

## Behaviour Policy 2024/25

### The CIS Learner Values

Cambridge International School is a community for effective teaching and learning. We seek to develop a lifelong love of learning in a safe and supportive environment.

Our Learner Values outline the characteristics we aim for all our students to develop in their journey towards the summit of their learning mountain. Learner Values apply across both Primary and Secondary:

<b>CIS Learner Values</b>
<b>We are:</b>
Creative
Curious
Kind
Independent
Reflective
Respectful
Resilient

At Cambridge International School, we use a positive behaviour management approach and actively seek ways to reward positive behaviour.

### Expectations

Students are expected to:

- Arrive on time for lessons.
- Bring the correct equipment for the lesson.
- Follow reasonable instructions given by any member of the staff.
- Behave responsibly, respectfully and politely to all members of our community.
- Complete all classwork and homework in the manner required.
- Show respect for the school environment.
- Refrain from behaviour that could harm themselves or anyone else at all times and in all locations in the school building.
- Speak in English to ensure we are an inclusive community.

### The Positive Reward System

As a school, we value and celebrate the achievements of our students. There are many different forms of success, and academic success is only one example. Success is shared and rewarded in various ways:

- Verbal praise from a member of the staff.
- A Green Note from the Class Teacher/Form Tutor, Subject Specialist, Phase Coordinator, or the Head of School through Edupage.
- Celebration of success in assemblies.
- Golden Spoon or Golden Plate Competition.

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- Sharing success in school communication, such as the website and newsletters.

### Dealing With Negative Behaviour

Teachers will deal with most low-level incidents in their classrooms. Most happen without a record or a sanction and involve discussion, reminders or warnings.

All teachers and school staff are responsible for managing behaviour, following the ladder outlined in the next section. Sanctions could include:

- Community service.
- Loss of privileges, such as attending events, representing the school or going on school trips.
- Exclusion from lessons or break times, or lunchtimes.

The SEN team may also have a role and should be consulted where relevant. Practical strategies for promoting the positive behaviour of specific SEN students may be shared with teachers and parents.

The following is a guide to managing behaviour:

For minor issues, teachers will speak to students first and give them a warning.

This is the first step in the process, and unless an incident is serious, no sanction will be granted without a warning to give the student a chance to modify their behaviour.

Step	Staff	Actions
Step 1	Class Teacher (Minor issues)	Contact parents by email. If the issue continues, teachers can consult their Line Manager for support.
Step 2	Class Teacher (Repeated issues)	If the Class Teacher receives several reports of a student not meeting expectations in subject specialist lessons or their own lessons, they can act as follows: <ul style="list-style-type: none"> <li>• A break time meeting with the student and a Red Note to parents through Edupage.</li> </ul> Class Teachers may also invite parents in to discuss concerns.
Step 3	Class Teacher, Phase Coordinator and Parent Relations Manager	If the Class Teacher notes that the issue is ongoing, they should consult their Phase Coordinator. The Phase Coordinator can act as follows: <ul style="list-style-type: none"> <li>• Lunch time or break time detentions.</li> <li>• Contact parents by email.</li> <li>• Loss of privileges.</li> </ul> The Class Teacher and Phase Coordinator should invite parents for a meeting if a student is referred to them. Parent Relations should become involved and should attend the meeting.
Step 4	Head of School and Parent Relations Manager	The Head of School can apply all the above strategies and may suspend a student from lessons or school (fixed term) as required. Any student referred to the Head of School will attend a meeting with the Head of School and the Parent Relations Manager, and parents will be invited to attend.

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As far as possible, staff will follow these steps.

However, if a serious incident occurs, staff may escalate the matter.

### **Class Teacher Warnings**

Where a student repeats negative behaviours or a serious infraction occurs that puts the school community at risk, a class teacher warning may be issued. This can be done orally or in written form.

This will involve the student's parents meeting with the Head of School, the Class Teacher, and the Parent Relations Manager.

This warning will remain on a student's record for one year and be archived.

### **Director Warnings**

After a class teacher's warning has been issued, the final step is a director's warning.

This only happens in extreme cases and is very serious.

This will involve a meeting with the School Director, the Head of School, the Class Teacher, and the Parent Relations Manager.

This warning will remain on a student's record for one year and be archived.

The school empowers and supports all staff to manage behaviour within their classroom and around the school.