUTIVE LEADERSHIP

This body is made up of a General Director, an Executive Director and three Pedagogical Directors (Technical/Pedagogical Director of the Nursery and Kindergarten, Director of the National Curriculum and Director of the International Curriculum).

5.2 SENIOR LEADERSHIP TEAM (SLT)

This School Administration body is made up of the Executive Director, the Pedagogical Directors, the Heads of School, the Head of Boarding and the Safeguarding Leader.

5.3 PEDAGOGICAL LEADERSHIP

The Pedagogical Directorate is the School's administrative and management body in regards to the pedagogical/academic and cultural areas. It is made up of three Directors - the Technical/Pedagogical Director of the Nursery and Kindergarten, the Pedagogical Director of the National Curriculum and the Pedagogical Director of the International Curriculum - to support the administration and management of the School



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The Pedagogical Directorate of St. Peter's International School has the following responsibilities:

- promoting and chairing meetings of the School Council and the Pedagogical Council;
- representing the school before the supervisory bodies and in all matters of a pedagogical nature, keeping the Executive Leadership informed;
- coordinating curricular, extracurricular and cultural activities, monitoring their implementation over time, in accordance with the decisions approved by the Pedagogical Council;
- exercising hierarchical power, particularly in disciplinary matters, in relation to teaching and non-teaching staff;
- exercise disciplinary power over students;
- evaluate teaching and non-teaching staff;
- Ensure the smooth running of the school;
- ensuring the good image of the school;
- present and discuss reports on parents' meetings at the Pedagogical Council;
- inform the Senior Leadership Team of the content of the meetings and deal with all matters with them;
- enforce the timetables and other school regulations;
- contact official bodies and others in the permanent need to develop and broaden teaching horizons and promote the prestige of St. Peter's International School;



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- taking the strictly appropriate and necessary steps to put an end to situations that jeopardise the student's health, safety or education, always while preserving the private life of the student and their family. They may request the co-operation of the competent public, private or solidarity authorities, namely the "Safe School", the local social action councils, the child and youth protection commission or the representative of the Public Prosecutor's Office at the Court with jurisdiction over minors;
- The Pedagogical Directorate may delegate its competences to one of the members of the Senior Leadership Team or the Pedagogical Council.

5.4 Educational structures

SENIOR Leadership team COUNCIL (SLT)

The purpose of this School Administration body is to coordinate and guide the school's education, specifically in pedagogical and teaching areas, in the guidance and monitoring of students and in the initial and ongoing training of teaching staff. It is also responsible for approving all decisions and procedures presented by the Pedagogical Council. It is chaired by the Executive Director.

Composition

The composition of the Senior Leadership Team Council is as follows:

- Executive Director;
- Technical/Pedagogical Director - Nursery and Kindergarten;
- Pedagogical Director - National Curriculum;
- Pedagogical Director - International Curriculum;
- Heads of School;
- Head of Boarding;

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- *Safeguarding leader.*

Operating rules

The Senior Leadership Team Council meets ordinarily once a week and extraordinarily whenever convened by the respective Executive Leadership Board.

PEDAGOGICAL COUNCIL

The aim of this School Administration body is to coordinate and guide the school's education, particularly in pedagogical-academic areas, in the guidance and monitoring of students and in the initial and ongoing training of teaching staff.

The National Curriculum Board meets separately from the International Curriculum Board.

Composition

The Pedagogical Council has the following composition:

- Pedagogical Director
- Heads of Department of all curriculum areas;
- Heads of School;
- Head Psychopedagogical Department.

Extraordinarily, can be part of this Council:

- The employee representative;
- The student representative, per school section;
- The representative of the Pedagogical Office.

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Operating rules

The Pedagogical Council meets ordinarily once a month and extraordinarily whenever convened by the Pedagogical Directorate.

The Executive Director may attend and convene the Pedagogical Council whenever he or she sees fit.

Competences

- meet to discuss general rules and specific cases in all areas;
- deciding, within the guidance plans defined by the competent sectors, on all matters of interest to the pedagogical organisation of the school;
- discuss the pedagogical plan and changes aimed at improving it;
- submit proposals for the drafting of the School's Educational Project;
- give its opinion on the proposed Internal Regulations;
- approve the Annual Activities Plan and approve extraordinary activities not included in the Annual Activities Plan;
- establish the assessment criteria each year, in consultation with the curriculum departments, as well as the adoption of instruments for the systematic collection of assessment information;
- approve the adoption of school textbooks;
- propose the development of pedagogical innovation and training experiences, in consultation with the curriculum departments;
- ensuring pedagogical guidance by defining the criteria to be taken into account in the preparation and running of the school year, in particular with regard to: the organisation of classes, the appointment of Form Tutors, the use of facilities, the

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distribution of teaching and non-teaching work, the drawing up of timetables and the organisation of exams, as well as the hiring of teaching and non-teaching staff, in accordance with the provisions of the legislation in force;

- intervene, under the terms of the law, in the process of evaluating teachers' performance;
- set up pedagogical sections, defining their scope, competences and members, and they should include, as far as possible, representatives of the school community;
- drawing up the training and updating plan for teaching and non-teaching staff, in conjunction with the respective training centre, and monitoring its implementation;
- to assess the plans for leisure activities for the school holiday periods (Christmas, Easter and summer), as well as the educational activities of the educational assistants;
- bringing decisions to the attention of the general public, orally or in writing, and to parents or Guardians, when necessary, through meetings or circulars;
- Send all decisions to the executive board for approval.

SCHOOL COORDINATION

Composition

The School Coordination team is made up of:

- 2 Heads of Primary School (National and International);
- 1 Head of Junior and Middle School of the National Foundation Education;
- 2 Heads of Secondary Education (National and International).

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Head of School

The Head of School is a teacher who is responsible for coordinating and leading the team of teachers that make up the level or stage of education, both in the teaching area and in guiding pedagogical methodologies.

Their work extends to the Form Tutors, teachers, students and parents/guardians of their school section. The main function is to join forces to achieve the objectives of the School's Educational Project and those set by the School Administration each school year.

The Head of School is appointed by the Executive Leadership Board.

Competences

The Head of School's competences are:

- promote and monitor the development of the various components of the Educational Project in their Section and in accordance with the indications of the Pedagogical Directorate;
- running the school team meetings and achieving an effective teamwork environment among the teachers;
- encouraging and guiding Form Tutors and other teachers in the performance of their duties;
- to check and ensure that lessons are given in good teaching, disciplinary and material conditions;
- organise group activities outside of class, cultural visits, parties, etc. with the class teachers;
- ensure that the rules of behaviour are properly observed;

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- ensure compliance with the disciplinary plan defined in these regulations;
- In the event of a disciplinary incident, the appropriate procedure, as defined in these internal regulations, must be followed;
- make the necessary contacts with the parents/guardians of students who commit offences, informing them of the various occurrences and defining joint strategies for resolving the problems;
- take part in the different class teaching councils;
- to positively reinforce students who demonstrate a meritorious attitude that recognises their respectful and correct attitudes.
- keep a weekly record of their activities within the scope of their job.
- making provision for teacher replacements and dealing with teacher absences in agreement with the School Administration;
- programme the section's activities with the teachers and ensure that they are carried out;
- knowing, complying with and ensuring compliance with the official legislation in force corresponding to the section: minutes, class registers, records, evaluations, etc; as well as everything indicated by the School Administration: statistics, information, analyses, objectives, among others;
- ensure that evaluation meetings are held on time, serving as a space for reflection on the educational task;
- to ensure that the results of teaching activities are satisfactory and that school failure is avoided;
- guiding the initiatives and suggestions of parents, teachers and students towards the School Administration and vice versa, taking on board the guidelines and

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norms established by the School Administrations and passing them on in a constructive spirit to teachers and students;

- encourage the participation of parents/guardians in the school's activities;
- giving the necessary attention to parents, teachers and students new to the school in order to achieve their rapid integration;
- looking after and ensuring that school facilities and equipment are looked after, as well as proposing solutions for their conservation and improvement.
- coordinating the work of the Form Tutors;
- ensure that class leaders have the means and working documents and guidance necessary to carry out their educational activities;
- collaborate with Form Tutors and educational support services in drawing up pedagogical strategies;
- evaluate and submit to the Pedagogical Council the proposals presented by the Form Tutors;
- plan, in collaboration with the Form Tutors, the activities to be carried out each year and evaluate them ;
- Meet weekly with the Pedagogical Directorate.

CLASS MANAGEMENT

Class Management is an area responsible for guiding the teaching-learning process, which, by diagnosing students' interests and needs, encourages attitudes and actions that promote success, thus collaborating in defining the school's pedagogical guidelines.

Form Tutors

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Form Tutors are appointed by the Pedagogical Directorate in conjunction with the Head of Schools.

The Form Tutor should preferably be a teacher of all the students in the class.

Whenever possible, the Form Tutor should be the teacher who, in the previous year, successfully carried out these duties in the class to which the same students belonged.

Administrative competences

- organising class activities;
- coordinating the process of drawing up and implementing the annual class plan;
- establish the day and time of the weekly service for parents and guardians, and inform those interested by e-mail.
- organise the class file;
- check the summaries at least every fortnight and ensure that they are kept by the class council;
- drawing up and keeping the student's personal file;
- calling on parents and guardians to deal with matters concerning their children;
- always keep minutes of meetings with parents;
- promote the election of class marshals and sub marshals at the beginning of the school year, preparing them to act correctly and responsibly;
- to assess the reasons for absences presented by the guardian;
- enforce these internal regulations;
- preparing and chairing class council meetings.

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Pedagogical competences

The Form Tutor or, in the case of students in the Primary School of foundation education, the Form Teacher, as coordinator of the class work plan, is particularly responsible for adopting measures to improve learning conditions and promote a good educational environment, and is responsible for coordinating the intervention of the class teachers and parents and guardians and collaborating with them to prevent and resolve behavioural or learning problems.

The Form Tutor should:

- facilitate the integration of students into the class and, in general, into school life;
- identify students' interests, preferences and needs;
- clarify any doubts students may have about their rights and obligations, as well as about the running of the school;
- participate in the school's pedagogical proposals;
- encourage teachers to play an intervening role in solving the problems of the students in their class;
- assessing cases of disciplinary failure, ensuring the participation of students, teachers, parents and guardians in the application of educational measures arising from the assessment of these situations;
- coordinating the process of formative and summative assessment of students, ensuring that it is comprehensive and integrative in nature and, if necessary, requesting the participation of others involved in the assessment;



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- coordinating the preparation of the Individual Pedagogical Support Plan (PAPI)/Class Pedagogical Support Plan (PAPT)/Development Plan and informing the parents;
- propose an assessment of the student to the Psychopedagogical Department at the proposal of the class council;
- propose, following the decision of the class council, appropriate educational support measures and evaluate them;
- encouraging the involvement of parents in the educational process and informing them about students' performance, attendance, punctuality and behaviour;
- informing parents and guardians of the timetable for the school year, the assessment criteria and principles, the internal operating rules, the educational support available and the supplementary curricular activities available;
- preparing and organising class assemblies when problems arise between pupils and between pupils and teachers, in order to resolve conflicts and promote pupils' personal and social development;
- submit an evaluation report on the activities carried out to the headteacher at the end of the school year.

Psychopedagogical Department

The Psychopedagogical Department at *St. Peter's International School* is the organic unit that offers support and guidance to students and their families, with the aim of promoting the necessary basis for their integral development, working on their biopsychosocial balance. Its mission is to offer specialised psycho-pedagogical intervention tailored to the specific needs of each student and their family.

The Psychopedagogical Department acts on the relationships that are established in the school context, bearing in mind that, throughout their schooling, any student may have issues that require specific attention or differentiated educational resources.

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Early Assessment and Intervention

Early intervention includes all the activities, opportunities and procedures designed to promote the development and learning of the kindergarten child, as well as the set of opportunities provided to families so that they can promote that same development and learning.

The Psychopedagogical Department is responsible for characterising the children's current level of development, identifying learning that has already been acquired throughout their growth and also providing timely intervention in the face of any weaknesses identified.

Psychopedagogical assessment and psychological evaluation

The psycho-pedagogical or psychological assessment should focus on the overall assessment of situations related to development problems. It should begin after the case has been reported, by characterising the problem involved, taking into account the display of behaviours or skills that are out of step with the reference group and that affect the teaching and learning process, taking into account the student's participation in the various curricular, extracurricular and non-curricular areas and the student's socio-family background.

Within the scope of pedagogical assessment, the specialised pedagogical support teacher acts whenever requested to intervene in the classroom context, for prior *on-site* screening of learning difficulties. They also carry out diagnostic assessments, which consist of evaluating the competences of the school's students in the face of any difficulties they may have in the areas of Portuguese and Maths.

Specialised Pedagogical Support

Specialised Pedagogical Support is often combined with work carried out in the field of psychology, which aims to identify specific learning problems or factors that occasionally affect students' learning, continually seeking answers for educational equity. This educational equity aims to make educational success possible for all students, without any kind of constraints, with a view to promoting children's cognitive potential,

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guaranteeing an adequate opportunity to learn and reducing discrepancies between learning potential and cognitive and motor performance.

Pedagogical support teachers work in systematic liaison with Year Group Councils / Class Teaching Councils / Families to define Measures to Support Learning and Inclusion, as well as the specific resources to be mobilised to meet the educational needs of each and every child and young person throughout their school career, in a systematic attempt to promote participation and improve learning.

Within the scope of their speciality, Specialised Education Support teachers, in addition to presenting themselves as dynamisers, articulators and specialists in differentiating the means and materials of learning for students who benefit from additional measures (point 5, of article 10 of Decree-Law 54/2018).^o of Decree-Law 54/2018, of and of July), they always support *the student's other teachers "in a collaborative way and in a logic of co-responsibility, in the definition of pedagogical differentiation strategies, in the reinforcement of learning and in the identification of multiple means of motivation, representation and expression"* (point 4, of article 11 of Decree-Law 54/2018, of and of July).

This Specialised Support can also be provided in conjunction with the area of psychomotricity, which aims to identify, promote or rehabilitate psychomotor profiles with weaknesses or immaturity in terms of psychomotor skills, namely laterality, body awareness, spatiotemporal structuring and motor skills, given that these difficulties can have an impact on students' learning from an early age.

Interaction with Families

The Psychopedagogical Department works with families, promoting dialogue and a joint assessment of each situation, with the aim of promoting biopsychosocial development and optimising existing resources.

Emotional Regulation

Throughout childhood and adolescence, anxiety appears as a normative characteristic and a common, transitory and functional experience, enabling adaptation to new

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situations. However, anxiety, whether caused by moments of assessment or by situations experienced in the family context (parental divorce, bereavement, among others) can influence school performance, interfering with the student's academic performance.

In this sense, the Psychopedagogical Department intervenes in the management of stress and anxiety at times of assessment that significantly interfere with the student's academic performance and personal well-being, minimising their impact on social and academic functioning, thus developing emotional, cognitive and behavioural regulation skills, making referrals to the outside whenever clinical and/or psychotherapeutic intervention is deemed beneficial.

Study Methods and Habits

The transitions between the different stages of education are crucial stages in students' lives, so acquiring appropriate study methods and habits is essential for school success. These can be promoted early on, through routines and attitudes that stimulate a taste for acquiring new learning and help students to self-regulate their time according to the different subjects to be studied.

However, knowing how to study does not come about spontaneously, it is a construction that comes from the dynamic triad made up of the student, their teachers and parents. The aim of the Psychopedagogical Department's intervention will be to give students the chance to become progressively more autonomous learners, with more consistent study methods and habits.

Vocational guidance

The end of the Middle School of foundation education coincides with the end of the course of study common to all students. It is an important decision-making point for young people, opening the way to various possible paths for continuing their studies. In order to be able to plan and build their life project, it is important for young people to choose and decide what best suits their interests and abilities.

