



Primary School Behaviour Policy 2025/26

The CIS Approach

At Cambridge International School, Bratislava, we are committed to creating a safe, respectful, and inspiring learning environment where every child feels valued and supported.

This Behaviour Policy sets out the expectations for behaviour, the principles that guide our approach, and the consistent systems we use to encourage positive choices and address challenges.

Our aim is not only to manage behaviour but to teach children the skills of self-regulation, empathy, and responsibility, equipping them to thrive as global citizens.

2. Core Principles

Our policy is built on the following principles:

- **Respect** – for ourselves, for others, and for our environment.
- **Responsibility** – taking ownership of our words, actions, and learning.
- **Kindness** – treating others with care, understanding, and empathy.
- **Resilience** – learning from mistakes and persevering in the face of challenges.
- **Integrity** – being honest and making choices that reflect our school values.

3. Whole-School Expectations

We expect all members of our school community: students, staff, and parents, to:

1. Speak and act respectfully at all times.
2. Work together to create a calm and safe learning environment.
3. Take responsibility for learning, belongings, and actions.
4. Celebrate diversity and show kindness and inclusion.
5. Resolve conflicts in a constructive and restorative way.

4. Encouraging Positive Behaviour

We believe that positive reinforcement is the most effective way to build a culture of respect and responsibility. At CIS, we:

- Recognise effort, progress, and achievement through praise and feedback.
- Celebrate positive behaviour in class and during assemblies.
- Use certificates or class rewards to reinforce school values.
- Provide opportunities for students to take on leadership roles (e.g., Student Council, Eco Leaders, etc.).
- Green Notes from the Class Teacher, Subject Specialist, Phase Coordinator, or the Head of School through Edupage.

5. Responding to Behaviour Challenges

When behaviour does not meet expectations, staff follow a consistent approach:

- **Step 1 – Reminder:** A calm, clear reminder of expectations.
- **Step 2 – Reflection:** The student is allowed to pause, reflect, and reset.
- **Step 3 – Restorative Conversation:** Staff support the student to understand the impact of their behaviour and agree on positive next steps.
- **Step 4 – Consequence (if needed):** Proportionate actions such as loss of a privilege, completing unfinished work, or repairing harm caused.
- **Step 5 – Parental Partnership:** Parents are contacted when concerns persist, or behaviour significantly impacts learning or wellbeing.



The following is a guide to managing behaviour:

- Teachers will speak with students first and issue a warning.
- This is the initial part of 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.

If positive change is not evident, staff are encouraged to follow the steps below.

Step	Responsible Staff Member/s	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 should act as follows: <ul style="list-style-type: none">• A break time meeting with the student and a Red Note to parents through Edupage. 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">• Missing lunch time or break time.• Contact parents by email.• Loss of privileges. 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 the school (for a 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.

To the extent 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 Primary, 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 Primary, the Class Teacher, and the Parent Relations Manager.

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

Our focus is always on learning from mistakes, restoring relationships, and moving forward positively.

6. Bullying and Unsafe Behaviour

We have a **zero-tolerance approach** to bullying, discrimination, or unsafe behaviour. Any incidents are taken seriously, thoroughly investigated, and addressed promptly to support all students involved and maintain a safe environment.

7. Roles and Responsibilities

- **Students** are expected to uphold the school values and follow behaviour expectations.
- **Teachers and Staff** are role models who consistently apply this policy and provide support.
- **Parents** are partners in reinforcing positive behaviour and supporting their children to meet expectations.
- **School Leaders** ensure consistency across the school and provide guidance and support to staff, students, and families.

