



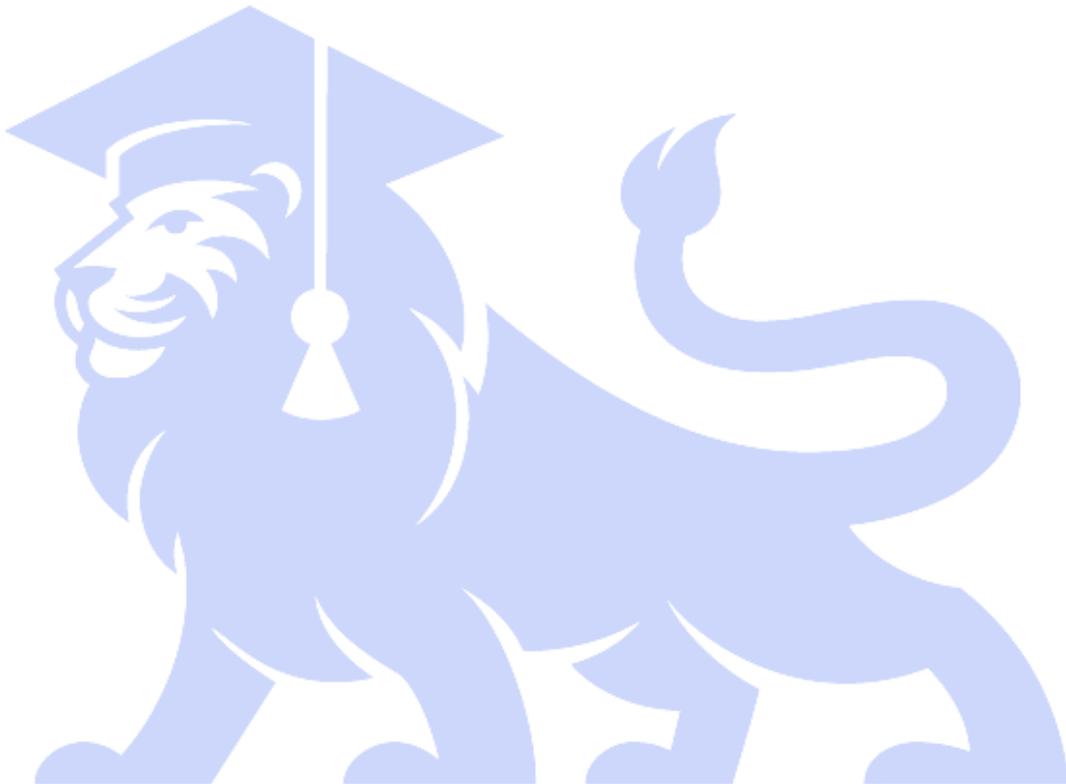
**CAMBRIDGE
INTERNATIONAL
SCHOOL**
BRATISLAVA

Annex no. 1 to the School Handbook

Súkromná spojená škola Cambridge International School

Úprkova 3, 811 04 Bratislava

STANDARDS FOR COMPLIANCE WITH THE PROHIBITION OF SEGREGATION IN EDUCATION





Article 1 Introduction

When complying with the prohibition of segregation in education, the school and school facility shall proceed according to the Standards for Compliance with the Prohibition of Segregation in Education (hereinafter referred to as the "Standards"), which are issued by the Ministry of Education, Culture and Sports of the Slovak Republic and their text is part of the appendix to the School Regulations.

These standards are **basic rules, principles and procedures for preventing and eliminating segregation in education. Their application contributes to the observance of the principles of education and upbringing according to the Education Act in schools and educational institutions.** They are based on the provisions of the Convention on the Rights of the Child:

Article 2 paragraph 1: To ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind on the basis of the child's or his or her parents' or legal guardians' race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, physical or mental disability, birth or other status.

Article 2 paragraph 2: To take appropriate measures to protect the child from all forms of discrimination or punishment based on the status, activities, expressed opinions or beliefs of his or her parents, legal guardians or family members.

Article 3 paragraph 1: The best interests of the child shall be a primary consideration in all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative or legislative bodies.

Article 29, paragraph 1: The upbringing and education of the child shall be directed to:

- a) the development of the child's personality, his or her unique abilities and mental and physical abilities to their fullest potential;
- b) the development of respect for human rights and fundamental freedoms and for the principles enshrined in the Charter of the United Nations;
- c) the development of respect for his or her own cultural, linguistic and values identity and for the values of the country in which the child is living, as well as for the values of the country of his or her origin and for other cultures;



- d) the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes and friendship among all nations, ethnic, national and religious groups and persons of indigenous origin;
- e) the development of respect for the natural environment.”

The standards for compliance with the prohibition of segregation are the elaboration and implementation of the practical part of the Methodological Guide to Desegregation in Education.

The standards, linked to the methodological guide, help to fulfill the principle of "prohibition of all forms of discrimination and especially segregation". Segregation in education is defined by the Education Act in Section 2, letter a. also as follows: "action or omission to act that is contrary to the principle of equal treatment under a special regulation and that results or could result in the spatial, organizational or social exclusion of a group of children and pupils or participants in education or their separate education, except for education provided in accordance with an international treaty by which the Slovak Republic is bound in exercising the rights of national minorities to education in the language of the relevant national minority and in creating conditions for the education of children with health disadvantages or talents and pupils with health disadvantages or talents, taking into account their will and interests and the will and interests of their legal representatives, if participation in such education is optional and corresponds to the regulation of the conditions of education under this Act, especially for education at the same level of education."