The Vocational Guidance Programme, designed for students in the 9th grade of the national curriculum at *St. Peter's International School*, includes the process of vocational

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guidance, taking into account knowledge of the surrounding environment, particularly with regard to the educational, training and professional alternatives available to students and the world of professions, in order to promote an appropriate vocational choice for career planning and the formulation of personal projects.

CURRICULUM DEPARTMENT

It is the educational guidance structure responsible for organising and guiding curricular activities between the teachers of the respective Department.

The Curriculum Department is the structure that aims to reinforce curricular articulation in the application of study plans at national level, as well as the development of any curricular components on the school's initiative.

Operating rules

The Department meets ordinarily once a month and extraordinarily whenever necessary.

Departmental meetings will be attended by all teachers who are part of the department, regardless of whether sectoral subject meetings are held at a later date.

Competences

The Curriculum Department's competences are:

- supporting the work of the teachers who make up the respective Subject Groups, promoting the exchange of experiences on teaching methodologies, techniques and materials;
- reflect on and supervise issues related to student assessment;
- assessing the evaluation criteria;



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- carry out a critical analysis of the programmes, the national curriculum and any other specific documentation from the central services;
- carry out a survey of the teaching and bibliographical material available to the respective teachers;
- take inventory of subject material at the end of each school year;
- inventory and, where possible, budget for the department's needs in order to allocate budget funds;
- plan the programme units;
- analysing questions from the Pedagogical Council and taking a position on them, whenever requested by that body, cooperating with the other Departments;
- analysing and choosing textbooks in accordance with the criteria and frequency laid down by law;
- drawing up and evaluating the department's annual activity plan, with a view to realising the school's educational project;
- develop, in conjunction with the psychology and guidance services, measures in the areas of guidance, monitoring and assessment of students, with the aim of contributing to their educational success;
- developing measures in the field of training for the department's teachers, both in terms of ongoing training and support for those undergoing initial training.

Head of Curriculum Department

The Head of Department is responsible for:

- represent teachers from the respective departments at meetings of the Pedagogical Council;

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- present information and recommendations from their department's meetings at Pedagogical Council meetings;
- convene and chair the meetings of the respective Curriculum Departments;
- keep a record in their own book of the weekly activities carried out as part of their duties.
- notify the Pedagogical Directorate of teachers' absences from these meetings;
- contributing to the strengthening of curricular articulation, monitoring the development of the different components, as well as the development of curricular projects, guided by the national curriculum and the specificities of the school's educational project;
- guiding and coordinating the pedagogical action of all the teachers in the respective Curriculum Departments:
 - in the work of permanent scientific and pedagogical updating;
 - in evaluating, with the respective teachers, the weighted grids that lead to the attribution of level, at formal evaluation moments;
 - in the critical analysis of programmes and curricular guidelines at national level;
 - in the planning of teaching and non-teaching activities, in collaboration;
 - in the study and application of assessment processes and criteria;
 - support and clarification for teachers new to the school;
 - streamlining teaching work, working with other teachers to select and classify teaching materials and organise documentation files.

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- proposing ongoing training activities to the pedagogical council, based on the identification of the training needs of the teachers who make up the department;
- coordinating the preparation of dossiers and digital archives for subject groups, which should include:
 - nominal list of the teachers who make up the group;
 - a copy of the teachers' timetables;
 - plans for parents and carers;
 - internal regulations;
 - copies of the programmes and curriculum guidelines;
 - textbook relationship;
 - planning of subject activities;
 - notices and minutes of meetings;
 - copies of the evaluation documents deemed relevant.

FACILITIES MANAGER

The Facilities Manager can be a support structure for the Head of Head of Department or themselves in terms of the storage/maintenance of the materials/equipment used by the subject group.

Competences

The powers of the Facilities Manager are:

- draw up the operating regulations for the respective facility and place them in a visible place for the entire community;

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- define the rules of use and safety of the facilities, materials and equipment of the respective installation;
- draw up a map/hourly schedule of room occupancy and place it in a visible place for the whole community;
- take stock of existing equipment at the end of each school year;
- proposing to the Head of Department the acquisition of necessary material that does not exist in the school, carrying out the cost survey and presenting the respective budget to the administration, following up the acquisition process;
- maintaining the room and its equipment, informing the School Administration of any anomalies;
- Ensure the cleanliness and organisation of the facility;
- keep a weekly record, in their own book, of the activities within their remit.

EXTRACURRICULAR ACTIVITIES COORDINATOR

The Coordinator is responsible for:

- drawing up the timetables for the various extracurricular activities and organising the respective groups;
- to energise the preparation of plans for extracurricular and leisure activities;
- coordinate the evaluation of the respective extracurricular activities.

SCHOOL SPORTS COORDINATOR

The School Sports Coordinator, in conjunction with the teachers of the Physical Education Department and those responsible for the School Sports Team of the Setúbal Peninsula

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(EDE P), as well as the Association of Private and Cooperative Schools (AEEP), ensure the operationalisation of the School Sports Project at the school.

It's their responsibility to:

- encourage the development of a framework of recreational and formative activities that encourage students to join in voluntarily and in accordance with the guidelines of the Departments involved in the Project (Physical Education and/or others) and the School's Governing, School Administration and Pedagogical Guidance Bodies;
- to encourage student participation in the School Administration of the School Sports Club, intervening in the development, organisation and evaluation of the respective activities;
- coordinating and operating the internal cross-country and Megasprinter, inter-class and inter-school tournaments, in conjunction with the Physical Education Teachers and the teachers responsible for the activities of the School Sports Club, as well as coordinating the organisation of courses for judges, referees and timekeepers or other training provided for in the Internal Activity Plan;
- carrying out interdisciplinary activities such as seminars and conferences, school trips, leisure programmes during school breaks, including physical activities and sports matches between schools;
- hold regular meetings with the teachers responsible for the School Sports Club activities (internal and external), at least once every term;
- drawing up, complying with and enforcing the School Sports Project, as well as submitting reports on the internal and external activities carried out, containing suggestions for changes to this Programme and to the General and Specific Regulations for next year's competitions, as well as producing a Final Report on all the activities carried out by the school within the scope of the School Sports Programme;



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- to organise and keep up to date the School Sports Club Dossier, which includes, among other documents, the Monthly Activity Summary Sheets, student attendance at the respective Group/Team training sessions, the Annual Plan for each Group/Team and the Report on each action carried out as part of the Internal Activity;
- coordinating the organisation of championships, meetings or exhibitions/competitions held at their school;
- coordinate and make the necessary contacts for the transport of the Groups/Teams;
- send all the necessary documentation (match reports, reports, forms, etc.) by the stipulated deadlines;
- ensure, in liaison with the Governing Body, the replacement of any teacher responsible for the Groups/Team in the event of impediment due to force majeure.

CLASS TEACHING COUNCIL

It organises and monitors the activities to be carried out by the class and is responsible for assessing the students.

Composition

The Class Teaching Council is made up of all the teachers in the class, chaired by the Form Tutor, and may also include staff from the Psycho-pedagogical Department.

Operating rules

It meets at the beginning of the school year and as often as necessary to ensure the fulfilment of its pedagogical or disciplinary competences.



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When the Class Teaching Council meets for disciplinary reasons, the provisions of the Internal Regulations apply.

Competences

The competences of the Class Teaching Council are:

- collaborate in actions that favour the school's interrelationship with the community;
- decide on situations that imply the retention of the student in the same year, recording the grounds for the decision in the minutes and sending the proposal to the pedagogical council in writing;
- ensuring the development of the Annual Class Plan applicable to the students in the class, in an integrated manner and with a view to interdisciplinary articulation;
- develop initiatives, namely through the presentation, planning, monitoring and evaluation of interdisciplinary projects, in conjunction with the curriculum departments;
- promote actions that encourage the involvement of parents and guardians in the student's school career, in accordance with the principles defined by the School Administration bodies;
- analysing situations of academic and disciplinary failure that have occurred with students in the class and collaborating in the establishment of support measures tailored to the different situations;
- assessing students, taking into account the curricular objectives/competences defined at national level and the specificities of the school;
- to establish, on a systematic and continuous basis, measures relating to support and educational curricular complements to be provided to students, namely under



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the terms of the Individual Pedagogical Support Plan (PAPI)/Class Pedagogical Support Plan (PAPT)/Development Plan;

- detecting difficulties, differentiated learning rhythms and other student needs, collaborating with the Psychopedagogical Department in establishing intervention measures appropriate to the situations diagnosed;
- drawing up and developing the Annual Class Project, in accordance with the legislation in force.

TEACHERS' COUNCIL – PRIMARY SCHOOL

It defines the pedagogical guidelines for the Primary School, operating in accordance with Decree-Law no. 55/2018 of 6 July and Ministerial Order no. 223-A/2018.

Composition

The Primary School Teachers' Council is made up of the Head of Primary School, the Head of Primary English Department, the class teachers, the English Language teachers, the Delegate of the Physical and Motor Expression group, the Music Expression teacher and a member of the Psychopedagogical Department.

The teaching council may also include, without the right to vote, services with competence in educational support and services or organisations whose contribution the Pedagogical Council deems appropriate.

Operating Rules/Periodicity

The Primary School Teachers' Council meets fortnightly and extraordinarily whenever necessary.

Competences



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Name: **Internal Regulations**

In the Primary School of foundation education, the competences of the Teachers' Council are:

- deciding, within the limits of the law and the guidance plans defined by the competent departments, on all matters of interest to the pedagogical organisation of the school;
- to analyse and debate didactic and pedagogical aspects, according to the educational perspective of the school;
- proposing the organisation of teaching tasks for educational assistants, inside or outside the classroom, during teaching or other periods;
- discuss the pedagogical plan and propose changes to improve it;
- ensuring pedagogical guidance, defining the criteria to be taken into account in the preparation and operation of the school year, in particular with regard to: the implementation of increased pedagogical support, the organisation of classes, the use of spaces, the distribution of teaching and non-teaching work and the drawing up of timetables;
- ensuring the organisation of ongoing training;
- establish protocols and sign co-operation or association agreements with other schools and training institutions, local authorities and organisations;
- establish the assessment criteria each year, as well as the adoption of instruments for the systematic collection of assessment information;
- define general criteria in the areas of information and school guidance, pedagogical support, student assessment and support for students with special educational needs, in accordance with the opinion of the Psychopedagogical Department;



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- promoting and organising school trips, work exhibitions and parties, within the framework of the annual activities plan;
- organising leisure activities for the school holidays (Christmas, Carnival, Easter and summer);
- making decisions known to the general public, orally or in writing, and to parents or guardians, where necessary, by means of circulars.

Decisions made by this council should be taken to the Pedagogical Council by the Head of Primary School for ratification.

For the purposes of student assessment and in accordance with Decree-Law no. 55/2018 of 6 July and Ministerial Order no. 223-A/2018, the Teaching Council also has the following competences:

- deliberate the assessment by consensus of the teachers who are part of it, admitting recourse to the rotation system when it is impossible to reach this consensus;
- in the case of a vote, all members of the Teaching Council vote by name, with no abstentions, and the result of the vote is recorded in the minutes;
- decisions can only be taken by a majority, with the chairman of the Teaching Council, co-opted from among the members, having the casting vote in the event of a tie;
- record in the minutes all the decisions taken and the reasons for them.



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The members of the Teachers' Council are responsible to the Pedagogical Directorate for complying with the regulations in force at the school, and are personally liable for any decisions taken that contravene them.

FORM TEACHER

The Form Teacher, in the Primary School of foundation education, is the teacher who, in addition to their pedagogical role, brings together and manages the information of all the other teachers involved in the pedagogical practice of their class.

Competences

It is the responsibility of the primary school teacher:

- analysing the class situation and identifying specific characteristics of the students to be taken into account in the teaching-learning process;
- plan the development of the activities to be carried out with the students in the classroom;
- identify the different learning rhythms and special educational needs of the students, promoting coordination with the respective specialised educational support services, with a view to overcoming them;
- ensuring that the curriculum is tailored to the specific characteristics of the students, establishing priorities, levels of depth and appropriate sequences;
- adopt pedagogical differentiation strategies that favour students' learning, namely by creating conditions for individualised pedagogical reinforcement to overcome difficulties;
- designing and planning activities to complement the proposed curriculum;



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- prepare appropriate information to be made available to parents and guardians regarding the learning process and student assessment;
- organise each student's individual file in accordance with current legislation;
- allow all those involved in the learning process to access and consult the individual dossier, guaranteeing the confidentiality of the data contained therein at all times;
- drawing up the Annual Class Plan in accordance with the guidelines set out in the school curriculum project, making it known to parents and appealing for their involvement in it;
- analysing the Annual Class Plan after each summative assessment, with a view to making any adjustments or presenting proposals for the following school year;
- proposing appropriate responses to students' educational needs, detected through formative assessment;
- evaluate the students at the end of each term, according to the defined criteria;

The provisions of the previous paragraphs are without prejudice to the exercise of other competences attributed to them by law or internal regulations.

SCHOOL COUNCIL - NURSERY AND KINDERGARTEN

Defines the pedagogical guidelines for crèches and kindergartens.

Composition

The Nursery and Kindergarten School Council is made up of the Technical and Pedagogical Director of the Nursery and Kindergarten, the Team Leaders - Portuguese, English and EdTech - all the class teachers, as well as the English, Physical Education and

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Music Teachers and an element from the Psychopedagogical Department, whenever justified.

Operating Rules

The different nursery schools and kindergartens meet on a monthly basis to form the Teachers' Council.

The Teachers' Council discusses aspects related to curriculum planning/organisation, the adoption of flexible curriculum School Administration measures aimed at improving learning and preventing exclusion, school timetables and the scheduling of activities, the coordination of procedures and forms of action in the fields of the application of pedagogical differentiation strategies and the assessment of learning, the learning results obtained and reflected in the educational success of students.

The entire teaching staff meets quarterly with the Technical and Pedagogical Director of the Nursery and Kindergarten, thus forming the School Council.

Competences

In the Nursery and Kindergarten, the School Council has the following competences:

- deciding, within the limits of the law and the orientation plans defined by the competent departments, on all issues that concern the pedagogical organisation of the school;
- to analyse and debate didactic and pedagogical aspects, according to the educational perspective of the school;
- organising the teaching tasks of the educational assistants, inside or outside the classroom, during teaching or other periods;
- discuss the pedagogical plan and propose changes to improve it;
- ensuring pedagogical guidance, defining the criteria to be taken into account in the preparation and running of the school year, in particular with regard to: the

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organisation of classes, the use of space, the distribution of teaching and non-teaching work and the drawing up of timetables;

- ensuring the organisation of ongoing training;
- establish protocols and sign co-operation or association agreements with other schools and training institutions, local authorities and communities;
- establish the evaluation criteria each year, as well as the adoption of instruments for the systematic collection of evaluation information;
- define general criteria in the areas of school information and guidance, pedagogical support, student assessment and support for students with special educational needs, in accordance with the opinion of the Psychopedagogical Department;
- promoting and organising school trips, work exhibitions and parties, within the framework of the annual activities plan;
- organising leisure activities for the school holidays (Christmas, Carnival, Easter and summer);
- making decisions known to the general public, orally or in writing, and to parents or Guardians, when necessary, by means of circulars.

NURSERY AND KINDERGARTEN TEACHER

The nursery and kindergarten teacher is responsible for organising the activities carried out in each of the nursery and kindergarten rooms and must be accompanied by an educational assistant.

Competences

It is the responsibility of the Nursery and Kindergarten teacher:

- show team spirit and work well with their coordinator;

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- observing each child and the group to get to know their interests, abilities and difficulties;
- planning new learning situations in order to interest and stimulate each child, always valuing their knowledge;
- Evaluate all the educational activity with the group and the child in order to be aware of their progress;
- drawing up the group's curricular project, in accordance with the curricular guidelines and the guidelines expressed in the school's curricular project, making it known to those responsible for education and appealing for their involvement in it;
- plan, in accordance with the school's educational project, activities in partnership with the respective English language teacher and other teachers (Physical Education and Music) whenever justified;
- allow the English language teacher in each classroom to enjoy complete autonomy, particularly in the use of classroom materials, decoration or other matters;
- ensure permanent communication between the school and the family, not only at parents' meetings, but also individually, whenever appropriate;
- take minutes of meetings with parents and guardians, which must be signed by those involved;
- adapting all the teaching procedures of the classroom assistant;
- develop an affectionate relationship with the entire educational team, the students and the family;
- to promote the personal and social development of its students, in accordance with the philosophy of values advocated by the school;

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- the need to respond to all children, which in some cases presupposes a differentiated pedagogy through action that is intended to be high quality, prompt and rigorous;
- embodying musical and dramatic events and school celebrations;
- organise outings, visits of educational and/or recreational interest, involving themselves in the activity, both in terms of its rationale and implementation, as well as in terms of time availability and other aspects that an outing presumes;
- ensure all safety, hygiene and catering conditions on school trips;
- be responsible for the cleanliness and hygiene of the room and its materials;
- ensuring the maintenance and upkeep of all the physical and educational equipment in their area of intervention (classroom, multipurpose room, playground, etc.).



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CHAPTER VI - RIGHTS AND DUTIES | ASSIDUITY - STAFF

6.1 Teaching staff

Rights

Teachers are guaranteed the rights legally enshrined in the Collective Labour Agreement for Private and Cooperative Education, in Decree-Law 553/80, in the Labour Code, in these Internal Regulations and also in the Individual Employment Contract:

- participation in the educational process;
- training and information for the exercise of the educational function;
- have safe working conditions;
- to be respected in their authority and prestige in the performance of their work;
- request meetings when they consider it appropriate with the pedagogical coordinator or director, to deal with matters of a pedagogical nature;
- be treated with loyalty;
- be supported in their work by the school's School Administration bodies;
- present criticisms, proposals and suggestions to the School Administration and administrative bodies, respecting the established hierarchical processes;

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- have access to all non-classified documentation from the Ministry of Education and related departments, teacher representative organisations and other bodies with repercussions on teaching activity;
- benefit from and take part in training activities organised at the school and for the school, which contribute to their professional enrichment or career progression, without prejudice to the priorities and limitations defined by the organisation of these activities;
- be assisted in their activities by auxiliary staff whenever justified;
- acknowledge and follow the Internal Regulations.

Duties

The teacher must:

- ensuring the general discipline of the school and in particular the maintenance/cleanliness of the room entrusted to them;
- strictly comply with their individual working hours;
- fulfil their teaching duties and all the activities scheduled by the school with assiduity and punctuality;
- working together with auxiliary staff, making them responsible for their duties and ensuring effective teamwork;
- in the Kindergarten and Primary School sections, provide welcome duty, which consists of providing support to students and Parents and Guardians in the periods prior to the start of classes in the first half of the morning, which is scheduled for this purpose;
- ensuring the safety of students inside and outside the building during school hours;

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- to take special and constant care with the integral formation of the student;
- collaborate in the realisation of the school's Educational Project;
- support and actively participate in the school's extracurricular activities;
- make sure that your students are in uniform;
- on a day-to-day basis, wear the clothes determined by the School Administration;
- no tattoos or piercings in visible areas of the body;
- do not wear earrings in excess of the standardised number;
- use an ID card in your daily life;
- conduct themselves in such a way as to be an example of good democratic coexistence and an educational stimulus for the pupils, not forgetting that their actions cover the whole of the school and its surroundings;
- to be loyal and treat all members of the school community with correctness;
- keep informed of legislation issued by the Ministry of Education and all decisions and guidelines issued by the Pedagogical Directorate;
- to be up-to-date both scientifically and pedagogically, in order to develop their professional skills and competences, participating in training activities, both those requested by the Pedagogical Directorate and those of personal interest with regard to their teaching practice;
- to keep confidential, in the performance of their professional duties, information subject to confidentiality;
- provide the Pedagogical Directorate/ Head of School/ Form Tutor with all the information they request about the students' performance and behaviour;

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- collaborate with the Pedagogical Director/Head of School/Department and/or Form Tutor in resolving problems relating to students;
- making and delivering learning targets to students at least one week before the tests;
- always correct assessment sheets in writing;
- evaluating fairly, responsibly and in a participatory and permanent manner, using clear criteria legitimised by the Pedagogical Council and the School Council;
- carrying out written and computerised assessment of students, both at the end of each term and in the interim;
- to ensure that students learn in accordance with the educational goals defined by the school board and the objectives set by the pedagogical board;
- sensitise students and collaborate with them in the conservation of the building, furniture and school equipment, both in the classroom and in any other part of the school;
- to look after the school property and to take care of the teaching materials placed at their disposal or subject to their custody and responsibility;
- comply with the operating rules established for the services they use;
- fulfil the educational tasks and actions assigned to them within the time limits set;
- to fulfil with responsibility, commitment and efficiency the positions to which they are elected or appointed and the duties assigned to them;
- record the content of each lesson or work session (summary), and any absences in the Primary School, on the platform provided for this purpose, without erasing;



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- record the content of each lesson or work session (summary) and absences (including the iSams platform) on the electronic summary platform;
- record the content of each work session in the student's daily notebook (only in the 1st year of primary school);
- in the Primary School, register absences;
- request authorisation from the School Administration and, if necessary, the parents to teach the lesson outside the school grounds;
- go immediately to the classroom at lesson time and be the first to enter the classroom and the last to leave, ensuring that the classroom is tidy and the board is clean;
- check the condition of the room at the start of each lesson and, in the event of any anomalies, report them to the member of staff responsible for the building;
- whenever, for reasons of force majeure, they need to be absent from the classroom, they must ensure that they are replaced by the students;
- whenever a student comes to class without the necessary materials, the maximum number of occurrences to be recorded in the daily class register (and on the iSams platform) is set at three, and the Form Tutor (Junior School, Middle School and secondary education) is informed;
- if you believe that a student's behaviour is likely to be classified as serious or very serious, immediately report the incident to the Form Tutor (1st, Junior and Middle Schools, and secondary education) or Head of School, for the purposes of possible disciplinary action or to outline coping strategies depending on the level of education at which the offence occurred (see Consequences System);
- managing the teaching-learning process, within the framework of the defined programmes, seeking to adopt pedagogical differentiation mechanisms that can respond to the individual needs of the students;

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- to ensure, whenever possible, that educational activities are carried out to accompany students, to make up for unforeseen, short-term absences;
- co-operate with the other parties involved in the educational process in detecting cases of children or young people with special educational needs;
- hand in the corrected evaluation sheets within a maximum of one week. At the end of this period, the teacher must inform the students of the reasons for not handing in the sheets. All assessment elements must be handed in to the students before the end of the school term;
- send all photocopiable material via the computer programme available for this purpose to the Head of Section/Department and/or Pedagogical Director for approval, 72 hours in advance for assignments and 48 hours in advance for formal assessments;
- request, via the computer programme available for this purpose, the number of copies to be photocopied 24 hours in advance for formal assessments and 48 hours in advance for assignments;
- ensuring the timely preparation of plans in accordance with the school's internal model and guaranteeing the fulfilment of the objectives and activities set out therein;
- notify the Head of School or, in their absence, the Pedagogical Directorate of any incident reported by or to be reported to parents;
- promoting educational activities and experiments on their own initiative or in conjunction with other teachers, informing the School Administration and requesting authorisation when necessary;
- strengthen the relationship with students in different pedagogical spaces, participating in school trips and other activities to complement the curriculum, whenever requested and possible;

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- give the students materials with a formal appearance and in accordance with the model adopted by the school, always including the institution's logo;
- if they are responsible for extracurricular areas, ensure that the plans are drawn up in good time in accordance with the school's educational project and guarantee that the objectives and activities set out therein are realised;
- drawing up and delivering to the Head of School/Pedagogical Directorate a student assessment document in good time for each school term;
- take note of the notices convening meetings;
- switch off mobile phones during lessons, meetings, exams and in social spaces;
- comply with and enforce the internal regulations;
- the time used for ongoing training, parent meetings and pedagogical meetings is not included in the teaching and non-teaching components.

Women's uniform

1. Uniform:

a) Utilisation:

- i. Its use is compulsory for the entire teaching and non-teaching community.

b) Frequency of use:

- i. Monday to Friday, with no exceptions for external service.

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c) Composition of the Women's Uniform:

- i. Skirt, dark blue trousers or dress.
- ii. Tie or scarf (school model).
- iii. White shirt with logo (short or long sleeve) must be tucked into trousers or skirt.
- iv. Belt (with the skirt and trousers).
- v. Blazer, for events, meetings or formal activities.
- vi. Pullover with or without sleeves, dark blue.

The pullover (long sleeve) can be worn without a shirt. In this case, a scarf is compulsory.

- vii. Knitted jacket, dark blue.
- viii. Dark blue turtleneck jumper.

d) Shoes or boots:

- i. You should wear black, brown, dark blue, dark green (the colour of the scarf) or white (white - if you wear a white shirt) shoes (closed or open);
- ii. Slippers are not authorised.
- iii. You should wear black or brown boots.
- iv. Only educational assistants who work outside are allowed to wear wellies with trousers.

e) Jacket



Reference:

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Name: **Internal Regulations**

- i. The jacket must be dark blue or black.
2. Casual uniform:
 - a) Composition of the uniform for external use, when so determined (such as trips to the beach or walks in rustic areas):
 - i. Sweatshirt.
 - ii. T-shirt with school logo or polo shirt.
 - iii. Neutral-coloured trainers.
 - iv. Dark blue trousers.
3. Personal image:
 - a) Personal care:
 - i. Keep your hair clean, well-cut and discreetly styled. When dyeing, opt for natural colours.
 - ii. Ponytails or braids are permitted as long as they are worn at the back of the head and are shorter than the armpit line.
 - iii. It is permissible to use dark blue or black elastic, a crossbar, hooks or a headband as long as they are discreet and do not contain any appliqués.
 - iv. Excessively short hair is not permitted. If you wear a fringe, it must not be shorter than the eyebrow line. The cut or hairstyle chosen must not hide part of the face.
 - v. You should wear careful, discreet make-up. Always opt for neutral, sober colours.



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- vi. Excessively large and thick false eyelashes or artificial colours are not permitted.
- vii. Nails should be clean, groomed and neat. They should be of a medium size that doesn't prevent her from carrying out her duties.
- viii. No visible tattoos or piercings are allowed.

b) Accessories:

- i. It is permissible to wear small, symmetrical earrings without costumes.
- ii. Necklaces should be short and discreet.
- iii. Applications to the teeth are not permitted (with the exception of dental correction devices).
- iv. No pins, ornaments, decorations or logos are allowed, with the exception of those distributed by the school and allowed on the uniform.
- v. When wearing a scarf, it may only be a school scarf, either dark blue or dark green.
- vi. Wear an ID card on which you can easily read your name and job title;

Men's uniform

1. Uniform:

a. Utilisation:



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Name: **Internal Regulations**

- i. Its use is compulsory for the entire teaching and non-teaching community, with the exception of PE teachers, only during school term time when they are teaching.
 - b. Frequency of use:
 - i. Monday to Friday, with no exceptions for internal or external service.
 - c. Composition of the Men's Uniform:
 - i. Blue trousers.
 - ii. St. Peter's International School tie (compulsory daily wear).
 - iii. White shirt with logo (preferably long sleeve).
 - iv. Belt, shoes and dark blue/black socks.
 - v. Blazer, for events, meetings or formal activities.
 - vi. Pullover with or without sleeves.
 - vii. Short-sleeved polo shirt (during the school break).
 - viii. Jacket/sweatshirt, the jacket/sweatshirt must be dark blue or black.
2. Casual uniform:
 - a. Utilisation:
 - i. Only sports teachers are authorised to wear this uniform.



Reference:

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- b. Frequency of use:
 - i. Monday to Friday, with no exceptions for external service, except for meetings and formal events.
- c. Caps or hats:
 - i. If necessary, caps and hats may be worn on school trips or outdoors, but they may not be worn with social dress or within the school environment under any circumstances.
- d. Composition of the uniform for external use, when so determined (such as trips to the beach or walks in rustic areas):
 - i. Sweatshirt.
 - ii. T-shirt with school logo or polo shirt (internal model).
 - iii. Neutral-coloured trainers.
 - iv. Dark blue trousers.
 - v. Swimsuit (school model).

3. Personal image:

- a. Hair and beard care:
 - i. Maintain a symmetrical haircut, where no parts of the head are visible with a significantly different volume of hair from the rest.
 - ii. The length of the haircut or hairstyle must not exceed the base of the collar at the back and the base of the ear at the side.
 - iii. It is not permitted to wear your hair up.

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- iv. If you have a medium or long beard, always keep it neat and tidy.
 - v. The use of a beard is permitted provided it is well groomed and trimmed and in no way obscures the collar.
 - vi. The use of a moustache is permitted as long as it is groomed and does not conceal the upper lip in any way.
 - vii. The period of beard or moustache growth should never coincide with the school term.
 - viii. The sideburns should not extend beyond the earlobe.
- b. Adornments:
- i. Earrings are not allowed.
 - ii. No pins, ornaments, decorations or
 - iii. badges, with the exception of those distributed by the School and permitted on the uniform.
- c. Shoes and belts:
- i. Always keep your shoes clean and polished.
- d. Care of the uniform:
- i. The uniform must be clean and ironed.
 - ii. The shirt should remain tucked into the trousers.
 - iii. No visible tattoos or piercings are allowed.

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- iv. Wear an ID card on which you can easily read your name and job title;

6.2 Psychopedagogical Department

Rights

These are the rights of the members of the Psychopedagogical Department:

- technical-pedagogical autonomy following the technical-normative guidelines issued by the school's pedagogical directorate;
- decent facilities and working conditions appropriate to the specific nature of the tasks to be carried out;
- logistical and administrative support necessary for the full pursuit of its objectives, namely computer equipment for the production of materials and consultation of school and professional information, as well as the quotation of tests for psychopedagogical assessment and vocational guidance;
- receive ongoing training;
- collaborate with the pedagogical council;
- access to school and/or other information to be provided to students;
- meet with elements from other schools;
- draw up the service's opening hours each year, in line with the development of the school's different activities and pedagogical framework;
- convene students, parents/guardians or other members of the educational community whenever they consider it appropriate.

Duties

St. Peter's International School | Internal Regulations 2024-2027 106



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

The duties of the members of the Psychopedagogical Department are:

- establishing and complying with the stipulated timetable, which must be publicised by the various services and sections;
- define an Annual Activity Plan, based on the School's Educational Project, and present it for approval by the Pedagogical Directorate and the Pedagogical Council;
- guide their work by ethical and deontological principles that respect the confidentiality, privacy and integrity of all those who access the service;
- collaborate in the various activities of the educational community without prejudice to those that are inherent to it;
- meet weekly with the pedagogical coordination team and monthly with the Pedagogical Directorate, on a schedule to be defined in accordance with the school's Annual Activity Plan, to take stock of the cases monitored by the service and define action strategies;
- draw up a quarterly global case monitoring form, with reference to the problem, the parties involved, the type of intervention underway, the pedagogical support involved, specialised interventions and students with an Individual Educational Programme;
- monitor the assessment and intervention work of the various areas of activity of the Differences in Child Development Centre at the school, organising at least one quarterly debriefing meeting with all the technicians involved in the Centre, members of the Psychology and Guidance Service and coordinators or representatives of the various educational areas of the school;
- take part in and/or organise training activities in order to maintain a professional learning and qualification process that allows for continuous updating;
- periodically evaluate its activities to measure the effect of its actions and possibly redefine intervention strategies;

St. Peter's International School | Internal Regulations 2024-2027 107



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

- In their day-to-day work, wear the clothes determined by the School Administration.

It is compulsory to wear a uniform in accordance with the rules established for teaching staff.