The standards for compliance with the prohibition of segregation in education and training concern all areas regulated by the school rules according to the Education Act (Act No. 245/2008 Coll., Section 153, Paragraph 1):

- the exercise of the rights and obligations of pupils and their legal representatives in school, rules of mutual relations and relations with teaching staff and other school employees,
- the operation and internal regime of the school,
- conditions for ensuring the safety and protection of the health of children and pupils and their protection from socio-pathological phenomena, discrimination or violence,
- conditions for handling property managed by a school or school facility, if the founder so decides.



We define the standards for compliance with the prohibition of segregation in education and training as Standards of attitudes and values and Standards resulting from the definition of segregation in education and training.

Article 2

Standards for compliance with the prohibition of segregation in education

Standards of attitudes and values

A basic prerequisite for the successful implementation of standards that will ensure the process of preventing or eliminating segregation in education is a fundamental shift in the field of attitude and value settings, the cultivation of public discourse and interpersonal relationships of all educational actors who come into contact with pupils and listeners in schools.

21st century society needs citizens who have such values, attitudes, skills, knowledge and critical thinking that they can function as democratic and interculturally competent citizens. Attitudinal and value standards are defined on the basis of key indicators (descriptors) that were created by the Council of Europe in the document Reference Framework of Competences for a Democratic Culture. Descriptors are descriptions and explanations regarding the specific desired behavior of all actors in education:

- Treat all people without distinction with respect,
- Express respect for all without distinction and perceive diversity as an opportunity and benefit for the school in the preparation and implementation of activities of the educational process.
- Express recognition to other people as equal human beings.
- Respect people of different faiths.
- Respect people who have different political opinions.
- Show interest in learning about other people's beliefs, values, traditions and views of the world.
- Give space to other people to express themselves.
- Demonstrate acceptance of responsibility for their actions.
- Apologize if I hurt someone.
- Express willingness and interest in cooperating and working with other people to promote common interests.



Standards resulting from the definition of segregation in education:

When implementing the Standards for compliance with the prohibition of segregation, the school and school facility shall develop a Plan for the implementation of the Standards for compliance with the prohibition of segregation in education and use the Methodological Guide to Desegregation in Education issued by the Ministry of Education, Science, Research and Sports of the Slovak Republic.

a) Spatial desegregation standards:

- All premises of a school or school facility intended for pupils or students shall be provided with equal (non-discriminatory) access to all pupils and students. The school or school facility shall not have premises and buildings reserved for individual groups of pupils created for the purpose of their exclusion or inadmissible separation on the basis of any protected reason specified in the anti-discrimination law.
- The school or school facility shall use premises within the educational process that meet the standards set by regional public health authorities, and the educational process of any group shall not take place in premises whose quality is significantly different from other premises.
- If a school or school facility has a representation of students of different ethnic, national or social origin, skin colour or other protected grounds under the anti-discrimination law in individual age cohorts, it has created classes in which the representation of students or listeners of these groups is balanced.

b) Standards of organizational desegregation:

- The school or school facility has set up the organization of school teaching and the daily program in such a way as to prevent the exclusion and inadmissible separation of any group of pupils and listeners.
- All groups of pupils of the school and school facility have the same educational standards, on the basis of which pedagogical employees, professional employees and other employees create the curriculum of the school educational program. Adjustments can only be made for pupils for whom this is determined by the individual educational program, individual curriculum or provided support measures.
- All groups of pupils and listeners have equal access to material and technical equipment, teaching materials and other educational aids of the educational process corresponding to the given grade or level of education.
- The school or school facility is obliged to use all available means, tools and methods to enable access to education to the maximum extent for all groups



of pupils, even in the event of crisis events at the school. After the crisis event is over, the school is obliged to implement appropriate support measures to compensate for any gaps in education and training that could not be addressed to the maximum extent during the crisis situation.

c) Social desegregation standards:

- The school or school facility uses necessary and available inclusive support measures to promote the social inclusion of students and listeners and create a positive supportive social climate in the school and school facility, which contributes to destigmatization and the elimination of stereotypes and prejudices.
- The school or school facility organizes and supports non-formal education programs and extracurricular activities aimed at creating a favorable social climate and intercultural understanding within the school or school facility, among students as well as parents.
- The school or school facility accepts, educates and educates all groups of students and listeners in accordance with applicable legal regulations without exclusion and inadmissible separation on the basis of any protected reason specified in the anti-discrimination law.
- There are no processes, procedures and arrangements (even at the class level) in the school or school facility that exclude or inadmissibly separate groups of pupils or listeners on the basis of any protected ground listed in the anti-discrimination law.
- The school or school facility allows all groups of pupils and listeners to participate in activities and competitions that it organizes itself or that are mediated by the school and school facility in order to fulfill and develop their potential, and actively motivates and supports them to do so.
- The school or school facility does not discriminate when assessing pupils or listeners solely on the basis of their belonging to a social or ethnic group or another protected ground under the anti-discrimination law.



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Article 3

Final provision

This amendment is valid in its entirety from September 1st, 2025.

In Bratislava, 21st October 2025

Wayne Johnson
School Director