6.4 Non-teaching staff

Rights

Each member of staff designated above has the right to:

- present criticisms, suggestions and proposals, with a view to co-operation between all members of the school, in order to be an effective participant in the educational process;
- be informed of and have access to the legislation relevant to the performance of their duties, as well as the regulations and rules in force at the School;
- be informed of school initiatives and activities that affect them in some way;
- to have their requests answered and their questions clarified by the right people in the school structure;
- be informed of the criteria that will be used for their assessment;
- receive appropriate technical and pedagogical training for the proper performance of their duties;
- have the necessary facilities and equipment to carry out their duties properly;
- have a place to store your belongings;
- have a stand for displaying various information;
- use equipment and services under the regulated conditions;

St. Peter's International School | Internal Regulations 2024-2027 108



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

- have the right to the appropriate clothing for their duties (uniform);
- Acknowledge and Follow the Internal Regulations;
- be respected in the performance of their work;
- to be attended to promptly when they need the appropriate material for better work performance;
- request meetings when appropriate with the Pedagogical Coordinator/Director to deal with matters of a pedagogical nature.

Duties

Each member of the non-teaching staff has the duty to:

- Respect, loyalty, civility and kindness towards students, teachers, colleagues, Guardians and all people who are in any way connected with the school;
- carry out the duties and tasks assigned to them with professional competence;
- contribute at all times to the unity and smooth running of the school organisation, as well as to its good image;
- comply with and fulfil the orders of their legitimate hierarchical superiors, given on duty and on legal grounds;
- attend work punctually, at the times assigned to them, and remain there, without being absent, except under the terms and for the time authorised by their hierarchical superior;
- to attend to and correctly inform both members of the school community and the general public about matters of interest to them;



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

- solve problems that arise in the school with common sense, tolerance and understanding;
- ensuring the cleanliness, conservation and tidiness of the school premises, furniture and equipment;
- maintain professional secrecy;
- know the legal regulations and the instructions of their superiors;
- be open to carrying out other tasks within the scope of their legal duties, as well as collaborating with colleagues whenever necessary;
- do not use your workplace as a place to eat - only the cafeteria;
- wear the uniform determined by the School Administration. No ornaments are allowed on the uniform, shoes must be brown, dark blue or black and slippers are not allowed;
- no tattoos or piercings in visible areas of the body;
- do not wear earrings in excess of the standardised number;
- wear a nameplate where their name and job are easily legible;
- not to use a mobile phone, except in situations designated by their hierarchical superior;
- comply with and respect the Internal Regulations.

6.5 Specific dutie

Administrative

The specific duties of administrative staff are:

St. Peter's International School | Internal Regulations 2024-2027 110



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

- ensuring general office services, student services, administration of staff and accounts, treasury and salaries;
- providing administrative support to the School Administration bodies;
- answering correctly and providing all the information requested with rigour and clarity, both to the coordinator of the administrative services and to any member of the educational community (parents, students, teachers and non-teaching staff);
- to carry out the work inherent to the post promptly and zealously;
- keeping the inventory of school property and the inventory of equipment under their responsibility up to date;
- to guarantee the entire enrolment service and regularisation of payments made by students;
- to ensure that enrolments and transfers are carried out effectively and with the rigour required by law, and to keep students' administrative files in order and up to date at all times;
- drawing up a list of absences in the previous month by teachers and non-teaching staff;
- display rules for filling in documents in a public place;
- execute and supply the various sectors with the requisition forms referred to in the regulations;
- purchasing, once authorised by the administration, the materials, equipment and services required by the various sectors of the school;
- sending correspondence from the school abroad;
- keep personal correspondence inviolate;

St. Peter's International School | Internal Regulations 2024-2027 111



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

- open classified correspondence and submit it to the administrator for dispatch;
- invoicing the respective receipts, making deposits and delivering treasury statements to the administration;
- carry out bank controls;
- organising the school's accounting services;
- perform the duties of treasurer;
- control all supplies;
- pay all suppliers;
- controlling vehicle expenses;
- ordering uniforms and checking stocks;
- ensure that all employees' personal files are kept up to date;
- sign requisitions for material to be purchased, when duly authorised;
- keep archives of legislation and standards applied to the education process and its agents so that they can be consulted easily and quickly;
- dealing with requests for justification of absences from administrative staff;
- sign the opening and closing dates and seal all the pages of the books used in the administrative services;
- ensuring the transmission of information between School Administration bodies, teachers, students and their guardians, by registering, writing, classifying and filing correspondence and other forms of communication.



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

Receptionists

The receptionists must guarantee:

- a personalised service for parents/guardians;
- receiving the students and handing them over;
- the register of student departures;
- keeping track of correspondence (incoming, outgoing);
- support and secretarial services;
- answering the phone;
- the preparation of registrations and respective files;
- receiving equipment, orders and other materials for *stock*.

Educational Assistants/Supervisors

Staff members who work as educational assistants/supervisors undertake to follow the school's philosophy with regard to:

- make sure that their linguistic register, posture and attitudes are in line with the principles and values of the institution;
- strictly carry out the instructions given by their superiors;
- maintaining discipline inside (in the absence of the teacher) and outside the classroom;
- ensure that the services work together to ensure the smooth running of the school and the well-being of the children;

St. Peter's International School | Internal Regulations 2024-2027 113



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

- to provide permanent monitoring support for students, regardless of the time or place;
- ensure the proper use, conservation and cleaning of the equipment and facilities of the school under their charge;
- ensure compliance with hygiene regulations;
- cleaning patios and emptying litter bins;
- accept their lunch break as their rest period, which may be altered if necessary due to the running of the school;
- collaborate in decorating the school at all times, as well as in any festive commemorative events or student school trips;
- ensure that they arrive at the school at least fifteen minutes before the start of their professional activities;
- promoting educational activities and experiences on their own initiative or together with other employees, informing the School Administration of these activities and requesting authorisation when necessary;
- Attend periodic functional/pedagogical meetings with School Administration;
- ensuring the cleanliness of classrooms, play areas, teaching materials and/or the like;
- report to the School Administration bodies any occurrence that contravenes these Internal Regulations, in particular cases of indiscipline or destruction of school equipment;
- promptly report any anomalies in the facilities or materials, entering this information into the computer system designed for this purpose;



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

- regularly checking that all the services are working, ensuring, on their own initiative or in collaboration with the School Administration, that any deficiencies detected are resolved in good time;
- fulfil material requisition requests;
- contribute suggestions and proposals for improving services;
- ensure that students enter and leave the classroom calmly, moderately and respectfully, without running, shouting or excessive crowds, and prevent students from entering the classroom before the teacher;
- answer classroom calls promptly and fulfil requests as quickly and efficiently as possible;
- promptly prevent games or pranks that lead to violence or other unrecommended acts between students;
- inform the School Administration of the presence of strangers in the vicinity of the school;
- co-ordinate the service inherent to their duties quickly and efficiently;
- respect the Internal Regulations and ensure that they are publicised and complied with.

Auxiliary staff/supervisors are not allowed:

- occupy themselves during working hours with matters of no interest to the educational process or in any way affect the smooth running of the school;
- deciding and assisting in the application of punishments to pupils, when these have not been decided by the teaching team;



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

- The use of a mobile phone during playground surveillance, unless otherwise indicated by their superior.

Transport supervisors

The school provides a daily transport service for its students Home/School/Home and for outings, school trips and trips.

The duties of the transport service security guard are:

- always use a behaviour and posture in line with the school's philosophy;
- not leave the transport to pick up or drop off students;
- keep all students wearing seatbelts or equivalent;
- ensure that any waiting period at established stops does not exceed two minutes;
- only hand over pupils to adults authorised by the Parent or Guardian on a separate document;
- if the adult authorised to receive the student is not present at the stop, the student must return to the school at the end of the journey;
- if you have any questions during the transport service, please contact the school.

6.6 Absences

Absences will be recorded automatically by the timetable processor if no clock-in or clock-out information is entered.

If an absence is foreseeable, the school must be notified at least five days in advance, together with the reason for the absence. In unforeseeable situations, the school must be informed by 8.30am on the day of the absence.

Teachers

St. Peter's International School | Internal Regulations 2024-2027 116



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

The justification for any absence must be recorded and sent to the Head of Department/Pedagogical Directorate for validation.

Absences justified after the deadline or Not Justified by School Administration will be penalised in particular by a deduction in salary and in the counting of length of service.

Failure to comply with the above paragraphs shall result in the absence being unjustified.

The teaching service timetable will be drawn up by the School Administration or whoever it appoints, in accordance with the legislation in force.

TEACHER ABSENCE - SCHEDULED ABSENCE | PROCEDURES

1. The teacher should first of all try to swap his or her lesson(s) with a teacher who is on the board of the class he or she will be missing;
2. If the teacher is unable to change classes, he or she should use the teachers who have a *substitute* schedule in their timetable. In this case, the teacher must write down the tasks to be carried out by the students.
3. The teacher should send an e-mail* - TEACHER ABSENCE - to:

Pedagogical Director;

Head of School;

Head of Department;

Receptions.

4. The teacher must fill in the *Absence Justification* Form and hand it in to the Head of Department. It must be submitted before the day of absence;

St. Peter's International School | Internal Regulations 2024-2027 117



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

5. The Head of Department must deliver the *Justification of Absence* document to the School Administration and upload it to the computer programme designed for this purpose. It must be submitted before the day of absence.

TEACHER ABSENCE - UNSCHEDULED ABSENCE | PROCEDURES

1. The teacher should send an e-mail - TEACHER ABSENCE | UN SCHEDULED ABSENCE - to:

Receptions;

Pedagogical Director;

Head of School;

Head of Department.

2. Call the school reception to inform them that you will be absent;
3. The reception desk should send this information to the pedagogical directorate and the Head of Department by the most expedient means. These are:

The Head of Department is already at the school: reception communicates verbally and sends an e-mail;

Head of Department not at school: reception sends SMS and e-mail.

4. It is the Head of Department who appoints the teacher who will precede the substitution (from 08:30 to 09:30);
5. In the absence of the Head of Department, reception will communicate directly with the teacher who has been assigned to the substitution rota - please note that this procedure only applies at 08:30 and is an exception.



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

6. For classes starting after 9.30am, the Head of Department is responsible for ensuring that the absent teacher is replaced.
7. On their return, the teacher must fill in the *Justification of Absence* form and hand it in to the Head of Department. This must be submitted within 48 hours;
8. The Head of Department must submit the *Justification of Absence* document to the pedagogical directorate and enter the information in the programme designed for this purpose. It must be submitted within 24 hours of receiving the document.

PERFORMANCE EVALUATION

As for evaluating the performance of the school's teaching and non-teaching staff, this is referred to the legislation in force for private and co-operative education.

The department and Head of Schools, the pedagogical directorate and the executive directorate are responsible for evaluation.

BENEFITS FOR EMPLOYEES' CHILDREN

Upon board approval, the employees may benefit from a discount on tuition, enrolment and re-enrolment of their sons/daughters.



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

CHAPTER VII - RIGHTS AND DUTIES | Parents/Guardians

Rights

Without prejudice to the provisions of Decree-Law no. 51/2012, of 5 September, parents and Guardians have the following rights:

- be informed of everything that concerns their students;
- know the assessment criteria defined by the school;
- be aware of the opening hours of their children's class teachers, Form teachers or Form Tutors;
- be informed, at the end of each school term, of the performance and behaviour of their students;
- be aware of the excursions and school trips to be organised by the school, with a view to authorising their child to take part in each one;
- promoting and participating in activities of interest to the school community;
- take note of the Internal Regulations.

Duties

Parents' and Guardians' duties:

- to inform and be informed about all matters related to or having an influence on their pupil's performance at school and their integration into the school community, as well as all other matters of common interest;

St. Peter's International School | Internal Regulations 2024-2027 120



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

- collaborate with teachers in the teaching-learning process of their pupils;
- respect the assessment criteria defined by the school;
- respond to any request from the school in order to find out about learning progress, through scheduled or extraordinary meetings;
- take part in devising strategies whenever difficulties arise in the student's teaching-learning process;
- meet with the Head of School and/or Department/Teaching Council whenever the student's assessment or other relevant matter makes this pertinent;
- take note of and express an opinion on the assessment of the student's learning outcomes;
- to take responsibility for their child's attendance, punctuality, correct school behaviour and commitment to the learning process;
- provide a justification for their child's absence from school activities and any other activity scheduled by the school, including excursions and school trips, within three working days;
- ensure that their pupil attends class with the necessary materials;
- contribute to the preservation of discipline within the school and to harmony among the educational community;
- turn up at the school whenever their presence is requested;
- be present at meetings convened by the school bodies, namely the Class Teachers, Form Teachers, Form Tutors, Head of Schools, Pedagogical Director and Executive Director;



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

- contribute to the correct investigation of the facts in disciplinary proceedings brought against their pupil and, if a corrective measure or disciplinary sanction is applied to the pupil, endeavour to ensure that it pursues the objectives of reinforcing the pupil's civic education, the balanced development of their personality, their ability to relate to others, their full integration into the educational community and their sense of responsibility;
- replace damaged materials or pay for repairs resulting from damage caused to the school by their pupil;
- co-operate with all members of the school community in developing a culture of citizenship, in particular by promoting the rules of coexistence established by the school;
- ensure that their child wears a uniform and is in good general order;
- ensure that your child does not attend school when they are suffering from infectious diseases, parasites, febrile conditions or symptoms of illness;
- inform reception by 10am if your child needs:
 - Leaving the school during school hours;
 - Change the route of the transport home;
 - Special care in the area of health, food or other matters;
 - Request a separate meal;
 - Request diet.
- to know the student statute and the school's internal regulations, to comply with them and to ensure that their children and pupils comply with them in full.

Communication between school and family

St. Peter's International School | Internal Regulations 2024-2027 122



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

The philosophy and values of St. Peter's should be seen as shared by all members of the school community.

All members of our community deserve to be treated with respect, dignity and tolerance, which are also the pillars of our philosophy. We demand this of all our students and expect all adults, including parents and carers, to respect these standards.

Behaviour and communication considered unacceptable in our school:

We will always do everything we can to facilitate communication with families. However, we will not accept communications or behaviour that we consider disrespectful, abusive or threatening.

Behaviours that we consider unacceptable include, but are not limited to:

- Communication or behaviour that is disrespectful, aggressive, abusive, defamatory, threatening, harassing, intimidating or considered unacceptable, whether at school events, in person, over the phone or online.
- Behaviour or communications that violate the School's policies, security or procedures.
- Disruptive behaviour that interferes or threatens to interfere with the normal day-to-day running of the school.
- Inappropriate publication of defamatory, malicious or threatening messages in traditional and social media about the School or persons related to it
- Creating or participating in private groups or chats that victimise or harass a person linked to the School that could damage their reputation or that of the School.

Consequences of violating this Code of Conduct for Parents/Guardians

When parents display behaviour that violates the code of conduct, the school will try to facilitate more effective lines of communication, investigate and try to resolve these issues.



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

When this is not possible, the school can take the following measures, among others

- request a meeting to resolve the issue.
- issue a warning about the behaviour and how it violates this code.
- withdraw the right to be on the school premises or at school events.
- notify parents to find an alternative school for their children.

CHAPTER VIII - STUDENTS

8.1. RIGHTS AND DUTIES

Rights:

It's up to the student:

- the right to be treated with respect and correction by any member of the educational community, and under no circumstances to be discriminated against on the grounds of ethnic origin, health, sex, sexual orientation, age, gender identity, economic, cultural or social status or political, ideological, philosophical or religious beliefs;
- to enjoy quality education in accordance with the law, under conditions of effective equal opportunities for access;

St. Peter's International School | Internal Regulations 2024-2027 124



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

- choose and enjoy, under the terms established in the applicable legal framework, by themselves or, if they are a minor, through their parents or guardians, the educational project that provides them with the conditions for their full physical, intellectual, moral, cultural and civic development and for the formation of their personality;
- to see their merit, dedication, attendance and effort in their work and school performance recognised and valued, and to be encouraged to do so;
- to be recognised for their commitment to meritorious actions, in particular volunteering, in favour of the community in which they work or society in general, carried out at the school or outside it, and to be encouraged to do so;
- enjoy a school timetable appropriate to the year attended, as well as a balanced planning of curricular and social activities.
- extracurricular activities, particularly those that contribute to the cultural development of the community;
- enjoy prizes or support and complementary means that recognise and distinguish merit;
- benefit from other specific support required for their school needs or learning, through the Psychopedagogical Department or other specialised educational support services;
- the right to education and to fair and effective equal opportunities for success at school for any member of the School;
- have their safety safeguarded when attending the school and their physical and moral integrity respected, benefiting in particular from the special protection enshrined in criminal law for members of the school community;



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

- be promptly and adequately assisted in the event of an accident or sudden illness occurring at the school and be accompanied by an educational assistant until they can return home or until a family member or guardian appears;
- to have the confidentiality of the elements contained in their individual file, of a personal nature or relating to their family, respected;
- use the facilities allocated to them and others with the appropriate authorisation;
- make criticisms and suggestions regarding the running of the school;
- elect their representatives to the bodies, positions and other representative functions within the school, as well as being elected and represented by the Delegate and Sub-Delegate of the respective class, whenever a situation arises that justifies it;
- to be heard in all matters that concern them by teachers, Form Tutors and the school's School Administration and direction bodies;
- organise and take part in initiatives that promote their education and leisure activities;
- know the programme and essential competences of each subject or subject area and the assessment procedures and criteria, in language appropriate to their age and level of education;
- take part in other school activities, under the terms of the law and the respective internal regulations;
- participate in the teaching-learning process and its assessment through self- and hetero-assessment mechanisms;
- benefit from measures, to be defined by the school, suitable for learning recovery in situations of duly justified absence from school activities;



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

- the enjoyment of the rights enshrined may be, in whole or in part, temporarily prohibited as a result of a corrective disciplinary measure or sanction applied to the student, under the terms set out in the present Statute;
- access to the honours and merit boards, through their outstanding school results and/or exemplary personal, community and social conduct;
- know the rules for the use and safety of the school's facilities, materials and equipment;
- know the school's rules of operation and how to use specific services, as well as the existing educational spaces;
- be informed about initiatives in which they can participate and of which the School is aware;
- use the reception telephone, with the prior authorisation of the Head Teacher/Group Leader or, in their absence, another authorised person;
- be aware of the Internal Regulations;
- benefit from all the measures to promote school success and specific assessment situations made available by the school.

Duties

Students have a duty to:

- take pride in their uniform, appearance and grooming;
- respect its logo, its flag and its anthem;
- study, applying it in a way that is appropriate to their age, educational needs and the year of schooling they are attending, in their integral education and training;



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

- treat any member of the educational community with respect, cordiality and correctness, and under no circumstances discriminate on the grounds of ethnic origin, health, sex, sexual orientation, age, gender identity, economic, cultural or social status or political, ideological, philosophical or religious convictions;
- follow the teachers' instructions regarding their teaching-learning process;
- respect the instructions and authority of teaching and non-teaching staff;
- respect the exercise of other students' right to education and teaching;
- be assiduous, punctual and responsible in complying with the schedules and tasks assigned to them;
- take part in the activities organised by the school;
- remain in the school for the entire school term, except for times when they are permitted to be absent by their Parent or Guardian, in accordance with the law;
- Primary school students are not allowed to leave the school unaccompanied by their guardian (or someone authorised by them) or a school official;
- provide help and assistance to other members of the educational community, according to the circumstances of danger to their physical and psychological integrity;
- Ensure the preservation, conservation and cleanliness of the school, particularly with regard to facilities, teaching materials, furniture and outdoor spaces, making appropriate use of them;
- respect the ownership of the property of all members of the school community;
- know the rules and opening hours of all the school's services;
- participate in the election of their representatives and collaborate with them;

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Reference:

Date: 05.03.2025

Name: **Internal Regulations**

- not to use any technological equipment, namely mobile phones, computer equipment, programmes or applications, in places where classes or other training activities are taking place or meetings of school bodies or structures in which they participate, except when the use of any of the aforementioned means is directly related to the activities to be carried out and is expressly authorised by the teacher or the person responsible for directing or supervising the work or activities in progress;
- not capture sound or images, in particular, of teaching or non-teaching activities, without prior authorisation from teachers, those responsible for the School Administration or supervision of the work or activities in progress, as well as, where appropriate, any member of the school or educational community whose image may, even unintentionally, be recorded;
- not disseminate sound or images taken at school or outside the school, in particular via the internet or other media, without authorisation from the School Administration;
- respect copyright and intellectual property rights;
- Be solely responsible for damage to or the disappearance of any technological or other material brought to the school that does not constitute teaching material;
- not misuse the name, initials, logo or any other symbol of the school;
- attend Additional Pedagogical Support classes and other support activities that are made available to them, under penalty of not being able to attend them, after unjustified absence on three occasions;
- go immediately to their classroom and wait there for the teacher to arrive;
- show up to class with the material required for each subject/learning area;
- comply with the rules for the use of teaching materials or other materials laid down by the teacher;

St. Peter's International School | Internal Regulations 2024-2027 129



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

- observe the rules of exemplary behaviour in the classroom, showing due respect for their classmates and teachers;
- when speaking in class, raise your hand and wait for the teacher to give you the floor;
- remain inside the classroom at all times and are authorised to leave by the teacher only for reasons of force majeure;
- stand up whenever an adult enters the classroom, greet them and remain standing until asked to sit down;
- alert the teacher immediately if, on entering the classroom, you notice that the material is damaged or dirty;
- if they cause damage to any member of the educational community or to equipment or facilities of the school or others where any activities deriving from school life take place, whether on purpose or through carelessness, they will be obliged to pay the cost of repairing or replacing the property, and the person responsible may also be subject to disciplinary action;
- comply with hygiene and safety regulations;
- not remain in the classroom during breaks, except when accompanied by the teacher;
- respecting the physical and psychological integrity of all members of the educational community, not committing any acts, including violent ones, regardless of the place or means used, that offend the physical, moral or property integrity of teachers, non-teaching staff and students;
- not to stay near the windows of the buildings, so as not to disturb the classes in progress;



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

- not to display posters or notices without prior authorisation from the School Administration;
- not practise any sporting activities outside the designated areas;
- respect the operating rules of the various facilities;
- keep quiet in the corridors and may not remain there to carry out activities of a different nature;
- justify orally to the teacher the absence from the respective subject and deliver the written justification, signed by the Parent or Guardian, to the Form Tutor within three working days of the date of absence;
- have the evaluation forms, messages in the school booklet or daily notebook, or any other document sent by the Form Tutor or other teacher, signed by the Parent or Guardian on the day immediately following the delivery of that document or message;
- not using and/or displaying mobile phones inside the school (see mobile phone use policy). On school trips involving an overnight stay, students may use their mobile phones, but only at a time agreed with their Parents or Guardians;
- not possessing or consuming addictive substances, in particular drugs, tobacco or alcoholic beverages, or promoting any kind of trafficking, facilitation or consumption thereof;
- comply with the Internal Regulations.

8.2 Admission conditions

The School Administration is responsible for admitting new students.

The application process takes the form of an interview between the student's parents and a member of the Leadership Team.

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Reference:

Date: 05.03.2025

Name: **Internal Regulations**

To enrol it is needed:

- An appointment (in person, by telephone, by e-mail or via the form on the website) for an interview between the parents and a member of the Leadership team;
- In this interview, parents are explained the educational project, how the school works and the conditions for admission;
- The School Administration will analyse the application process and inform the parents of the decision whether or not to accept the student's enrolment.

Whenever deemed necessary, candidates may be subjected to specific tests.

The priority condition for admission is the attendance of one or more siblings at this school.

Upon admission, students and their Parents and Guardians undertake to comply with the school's Internal Regulations.

8.3 Student representatives

Class Representative/Deputy

The profile of the Class Rep or Deputy Rep must fulfil the following characteristics:

- show a sense of responsibility;
- reveal a critical sense;
- show a capacity for autonomy;
- knowing how to listen to others;

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- know how to communicate their opinions and the opinions of their classmates in an appropriate manner;
- know how to get on well with their mates and adults;
- come up with creative ideas that contribute to a good classroom and school environment;
- have not been subject to reprimands or disciplinary sanctions in the previous two years.

Competences

The Class Rep is responsible for:

- represent the students of the class in the relevant bodies;
- to inform the Form Teacher or Form Tutor of the opinions of their classmates on relevant matters relating to the day-to-day running of the class;
- collaborate with the Form Teacher or Form Tutor in analysing and resolving any problematic situations in the class;
- pass on information to the class;
- collaborate with the class teachers in carrying out small tasks that promote the smooth running of lessons and other educational activities;
- Ensure the order and cleanliness of the classroom;
- help and advise colleagues whenever they ask.

The Deputy Rep is responsible for:

- collaborate with the class representative in the fulfilment of the tasks arising from the position;

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- substitute for the class representative in the fulfilment of their duties in the event of their absence or impediment.

8.4 Student ASSESSMENT

KINDERGARTEN

The main normative guidelines for assessment in pre-school education are found in the Curriculum Guidelines, approved in Order no. 9180/2016, series II of 2016-07-19 and in Circular Letter no. 17/ DSDC/DEPEB/2007 of 17 October from the DGIDC (Curriculum School Administration in pre-school education). The guidelines contained therein are articulated with Decree-Law no. 241/2001 of 30 August (specific professional performance profile for early childhood educators), and should also take into account the learning targets set for the end of pre-school education.

According to DGIDC [Circular Letter no. 17/DSDC/DEPEB/2007](#) of 17 October:

Assessment, as an integral and regulatory element of educational practice, allows for the systematic collection of information which, once analysed and interpreted, supports appropriate decision-making and promotes the quality of learning. Reflection, based on the effects that are observed, makes it possible to establish the progression of learning to be developed with each child, individually and in groups, taking into account their evolution.

Thus, the purpose of evaluation is to:

- contribute to adapting practices, based on a systematic collection of information that allows the educator to regulate educational activity, make decisions and plan action;
- reflect on the effects of the educational action, based on the observation of each child and the group in order to establish the progression of learning;
- collect data to monitor the effectiveness of the measures defined in the Identification of the Need for Measures to Support Learning and Inclusion;



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- promoting and monitoring learning processes, taking into account the reality of the group and each child, favouring the development of their skills and performance, in order to contribute to the development of each and every child;
- involving the child in a process of analysis and joint construction that allows them, as the protagonists of their learning, to become aware of the progress and difficulties they are having and how they are overcoming them;
- getting to know the child and their context from a holistic perspective, which implies developing processes of reflection, information sharing and assessment between the various players - parents, staff and other professionals - with a view to adapting the educational process.

Dimensions to Evaluate

Assessment, as a continuous process of recording the child's progress throughout each school term, takes the form of a formal written document with a descriptive component, which is given to the parents and assesses the following areas:

- Personal and Social Training;
- Area of Expression and Communication:
 - Physical Education;
 - Artistic Education;
 - Music;
 - Oral Language and Approach to Writing;
 - English;
 - Maths skills.
- Knowledge of the World.

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Assessment is the process of regulating learning, guiding school progress and certifying the various achievements made by students. Its aim is to improve the quality of teaching by assessing the degree of fulfilment of the overall curricular targets set for the subjects in the respective study plans, with particular responsibility for the Form Teacher in the Primary School of Foundation education and the teachers who make up the Class Council in the Junior and Middle Schools of Foundation Education and Secondary Education.

The evaluation aims to:

- support the educational process in order to sustain student success;
- to certify the competences acquired by the student at the end of each section;
- contribute to improving the quality of the teaching-learning process.

The main guidelines and provisions regarding the assessment of learning are enshrined in Decree-Law no. 55/2018 of 6 July and in Ordinances no. 223 -A/2018 and no. 226-A/2018, which establish the guiding principles for the organisation, School Administration and development of primary and secondary education curricula, as well as for the assessment and certification of the knowledge and skills developed by students, applicable to the various primary and secondary education curricula offered in public, private and cooperative educational establishments.

In the International Curriculum, the practices and procedures outlined by Cambridge International Education (Implementing the Curriculum with Cambridge) and the International Baccalaureate (IB Programme Standards and Practices) are duly followed in the respective programme. The implementation of both curricula is regularly inspected by the corresponding body to ensure that all practices and guidelines are respected.

Additional Pedagogical Support sessions (for primary school) and Pedagogical Support sessions (for secondary school) must meet the needs of the student or group of students and are compulsory.



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On the other hand, the elements to be taken into account in internal summative assessment include, in addition to the information gathered as part of formative assessment, external summative assessment (Final Cycle Tests, National Exams).

Specifics of Student Assessment

Given the specificities of the evaluation of the valences in question (internal and external summative evaluation), we have the aforementioned legal requirements as an operational reference.

Assessment is the responsibility of the teacher, the Class Council, the School Administration bodies, as well as the Central and Regional Services of the Ministry of Education, which must take the following aspects into account:

- when assessing students, no single type of assessment tool should be considered, but a variety of them, from the quality of participation in the various activities carried out in the classroom, to the results of written assessment forms, the level of research work carried out, consultation of books, completion of homework, organisation and participation in different activities, attitudes and behaviour shown at the school, on school trips or in any public places, when representing the school;
- students must be informed at the beginning of each school year of the importance that each of these instruments will have in their assessment, so that they can properly understand and manage their assessment process and the consequent marks awarded;
- **formative assessment**, which is systematic and continuous, based on the collection of data relating to the various areas of learning, the knowledge and skills acquired, the abilities and attitudes developed, as well as the skills mastered, with a view to adjusting processes and strategies, should be descriptive and qualitative. Formative assessment is the responsibility of the teacher, in interaction with the



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student, with a view to promoting self-assessment, in collaboration with other teachers, within the framework of the teaching council and class councils;

- **summative assessment**, which consists of making an overall judgement on the degree of development of the student's knowledge and competences, skills and attitudes, at the end of a teaching and learning period, should take as a reference the objectives/competences set for each level of education. At St. Peter's International School, from the 5th grade onwards, summative assessment leads to a decision being made, in the context of classification and approval in each subject, as to progression in the subjects. Summative assessment consists of making an overall judgement on the degree of development of the student's learning and its objectives are classification and certification. In each subject, it will be expressed on a scale of 0 to 20 and at the end of each term, it will be converted to a level (from 0 to 5). Summative assessment leads to decisions on progression in non-terminal subjects in secondary education and transition to the next year of schooling, at all levels of education.
- at the beginning of the school year, the school's Pedagogical Council, in accordance with the guidelines of the national curriculum, defines the assessment criteria for each grade and subject, as proposed by the curriculum departments, which must include assessment criteria for the practical and/or experimental, oral and written components in accordance with the nature of the subjects. These will be given to parents and analysed with the students, clarifying their effects. The criteria focus on the areas of learning and behaviour/attitudes, with different weightings according to the years of schooling the students are in. The criteria for approval, progression and transition are also systematised for each of the school years.

Measures to promote school success and special assessment situations



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- Within the scope of its pedagogical autonomy, the school implements a variety of measures to promote school success, in accordance with the provisions of Decree-Law no. 54/2018 of 6 July, in its current wording, which can take the form of:
- Study support measures, known as "Additional Pedagogical Support" or "Pedagogical Support Sessions", which guarantee more effective monitoring of students in the face of detected difficulties and are geared towards meeting specific needs;
- Temporary organisation of groups of relative homogeneity in terms of school performance, in core subjects and fundamental moments;
- Promotion of supplementary curricular activities - study room - which essentially aims to promote the acquisition of skills that will enable students to adopt methods of study, work and organisation, as well as the development of attitudes and skills that will encourage growing autonomy in the acquisition of their own learning. With this in mind, and because we believe it is essential to have a privileged space in which students can carry out their homework, organise their studies and manage their time in a concerted manner, St. Peter's International School is proposing these sessions, which will be attended by teachers from different subject areas;
- The assignment of responsible teachers - Precetores - who ensure the individualised monitoring of the educational process of new pupils or pupils with irregular educational, personal and social backgrounds, contributing to the success of their school career;
- Co-teaching in the classroom, valuing experiences and collaborative practices that can lead to improved teaching;
- Specific preparation work sessions for the External Assessment Tests. The work to be carried out in each of these sessions will be the responsibility of the subject teachers and will seek, above all, to offer students situations in which to train and perfect skills that will contribute to a more effective and consolidated

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performance. This work, which complements that carried out in the classroom, will thus be systematic, a fundamental condition for students to adopt more confident and progressively more competent attitudes;

- Referral to a vocational education path after redefining their school path, based on the opinion of school psychologists and with the commitment and agreement of the guardian

Learning Goals and Study Guides

There should be a written document guiding the preparation of students for the formal moments of assessment. This more explicit document of the content to be studied in the Junior School, with precise guidelines, should contribute to more autonomous study throughout the Middle School, which will gradually take on the form of exam/test matrices.

As far as secondary education is concerned, and in accordance with the guidelines issued by the Ministry of Education, the targets are drawn up using the structure and typology of the National Examinations.

Written assessments

The written assessments are carried out on the appropriate test papers or on the answer sheets distributed by the subject teacher.

Written assessment forms will be scheduled at the beginning of each term, and students should not complete more than one assessment form on the same day, except in exceptional, duly justified situations.

The assessment forms must be carried out in accordance with the timetable previously defined and approved by the Pedagogical Council.

In Junior and Middle Schools of Foundation Education and in Secondary Education, the classification of the test must include the quantitative classification, expressed in values, rounded to the nearest tenth (on a scale of 0 to 20 values), and its value in points (from 0 to 200) must also be written in brackets, in accordance with the following:



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<i>Excellent</i>	<i>18.5 - 20 Values</i>
<i>Very good</i>	<i>16.5 - 18.4 Values</i>
<i>Good</i>	<i>13.5 - 16.4 Values</i>
<i>Sufficient</i>	<i>9.5 - 13.4 Values</i>
<i>Insufficient</i>	<i>5.5 - 9.4 Values</i>
<i>Very Insufficient</i>	<i>0 - 5.4 Values</i>

In the case of the Primary School, the classification must be expressed purely in qualitative terms.

Application of Written Assessment Tests

Before taking the test, the invigilating teacher must:

- be in the classroom before the start time.
- collect in the coordination room:
 - the list of students who will take the test, with an indication of particular cases;
 - the envelope containing a sufficient number of test papers;
 - enough answer sheets.
- check that the room you have been assigned is tidy in accordance with the following logistical conditions:

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- the room is organised in such a way that the distance between the students is properly taken into account (separate tables);
 - absence of any material that could provide information to students (e.g. books, notebooks, sheets, laptops, video or audio devices, including mobile phones, beepers, etc;)
 - school supplies in their rucksacks at the back of the room.
- before the students enter:
- record the start, end and tolerance of the test on the board;
 - prepare the roll call for the students (from the list corresponding to their assigned class).
 - call the students up in alphabetical order, according to the list. If any student is absent, leave their seat vacant.

During the test:

- The use of any mobile communication systems (mobile phones and computers) in the classrooms by the supervising teachers is forbidden.
- The invigilating teacher must move around the room throughout the duration of the test to ensure that it runs smoothly.
- Provision of clarification:



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- It is strictly forbidden for the teachers responsible for supervising the tests to pass on any content that might help the students to solve the test.
 - Teachers can and should calm students down if they realise that, due to anxiety or nervousness, they are unable to solve the test.
- It's up to the supporting teacher:
- Deliver and collect the envelopes with the evaluation forms from the supervising teachers;
 - Checking and controlling the specific material authorised for use by students during the test;
 - Clarify only the content of the tests that may give rise to doubts about the wording.
 - Disseminate information to students about typos or obvious errors.

After the test

- Collection of answer sheets;
- Once the exam has finished, the teachers in charge of surveillance in each room adopt the following procedures:
 - collect the answer sheets from their seats (making sure that the headings of all the answer sheets are duly filled in);
 - check the tests against the list of students;
 - finally authorise the students to leave.

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Note: Even if the student finishes the test before the stipulated time, they can only leave the room when it *is over*.

Draft sheets are not collected, as they cannot be graded under any circumstances.

The teachers in charge of supervision hand over the answer sheets, the list and the statements to the supporting teachers in the Coordination Room.

If any cheating (using unauthorised consultation materials) is detected during the completion of an assessment form, the test will be disqualified and a disciplinary document will be filled in for this purpose.

If a student misses a written assessment during their absence due to illness, it will be carried out no later than the fifth working day after their return, on a day and time to be determined by the teacher, after the end of classes, ensuring the necessary conditions for it to take place. The scheduling and carrying out of a new assessment moment will depend either on the presentation of proof of the reason for the absence (presented by the Parent or Guardian and validated by the Form Tutor), or on a request to this effect from the teacher by the student who is absent.

Correction/grading of evaluation sheets

The evaluation sheets should be corrected with a green pen.

The evaluation sheets should be graded from zero to two hundred.

The assessment sheets and/or assignments completed in a term will be corrected and given to the students within one week.

Evaluation sheet grids



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The marking grids must be discussed with the Head of Departments within the stipulated deadlines and handed in on paper to the Head of School. All test grids with an overall average result below 120 points and/or more than 20% negative levels should be immediately flagged up and discussed with the Head of School and the teaching directorate.

Results grids

The results grids must be filled in, using the specific path, within two days of the grid being delivered.

It should be emphasised that this operation is of enormous importance to all the members of the different Class Councils, especially the Form Tutors, which is why it is so important to keep them up to date.

Group work

The group work to be carried out by the students, outlined by the department, must always comply with the following rules:

- drawing up the constitution of the group, respecting its balance;
- deliver a script with the framework and purpose of the work;
- involve as many disciplines as possible in the dynamics of the work (when possible);
- guide the students' work;
- be attentive to the process, assessing the dynamics of the working groups in terms of the division of labour, interdependence, conflict School Administration and leadership dynamics, among others.



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Whenever students fail to hand in their work on time, they will be penalised. After one day's delay, 1 mark will be deducted; after two days, three marks will be deducted; from the 3rd day onwards, the work will be disqualified.

In either case, the student must submit the work for correction, even if it is not graded by the teacher.

It should also be emphasised that group work must be carried out within the school grounds and under the supervision of a teacher/supervisor.

Homework

Homework plays an important role in a comprehensive educational programme. Homework encourages students to develop their autonomy in the present, to become aware of their doubts/difficulties and to organise themselves in a methodical way for their future school life. It also gives parents an insight into their child's difficulties and progress in the learning process.

It constitutes an element of assessment, within the framework of continuous assessment, and examples of such tasks are:

- finalise work begun in the room;
- carry out written exercises/problems provided by the teacher;
- carry out directed reading;
- carry out research work;
- realise the learning/synthesis goals;
- carrying out revisions - preparing assessment sheets.

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Homework should be:

- captivating, original and challenging;
- whenever possible, linked and applied to real situations;
- used to consolidate classroom work;
- corrected, discussed with the students and, where possible, graded;
- Adequate in quantity and timely in terms of timing (especially at times with scheduled evaluation sheets).

Homework shouldn't be:

- requested in order to keep the student occupied;
- proposed to work on what was not covered in class;
- used to consolidate "less well worked" content.

Guidelines for the average length of homework per day:

- Kindergarten students should read with their guardians every evening.
- In 1st grade, students will do homework for 15 to 20 minutes a day, including reading, spelling and numbering exercises.
- In the Junior year of school, it will be at least 20 minutes a day, including exercises in reading, spelling, number bonds and tables.
- In the 3rd year of school, students should expect to do 20 to 30 minutes of homework.
- In 4th grade, this task will involve 30 minutes of homework each day.

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- In 5th grade, students will have two homework assignments a day, lasting between 20 and 25 minutes.
- In 6th grade, homework will take 25 to 30 minutes each.
- In 7th grade, students must have two homework assignments of at least 30 minutes each.
- In 8th grade, students will have two homework assignments a day, each lasting between 30 and 40 minutes.
- The school also offers holiday assignments to consolidate learning throughout the year, as well as a reading list. These assignments are incentivised by merit, are encouraged and stimulated, but are ultimately optional.

8.5 BEHAVIOUR AND ATTITUDES | DISCIPLINARY MEASURES

We recognise that as students grow in maturity and understanding, they may make mistakes. Our role, as adults and educators, is to help them reflect on and learn from these mistakes, moulding the way we would like them to react when things don't go according to plan.

The description below presents a non-exhaustive list of behaviours that can occur and that show disrespect for learning and social interaction, together with the disciplinary measures to be applied in accordance with the seriousness of the behaviour.

It is important to emphasise that all disciplinary measures (corrective and sanctioning) pursue pedagogical, preventive, dissuasive and integration purposes, with the aim of ensuring that students comply with their duties. Sanctioning measures, taking into account the special relevance of the duty infringed and the seriousness of the offence committed, also pursue punitive purposes.

Disciplinary measures are adjusted, whenever necessary, to the student's functional profile, safeguarding special educational measures, Safeguarding problems and concerns or welfare issues.

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All disciplinary measures will provide an opportunity for students to understand, reflect and correct what went wrong.

These disciplinary measures may include:

Corrective Measures:

1. Verbal warning.
2. Order to leave the classroom or other places where school work is being carried out.
3. Removal of recreational time.
4. Carrying out tasks and activities, which may imply an increase in the time spent at the school.
5. Conditioning access to certain recreational spaces.
6. Change of class.

Sanctioning measures:

7. Suspension.
8. Expulsion from the school.

The school will make a decision based on the evidence, listening to all those involved. This means that a measure can be applied to a student for an action or involvement in an incident, even if they deny it. We will always carry out a thorough investigation and, when deciding the nature of the disciplinary measure for a more serious incident, previous behaviour and information will be taken into account (cf. point VII. C. *Application of Disciplinary Measures | Disciplinary Procedure*).



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A. Corrective Disciplinary Measures

(i) Verbal warning

It consists of a verbal reminder to the student, in the face of behaviour that disrupts the normal running of school activities or relations between those present in the place where they are taking place, with the aim of alerting them to avoid such conduct and making them responsible for fulfilling their duties as a student.

In the classroom, a warning is the responsibility of the teacher, but outside the classroom it is the responsibility of any teacher or member of non-teaching staff.

(ii) Order to leave the classroom or other places where school work is being carried out

This measure should only be applied when you want to remove the student from a conflict situation or to reinforce a certain behaviour expectation. Withdrawal from class should only be for a short period.

Outside the classroom, the student should be explained the reason for the order to leave the classroom, and a brief meeting should be held with the student, teacher, Form Tutor and Head of School.

The situation should be recorded in *iSAMS* and the Parent or Guardian should be informed by any means deemed appropriate.

(iii) Removal of recreational/recess time

Whenever a student arrives late to class without justification, he or she may be denied recess time. This measure can also be applied as a consequence of certain actions by the student (see point *VII. System of Consequences*).

The situation should be recorded in *iSAMS* and the Parent or Guardian should be informed by any means deemed appropriate.



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(iv) Carrying out tasks and activities, which may imply an increase in the time spent at the school.

The daily and/or weekly period during which students are obliged to stay at the school for activities may be increased.

The application of this measure is subject to a prior meeting between the student, the Guardian, the Form Tutor and the Head of School, and must be recorded in a separate document.

(v) Conditioning access to the recreational area

If a student displays inappropriate behaviour in the playground, their access to the playground may be restricted for a period to be defined by the coordination team.

The application of this measure is subject to a prior meeting between the student, the Form Tutor and the Head of School, and must be recorded in a separate document.

The Parent or Guardian must be informed by any means deemed appropriate.

(vi) Change of class

This measure can be applied to safeguard the student, the other students in the class, or the members of the Class Council.

The decision is communicated to the Parent or Guardian by the Executive Director after consultation with the Pedagogical Directorate, Head of School and Form Tutor or Form Teacher.

B. Disciplinary Measures

(i) Suspension of 1 to 2 days

It must be understood as a deterrent measure and is applied, with the appropriate justification of the facts that support it, by the Executive Director, after the right to a hearing and defence has been exercised by the person concerned or the deadline for



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exercising this right has elapsed (cf. point VI C. *Application of Disciplinary Measures | Disciplinary Procedure*).

(ii) Suspension of 3 to 5 days

It should be understood as a punitive measure and as a serious warning that the student's behaviour is far out of line with the values of the school in which he or she belongs. This measure is applied, with due justification of the facts that support it, by the Executive Director, after the right to a hearing and defence has been exercised or the deadline for exercising this right has elapsed (cf. point VI C. *Application of Disciplinary Measures | Disciplinary Procedure*).

(iii) Expulsion from the School

The decision to expel a student is not taken lightly and is reserved for cases of considerable seriousness in which the school considers that such a measure is the only one that can safeguard the special interests of the students and the educational community.

A student can be permanently expelled if, after consulting the Leadership Team, the School Board decides that:

- the student's behaviour (on or off school premises, in or out of term time) was detrimental to good order or school discipline and/or to the reputation of the institution; and/or
- it's not in the student's or the school's interest for them to stay.

When considering the decision to expel, the Board will take into account special educational measures, gender and cultural differences that may be relevant to the case.

The Parent or Guardian may choose to voluntarily withdraw their child from the school. Notwithstanding this possibility, the school reserves the right to take the decision to apply the disciplinary measure of expulsion from the school, namely for the purposes of recording it in the student's individual file.



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In addition, if a Parent or Guardian has treated the institution, members of staff or any member of the school community so unreasonably that leaving the school would be in the best interests of the student or the school, the School Administration may ask the parents to withdraw their child from the school. This situation will be considered a voluntary withdrawal and not an expulsion.

After the decision to expel a student or the decision to voluntarily withdraw has been taken by the Parent or Guardian, the School Administration will inform the respective Parent or Guardian of the following:

1. The student's drop-out status;
2. The procedures for transferring a student's school;
3. The conditions under which the student can return to the school in the future.

Financial Aspects

There will be no refund of school fees following the expulsion of a student for disciplinary reasons, and all outstanding fees and extras must be paid. However, tuition fees paid in advance will be refunded up to the date of the final decision by the School Administration or the voluntary decision of the parents/guardians.

Appeal against the Expulsion Decision

After the expulsion decision has been notified to the parents or guardians, or after the student has voluntarily withdrawn, the student will not be allowed to enter the school premises.

Without prejudice, the Parent/Guardian has 5 working days to lodge an appeal against the expulsion decision, and must present their opinion to the Board, which will decide on the complaint within 2 working days.



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The decision to expel, or the decision on the complaint, if presented, cannot be appealed, as they are taken by the highest body of the School.

A. Application of Disciplinary Measures | Disciplinary Procedure

1. If the student's behaviour is likely to result in the application of a disciplinary measure, the Executive Director will immediately call the Parent or Guardian to a meeting.
2. The Executive Director, within two working days of becoming aware of the situation, issues an order opening the disciplinary procedure and appointing the instructor of the case, notifying the selected instructor.
3. The Pedagogical Director notifies the Parent or Guardian of the order initiating the procedure and appointing the instructor, in writing and within a maximum of 2 (two) working days.
4. The disciplinary procedure shall be investigated within a maximum of 6 (six) working days from the date of notification of the instructor. In addition to any other steps deemed necessary, an oral hearing of the interested parties must be held, in particular the student and, if the student is a minor, the guardian.
5. Interested parties shall be summoned to the oral hearing one (1) working day in advance. Failure to attend shall not constitute grounds for postponing the hearing.
6. In the event that the Parent or Guardian does not attend and does not provide the necessary justification, the underage student may be heard in the presence of a teacher freely chosen by the student and the Form Tutor or designated by the School Administration.
7. Under no circumstances is the school or its teaching and non-teaching staff obliged to divulge confidential or sensitive information, or the identity of students or other persons who have provided information as part of the disciplinary procedure, to the student, the Guardian or any other person or entity, except the legally competent entities.
8. Once the enquiry has been completed, the enquiry officer draws up the final report and submits it to the Directorate within three (3) working days:

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a) the facts of which the student is accused, duly detailed in terms of time, manner and place;

b) the duties transgressed by the student;

c) the student's background, which can be considered mitigating and/or aggravating factors;

d) a proposal for a disciplinary measure to be applied or for the case to be closed.

9. The final decision in the disciplinary procedure, duly substantiated, is handed down by the Executive Director (in the case of suspension) or the School Administration (in the case of expulsion), within a maximum of 2 (two) working days from the date of receipt of the final report from the investigating officer.

10. The final decision of the disciplinary procedure sets the moment from which the execution of the disciplinary measure begins, without prejudice to the possibility of suspending the execution of the measure.

11. The execution of the disciplinary measure may be suspended for a period and under the terms and conditions that the Board deems appropriate, and the suspension will cease, in addition to the other cases that the Board indicates in the final decision of the procedure, as soon as any other disciplinary measure is applied to the student.

12. If the final decision is suspension from school, the student is obliged to fulfil a pedagogical activity plan which must be monitored by the Parent or Guardian.

13. Once the final decision of the disciplinary procedure has been taken, the Parent/Guardian is notified, within a maximum of two (2) working days, of the date and time to meet with the School Administration and learn about the final decision of the disciplinary procedure.



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14. If, for whatever reason, it is not possible for the School Administration to meet with the Parent or Guardian within 5 (five) working days of the decision on the disciplinary procedure, the decision must be notified in writing to the Parent or Guardian.

D. Preventive Suspension of the Student

When disciplinary proceedings are initiated, by decision of the School Administration, or during the course of the proceedings, on a proposal from the instructor, the School Administration may decide to suspend the student on remand, by means of a duly reasoned order, namely in the following cases:

- their presence at the school is seriously disruptive to the normal running of school activities;
- This is necessary and appropriate to guarantee the peace and tranquillity of the School;
- their presence would jeopardise the investigation of the disciplinary procedure.

It should be emphasised that this is a neutral, non-disciplinary measure to allow for unhindered research and can also be taken for the good of the student, separating them from school pressures. The School Board will make this decision after consulting the Head of School and the Pedagogical Board.

THE SYSTEM OF CONSEQUENCES

Next, we present the objectives and how the **Consequences System** works.

Consequences allow teaching and non-teaching staff to teach and instil appropriate behaviour in our students. Consequences are graded according to the seriousness of the behaviour that led to them, as explained *below*. This progression supports the idea that students have the opportunity to make good decisions and are reminded of the consequences if they continue with inappropriate behaviour, so that they have the opportunity to rectify it.

C1 Low



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

Actions that disrupt the learning environment and/or social interactions in a mild and punctual way.

C2 Medium

Actions that, while not harmful to oneself and/or others, violate important expectations in terms of learning and social interactions.

C3 High

Actions that are harmful to oneself and/or others, and that disrupt the learning climate and social interactions.

C4 Very high

Actions that are seriously damaging to oneself and/or others, and that jeopardise the learning environment and social interactions.

C5 Zero tolerance

Actions that are seriously damaging to themselves and/or others and that irreparably jeopardise the learning environment and social interactions.

Choosing the right path

Below is a non-exhaustive and non-exhaustive list of actions, their estimated classification according to the System, and the possible consequences that committing those actions may entail. All actions will be assessed by the School on a case-by-case basis, taking into account the specific circumstances, as well as any aggravating or mitigating circumstances, which may result in a different classification and/or different consequences. Therefore, the table serves only as an indicative reference.

	Sample list of actions	Possible consequences	Stakeholders



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

C1	<ul style="list-style-type: none"> - Late arrival at school and/or class. - Lack of commitment in class. - Disruption of teaching activity [e.g. <i>talking, preventing others from learning</i>]. - Inappropriate behaviour in class or at school. - Incorrect school uniform. - Lack of school supplies. - Lack of homework. - Use of mobile phones [see <i>point X. below</i>]. - Chewing gum consumption. 	<p>1 demerit point issued by the teacher in <i>iSAMS</i>.</p> <p>Reminder.</p> <p>A period of reflection.</p> <p>Discuss possible solutions.</p> <p>Removal of playtime.</p>	<p>Subject teacher, class teacher and Head Teacher.</p>
C2	<ul style="list-style-type: none"> - Repeat of any C1 offence or failure to respond or - Inappropriate use of information technologies. - Inappropriate comments. - Unintentional damage to property. - Academic dishonesty. 	<p>4 demerit points issued by the teacher in <i>iSAMS</i>.</p> <p>The Guardian is contacted.</p> <p>Removal of recess time for reflection.</p>	<p>The aforementioned elements and the Head of School.</p>



Reference:

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Name: **Internal Regulations**

	<ul style="list-style-type: none"> - School absenteeism. - Use of inappropriate language. 	<p>Carrying out tasks or activities, increasing the time spent at the school.</p> <p>Cancellation of test/report/work.</p> <p>Record drawn up by the Head of School, on a separate document, and signed by the student and the Parent or Guardian.</p>	
C3	<ul style="list-style-type: none"> - Repeat of any C2 offence or failure to respond or - Highly inappropriate use of information technologies. - Aggressive behaviour. - Physical aggression. - Intentional damage to property (without prejudice to the 	<p>5 - 8 demerit points issued by the teacher in <i>iSAMS</i>.</p> <p>Meeting with the Parent or Guardian.</p> <p>Cancellation of test/report/work.</p>	<p>The aforementioned elements, the</p> <p>Head of School and the Pedagogical Director.</p>



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<p>compensation due for the damage caused).</p> <ul style="list-style-type: none">- Serious academic dishonesty- Selling legal items [e.g. energy drinks].- Smoking.- Vaping.- Possession of alcoholic beverages.- Acting as an accomplice/ally in <i>bullying</i>, racism, harassment, excluding people from group conversations.- Disclosure of images without consent.- Creating and sharing an unflattering/modified image of another student (depending on the image) .- Persistent attitude or behaviour that contrasts with the School's culture and values.- Persistent absenteeism.	<p>Suspension of 1 to 3 days.</p> <p>Exclusion of participation in trips/visits.</p> <p>Record drawn up by the Head of School, on a separate document, and signed by the student and the Parent or Guardian.</p> <p>If the behaviour occurs during a trip/visit, the Parent or Guardian must promptly collect the student from the respective location.</p>	
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Name: **Internal Regulations**

C4	<ul style="list-style-type: none"> - Repeat of any C3 offence or failure to respond Or: - Alcohol consumption on school grounds. - Violent behaviour. - Malicious use of information technologies. - A serious challenge to authority. - Verbal or physical abuse. - Physical aggression. - Intimidation, racism. - Theft. - Positive test for drug use. - Possession of a dangerous weapon [e.g. knife or other] - Access to and distribution of illegal items [e.g. <i>pornography, tobacco/vapours, alcohol</i>]. - Dissemination of nude images without consent. 	<p>9 - 12 demerit points issued by the teacher in <i>iSAMS</i>.</p> <p>Meeting with the Parent or Guardian.</p> <p>Suspension of 3 to 5 days.</p> <p>Failure to renew enrolment for the following year.</p> <p>Report drawn up by the school's Executive Director. This report must be signed by the student and the Parent or Guardian.</p>	<p>The above-mentioned members and the Executive Director.</p>
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Reference:

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Name: **Internal Regulations**

	<ul style="list-style-type: none">- Any misconduct of a sexual nature, including <i>sexting</i>, <i>upskirting</i>, provision and possession of pornography or indecent images.- Legal consensual sexual behaviour.- Use of discriminatory or abusive language at school or on social media.- Any behaviour outside the school that defames/discredits the institution.		
C5	<ul style="list-style-type: none">- Extremely violent behaviour.- Possession and/or use of illegal drugs on school premises.- Extreme <i>bullying</i>, racism or abuse.- Sale of illegal items.- Non-consensual/illegal sexual behaviour.	<p>Immediate expulsion.</p> <p>Informing the Director of Inspired Protection (and local authorities in the event of illegal activity).</p>	<p>The aforementioned elements.</p>

Note: Bullying and abusive behaviour - verbal, physical, sexist, homophobic or racist - theft and bringing the school into disrepute are always serious and can result in measures from C3 to C5, depending on the seriousness of the incident.

RESTORATIVE JUSTICE



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

Students who make mistakes must be able to make amends for their actions. At the school, **Restorative Justice** can take various forms:

- Parents and guardians will be informed of infractions so that they are aware of their child's behaviour and can hold them accountable at home.
- Students are encouraged to talk about the reasons that led them to engage in negative behaviour.
- Students should take part in a restorative conversation, apologising to the students or members of staff they have upset.
- Students can take part in service learning to demonstrate greater responsibility for their mistakes.

The school determines a time and place for the meeting to take place. It should never take place in the presence of other students.

Note: *Restorative Justice* should not be used as a sanction. The sanction must be applied separately.

SPECIAL EDUCATIONAL MEASURES

The educational team will make every effort to ensure that the curriculum, ethos, culture, policies, procedures and facilities of the school are accessible to all.

In collaboration and agreement with parents, we will work with all pupils to ensure that they can manage their behaviour. For some children, additional support may be needed to help them in this area.

SEIZURE

Objects that are prohibited in any area of the school, that go against the rules of the uniform, that are harmful to the educational community, or that are being used in a way that goes against the rules or in an inappropriate place or at an inappropriate time (particularly mobile phones) may be confiscated.

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Small items, such as food eaten inside buildings, will be seized and stored until the end of the day.

However, the apprehension of objects can be extended over time, as explained below (cf. point A. below).

The School Administration reserves the right to require the Parent or Guardian to go to the school to return the item.

The school may have to hand over items seized from students to the competent authorities.

CONSEQUENCES OF MOBILE PHONE USE

We have a policy of not using mobile phones throughout the school grounds. Mobile phones may not be seen, heard or used in any school space at any time.

If a student needs to contact their Guardian, they should go to the school reception and ask to be connected.

Students up to the 5th grade should not bring mobile phones to school.

If a student is found with a mobile phone, the consequences are as follows:

1st offence: the mobile phone is confiscated and not returned until the following day.

Junior offence: the mobile phone is confiscated for 24 hours and collected by the Parent or Guardian at the end of the following day.

3rd offence: the phone is confiscated for 5 working days. The parent or guardian will be called to a meeting where the mobile phone will be handed over. The student may have to carry out tasks or activities, increasing their time at the school.

4th offence: may result in the application of a disciplinary measure.



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

If a student does not hand in their mobile phone, they are committing an act of defiance. They will therefore immediately be subject to a disciplinary measure categorised as C4.

Mobile phones that are brought to the school and kept by the students are the responsibility of the students. St. Peter's International School is not responsible for any damage to or loss of mobile phones at the school.

SPECIFIC CONSIDERATIONS FOR CRÈCHES AND KINDERGARTENS

The school's teaching staff is aware that a child gradually becomes aware of their peers and their place in the group, learning by trial and error how to function socially. Aware that young children are still developing verbal language and that all behaviour is communication, adults will focus on understanding the reasons for challenging behaviour, as well as appropriate responses and actions.

A balance will be maintained between meeting the child's needs and the need to adapt them to meet the demands of the group. Young children are supported by adults to jointly build appropriate class agreements on shared behaviours. Expectations are explained to children as the need arises, and each situation is handled sensitively by the educators, who do their best to be consistent.

We celebrate positive and appropriate behaviour to develop children's self-awareness and self-esteem from an early age and to build a gradual understanding of the rights and needs of others. Routines that promote collaboration between children and the celebration of positive and appropriate behaviour are integrated into the school day so that children develop a growing understanding of the link between rights, responsibilities and positive behaviour.

In the later stages of early learning, we reward and encourage effort, perseverance, participation, collaboration and good behaviour to encourage progress. When we reward positive behaviour, we allow children to feel fully recognised and approved of by the adult, influencing the modification of difficult behaviour, promoting an environment conducive to learning and establishing and developing relationships between adults and children.

Resisting positive behaviour

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- Verbally praise the child and inform the parents/guardians.
- Use consistent, reassuring body language, such as a smile, a nod or a light touch on the shoulder.
- Assign responsibilities and tasks to the child.
- Give attention and value to the child's paintings, drawings, constructions and general responses.

Reward positive behaviour

- Demonstrate perseverance, effort, fulfilment and concentration.
- Improve general behaviour.
- Sharing, caring and being sensitive to the needs of others.
- Participate in constructive and developmentally appropriate play.
- Looking after the equipment, showing respect for toys and books.
- Adopt appropriate behaviour.
- Carry out a task.

Responding to challenging behaviour

- Understand what the child is communicating through their behaviour.
- Be fully present with the child and listen to their needs.
- Explain to the child what they did wrong, making sure they understand.
- Remove the child from the activity or area where the inappropriate behaviour occurred.

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- Record any physical interventions, when used, on a body map.
- Assign the child a specific activity to complete until released by the adult.
- Use an appropriate facial expression, tone of voice and body language.
- Remember expectations.

Redirect the child

- Remind the child of the correct action in a positive way, for example, "*Let's use our feet to walk.*" instead of "*No running!*".
- Talk to parents/guardians.
- Contact the psycho-pedagogical team or external professionals to support the child.
- In the case of continued defiant behaviour, where parents/guardians do not support the actions suggested by the teaching team, the child may be asked to leave the school or their enrolment may not be renewed.

Every effort is made to gain the support and cooperation of the child's family through effective, transparent and consistent communication and dialogue. Understanding the child's family context and any situation or event that may be affecting their emotions and behaviour is a crucial step in establishing the best response to ongoing challenging behaviour.

Biting is common among young children up to 24-30 months, while verbal language and self-regulation are still developing. However, this behaviour causes concern for parents/caregivers, as it is often very painful and frightening for the child who is bitten. It can also be stressful for the child who bites, because it provokes immediate reactions from their peers, children and adults. Young children bite for various reasons, such as teething, sensory exploration, communication, bonding and attention-seeking, as well as frustration and emotional dysregulation. The emotions and thinking that cause biting

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should therefore be considered and addressed, and adults should support young children to develop a growing understanding of the cause-effect relationship and a growing empathy for the feelings of others.

For health and safety reasons, bites should be taken seriously and measures taken immediately.

- The child who bites is promptly removed from the group with a firm "NO".
- The bitten child is comforted and the bitten area is washed with soap and water. If necessary, a cold compress is applied to reduce swelling or bruising.
- The adult spends some time with the child who has been bitten, making sure they understand what has happened and its effect. The child is reassured, if necessary, and reorientated.
- Both parents/carers must be informed and a written report drawn up about the incident. Dialogue must remain open with the families of young children during this phase.
- When biting becomes a pattern in older children, clear answers must be given and sanctions applied, such as removing the child from play and games, and a continuous and transparent dialogue is needed with the Parents and Guardians, who should be encouraged to contact the child's paediatrician.

SPECIFIC CONSIDERATIONS FOR THE FIRST CYCLE

A. "Wheel Games and Fantasy Aggression"

Some children seem to be concerned about these issues, but their behaviour is not necessarily a precursor to offensive or *bullying* behaviour, although it can sometimes be thoughtless and needs to be addressed.

We recognise that teasing and rough play are normal for young children and acceptable within limits. We consider this kind of play to be pro-social and not problematic or



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"aggressive". We can sympathise with the content of the play, perhaps suggesting alternative strategies for heroes and heroines, making the most of "learning moments" to encourage empathy and lateral thinking, exploring alternative scenarios and strategies for resolving conflicts.

B. Offensive behaviour

We take offensive behaviour very seriously. Occasionally, most children under the age of one will hurt or say something offensive to another child, especially if their emotions are high at the time, but it's not useful to label this behaviour as "*bullying*". For most children, hurtful behaviour is momentary, spontaneous and often does not take into account the feelings of the person they have hurt.

We recognise that young children behave offensively towards others because they haven't yet developed the means to manage the intense emotions that sometimes overwhelm them. We will help them manage these feelings, since they have neither the biological nor the cognitive means to do so on their own.

We understand that self-control of intense emotions, especially anger, happens when the brain has developed neurological systems to manage the physiological processes that occur when stimuli activate anger or fear responses. So we help them in this process by offering support, reassuring the child who is angry as well as the one who has been hurt by the behaviour. By helping the child return to a normal state, we are contributing to the development of the physiological response system that will help them manage their own feelings.

We recognise that children need help to understand the range of feelings they experience. We help children to recognise their feelings, naming them and helping them to express them, verbally establishing a link between the event and the feeling. We help children learn to empathise with others, understanding that they also have feelings and that their actions have an impact on the feelings of others, and we help children develop pro-social behaviour, such as resolving conflicts over who has the toy.

We realise that the same problem can occur over and over again before skills such as sharing and taking turns develop. For biological maturation and cognitive development to



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occur, children need repeated problem-solving experiences, supported by patient adults and unambiguous boundaries. That's why we support social skills through behaviour modelling, activities, role-plays and stories. We strengthen children's self-esteem and confidence by recognising their emotional needs through close and committed relationships with them.

We help a child understand the effect their offensive behaviour has had on another child. We don't force children to apologise, but we encourage them to do so when they are genuinely sorry and want to show it to the person they have hurt.

In the event of serious misbehaviour or serious breaches of discipline, the matter can be referred to the Head of School.

Suspension or expulsion from the school can be applied in the event of serious offences against the rules and the normal running of the school. Only the Executive Director, in conjunction with the CEO, can exclude a student.

8.6 Attendance and Absence Arrangements

Introduction

Students must attend all scheduled lessons, unless they are excused due to illness or another authorised reason. Whenever possible, the Parent or Guardian must give prior written notice of their child's absence.

The absence must be justified and plausible to the school. A prolonged unjustified absence or attendance below the minimum required by law may affect the student's transition and/or prevent them from renewing their enrolment.

Parents/guardians must inform the Attendance Officer of their child's absence and report it before 8.00am each day. They should do this by sending an email to absence@stpeters.pt, indicating their child's name, class and the reason for the absence.

The Attendance Monitor will inform the respective teachers.



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Name: **Internal Regulations**

Parents/guardians must notify the Attendance Monitor at least 24 hours in advance of late arrivals and/or absences related to medical appointments.

If there is no communication from the parents/guardians, the school will make contact to find out where the student is and their absence will be recorded as unauthorised.

Medical appointments should be booked outside school hours if possible. However, whenever your child has a medical appointment that coincides with school hours, the Parent or Guardian must inform the school of this situation by emailing **absence@stpeters.pt**.

If a student is absent due to illness for 5 (five) days or more, a doctor's certificate must be presented.

The duty of attendance is enshrined in Law no. 51/2012, of 5th September, the Statute for Primary and Secondary School Students and School Ethics.

Parents and guardians of underage students are jointly responsible for their children's attendance;

The duty of attendance implies that the student is present in the classroom and other places where school work is carried out, as well as an attitude of intellectual and behavioural commitment appropriate to the teaching-learning process, according to their age.

The School is responsible for:

- explaining to students and parents the importance of attendance and punctuality;
- recording and monitoring attendance;



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- communicating unjustified absences to parents and guardians within three working days, by the most expedient means, after they have failed to justify the absence;
- analysing the reasons for the absences and accepting (or not) the justifications given;
- the establishment of complementary procedures.

It is the responsibility of the Parents/Guardians:

- ensure that their pupil strictly fulfils their duties of attendance and punctuality;
- Request justification for absences in writing;
- ensure that their students do not miss assessment tests, except in the case of proven illness;
- ensure that there is no interruption during school periods for holidays (if this is necessary, the Parent or Guardian must fill in a leave of absence request form, available from reception, prior to any absence. Authorisation will be at the discretion of the Head of School);
- know the Student Statute, the Internal Regulations of the school and sign, and have their children and students sign, an annual declaration of acceptance of the same and active commitment to its full compliance.

It is up to the student:

- attendance, punctuality and commitment to fulfil all their duties in the context of school activities.

NOTE: Punctuality is crucial for the academic success of our students and for safeguarding an environment conducive to learning.



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Teachers will record all delays, which will be monitored.

Students are considered late when the teacher has already started the lesson. The fact that the teacher closes the door signals the start of teaching activities and students who arrive after that moment are late. This includes arriving without preparing for class, such as having to go to the locker to get their school materials.

If a student arrives after the start of class, they should politely knock on the door and wait for the teacher to receive them. When they are allowed, they should enter the classroom and briefly explain why they are late. It is important to be respectful and take into account the disruption caused by late arrivals.

The consequences of delays are described in the Consequences System.

Missing from

In primary and secondary education:

- Absence is the absence of a student from a lesson or other compulsory or optional activity, if enrolment has taken place;
- the student's failure to attend a lesson or other compulsory school activity after a period of time has elapsed, corresponds to as many absences as the time the student was absent.
- absences are recorded by the teacher or the Form Tutor on appropriate administrative media.

Lack of teaching materials

At the beginning and throughout each school year, the teacher must inform the students in advance of the teaching materials that he or she considers indispensable for the realisation of work proposals to be carried out in class in his or her subject.

It should be remembered that when a student turns up to a lesson without the material considered essential for the subject, an absence must be recorded on the platform

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provided for this purpose; in the event of a repeat offence, on the third registration, it is up to the subject teacher to record the absence on the platform, which will be unjustified if it is attributable to the student.

Justification of Absences

Justified absences

In primary and secondary education, absences in the following circumstances are considered justified:

- the student's illness, which must be declared by a doctor if it causes an impediment of more than five working days;
- prophylactic isolation, determined by the infectious disease of a person living with the student, proven by a declaration from the competent health authority;
- death of a family member, during the legal period of justification for absences due to the death of a family member provided for in the civil servants' employment contract regime;
- birth of a sibling, during the day of the birth and the day immediately afterwards;
- outpatient treatment due to illness or disability that cannot be carried out outside the period of activity;
- an act resulting from the religion professed by the student, as long as it cannot take place outside of school hours and corresponds to a practice commonly recognised as proper to that religion;
- for taking part in school sporting events, cultural events or association activities, under the terms of the law;
- fulfilment of legal obligations;



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- accidents covered by school insurance;
- sickness assistance to a member of the household, in cases where it can be proven that such assistance cannot be provided by any other person;
- another fact that prevents attendance at school, provided that it is not attributable to the student, or is justifiably considered acceptable by the Form Tutor or Head Teacher.

Absences must be justified by the parents or guardians or, if the student is of legal age, by the student, submitted in writing to the school within a maximum of 3 working days.

The student or guardian must request a statement justifying attendance from the relevant organisations.

The Head Teacher (Primary School) or Form Tutor (Junior and Middle Schools of foundation education and secondary education) may request any additional evidence they deem necessary to justify the absence.

Justification for absence must be submitted in advance when the reason is foreseeable or, in other cases, by the 3rd day following the absence.

If no justification is given or if it is not accepted, the parents or guardians must be informed within three working days

Unjustified absences

In primary and secondary education, unjustified absences are those not provided for in the section on justified absences in this document, as well as:

- absences without valid justification;
- the justification for an absence that has been submitted after the three working day deadline laid down by law;

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- absences whose justification has not been accepted by the Head Teacher (Primary School) or Form Tutor (Junior and Middle Schools of foundation education and secondary education);
- an absence resulting from the application of a detention order or a disciplinary measure.

Communication to Parents and Guardians

When the corresponding number of absences has been reached:

- in the Primary School of foundation education may not exceed 10 unjustified absences;
- in the remaining stages or years of education, unjustified absences may not exceed twice the number of teaching hours per week, per subject.

Parents or guardians or, when of legal age, the student, are summoned to the school by the most expedient means, by the Form Teacher (Primary School) or Form Tutor (Junior and Middle Schools of foundation education and secondary education), with the aim of alerting them to the consequences of violating the limit of unjustified absences and seeking a solution to guarantee effective fulfilment of the duty of attendance.

If it proves impracticable to do so, for reasons not attributable to the school, and whenever the particular gravity of the situation justifies it, the respective Child and Youth Protection Commission must be informed of the student's excessive absences, as well as of the procedures and steps taken by the school so far, and they must jointly seek solutions to overcome the student's lack of attendance.

Effects of Exceeding the limit of unjustified absences

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If it is found that the limit of unjustified absences has been exceeded, the school will act in accordance with articles 19 and 20 of Law no. 51/2012, of 5 September, namely "*effects of exceeding absence limits*" and "*recovery and integration measures*", respectively.

The student's fulfilment of the Pedagogical Accompaniment Activity Plan takes place in an additional period to the school timetable, and it is up to the Pedagogical Council to define the terms of its fulfilment. This does not exempt the student from the obligation to fulfil the teaching timetable of the class they are in.

The Pedagogical Accompaniment Activity Plan must be evaluated, under the terms to be defined by the Pedagogical Council. Whenever the student's failure to comply with the duty of attendance ceases, the Class Council for the final assessment of the school year will definitively rule on the effect of exceeding the limit of unjustified absences.

After the Pedagogical Accompaniment Activity Plan has been drawn up, if the student continues to fail to fulfil his or her attendance obligations, the School Administration may propose that he or she attend an alternative curricular programme at another school.

Repeated failure to comply with the duty of attendance will result in the student being held back in their year of schooling.

Absences and Dismissals in Physical Education

Exemption from physical activity during a lesson can only be granted on presentation of written information, signed by the parent or guardian. This information must be handed in to the PE teacher on the day of the lesson to which it relates. All requests must have the teacher's agreement in order to become effective.

For periods of exemption from physical activity of more than two lessons, a doctor's declaration must be presented.



Reference:

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Exemption from physical activity only frees the student from physical exercise, and the student is therefore obliged to be present in class or in another place indicated by the teacher, where they will be offered another type of activity, namely worksheets on the content worked on, activity observation record sheets or other tasks within the scope of the subject.

The students referred to in the previous point will be assessed using specific criteria.

8.7 AWARDS, Certificates and Recognition

At the school, we recognise the efforts and achievements of our students, fostering a sense of pride and accomplishment. All members of the educational team encourage students' progress and celebrate success, achievements and contributions to the school environment and the wider community, using written and verbal praise whenever possible.

Awards and formal recognitions are recorded on the *iSAMS* platform and can be consulted via the Parent Portal.

A. Certificates of Merit

Merits are communicated in the classroom whenever a student demonstrates one of our values: **Respect, Responsibility** or **Rigour**. These merits also give access to *House Points*.

The accumulation of merits results in the recognition **certificates**, which are presented at the School Assemblies (*Assembly*). **Bronze Certificates** are awarded for 25 merits, **Silver Certificates** for 50 merits, **Gold Certificates** for 75 merits and **Platinum Certificates** for 100 merits.

House Points can also be earned by taking part in school events and/or representing the school.

Points accumulate throughout the school year.

B. Merit cards



Reference:

Date: 05.03.2025

Name: **Internal Regulations**

In the 2024/2025 school year, we introduced **Merit Cards**, which are given out when a student does something that makes the school proud.

The **Merit and Performance Cards** are given out each term during the School Assemblies.

C. Other Recognitions

Students are invited to the **Recognition Tea** by the school's Executive Director when they are a "role model" for other students.

At the end of each school year, **Merit Pins, Honour Pins and Finalist Diplomas** are awarded.

The **Sports Performance Awards** are presented by the Department of Physical Education and Sport at the end of each school year.

The **House Cup** is awarded each *Half Term* to the winning House, while the **School Trophy** is awarded to the winning *House* at the end of the school year.

The Honours Board recognises students who show excellent academic results, produce outstanding academic work or carry out activities of pedagogical importance. Students who, in addition to the excellence of their academic results, also display outstanding overall moral conduct are recognised on this board.

Criteria from Eligibility for the Honours Award

Junior and Middle Schools of Foundation education

The Honours Board recognises students who show excellent academic results, produce outstanding academic work or carry out activities of pedagogical importance. Students who, in addition to the excellence of their academic results, also display outstanding overall moral conduct are recognised on this board.

Students who have obtained an arithmetic average of five in all their subjects (rounded up to the nearest whole number whenever the resulting decimal place is equal to or greater than five) are considered to be worthy of the Honours Board.

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Students who have demonstrated the following are considered worthy of the Merit Award:

- collaboration in school integration and support activities;
- promoting, guiding and organising cultural initiatives and curricular complements;
- participation and collaboration in cultural, scientific and sporting projects proposed by the school throughout the school year;
- Defence of the Internal Regulations with regard to the rules of coexistence.

Note: in these items the student must be graded Excellent.

Secondary education

The Honours Board recognises students who show excellent academic results and produce academic work and activities of excellent quality, both in the curricular field and in the field of curricular complements, and who have also demonstrated overall conduct of excellence. The results must be an average of 18 or more marks in all subjects in the current academic year (rounded up to the nearest integer if the resulting decimal point is equal to or greater than five).

International Curriculum

The Honours Award recognises students who show excellent academic results and produce academic work and activities of excellent quality, both in the curricular field and in the field of curricular complements, and who have also demonstrated an overall conduct of excellence. The results must be a total of 36 points or more in all the subjects of the International Baccalaureate Diploma, including the core subjects of TOK, CAS and the result of the Extended Essay, or grades of A or more in all the subjects of the International General Certificate of Secondary Education programme.

Proposing/Analysing Committee

It is up to the class councils to propose the students who fulfil the conditions set out in the previous point.

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These proposals will then be analysed by a committee made up of the following members: Pedagogical Direction, Heads of School and Heads of Departments and the Form Tutor.

Disclosure

Honours will be awarded at a public ceremony to be held at the end of the school year and/or at the beginning of the following school year, with the appropriate solemnity and dignity. The results should be displayed in a suitable place within the educational community.

8.8 CLASS FORMATION/CONSTITUTION CRITERIA

Classes at St. Peter's International School are formed according to various criteria in order to create homogeneous working groups.

The genesis of classes must always obey pedagogical criteria, while respecting the balance and size of the groups. Thus, attention should be paid to gender balance and the total number of students, so that there are no major discrepancies between classes.

Origin is also taken into account, and students from foreign educational backgrounds are distributed evenly among the classes, while respecting their eligibility to attend Portuguese as an Additional Language.

Class formation is therefore respected throughout the entire school year, with readjustments only taking place when the School Administration deems it necessary.

In the initial years of a new cycle, classes can be organised/reorganised according to pedagogical criteria.

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CHAPTER IX - FINAL PROVISIONS

9.1 Omissions

The interpretation of these regulations and the resolution of any omissions are the responsibility of the competent body, referring to the legislation in force.

9.2 Disclosure

The Internal Regulations must be publicised to all members of the school community at the beginning of each school year.

Parents/guardians must sign a document stating that they have read the document and agree with it.

Copies of the Internal Regulations are always available for consultation at the school.

9.3 Original

The original text of the school's Internal Regulations, duly approved by the Regional Director of Education for Lisbon and the Tagus Valley, will be entrusted to the custody of the School Administration.

Plagiarism of these Internal Regulations by any individual or institution is not permitted. If this occurs, it will be punished by the law.

9.4 Review of the Internal Regulations

In the school year following the approval of the Internal Regulations, the Leadership Team checks that they are in line with the respective educational project, and any changes deemed appropriate may be made to the text by an absolute majority vote of the members in office.

In order to set in motion the process of revising the Internal Regulations, the Executive Board, in consultation with the Leadership Team, must draw up the relevant proposal.

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9.5 COMMENCEMENT DATE

The School's Internal Regulations come into force on the day following their approval.



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Reference:

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