CAMBRIDGE INTERNATIONAL SCHOOL
BRATISLAVA

CIS Secondary Behaviour Policy

2026/2027

Súkromná spojená škola Cambridge International School
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1. STEPPED SUPPORT

Core Principles

- Consistency across all staff
- Clear, predictable consequences
- Opportunity for reflection and restoration
- Focus on learning, not just punishment
- Escalation only when behaviour persists or is severe

Stage	Examples	Staff Response	Sanction	Support Tools
Stage 0	• Calling out (first time) • Off-task chatting • Not following instructions	**Whole Class Anonymous Support**	N/A	Class circulation
Stage 1: Low-Level Disruption	• Repeated calling out • Persistent off-task chatting • Not following instructions despite prompting • Minor disruption • Chewing gum • Minor misuse of one-to-one devices	**Issue Reminder 1** **Issue Reminder 2**	**Conversation** with student after lesson or an arranged time	Inform class teacher
Stage 2: Repeated Low-Level / Escalation	• Repeating Stage 1 behaviours after first warnings • Inappropriate disruption of learning	**Issue Reminder 3**	**Same Day Reflection** **Red Note**	Key Stage Coordinator will be monitoring

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	(shouting across class, throwing objects) • Refusal to follow instructions (unstructured time) • Use of inappropriate language (minor) • Use of and/or distribution of a prohibited item (food/ fizzy/energy drinks) • Not submitting homework on time • Inappropriate misuse of one-to-one devices			**In-class Behaviour Report** *(either reporting to class teacher or KS Co)*
Stage 3: Serious Disruption	• Defiance • Truancy • Use of inappropriate language (severe) • Inappropriate physical contact • Disrespectful behaviours • Repeated use of and/or distribution of a prohibited item (food/ fizzy/energy drinks)	**Refer to Key Stage Coordinator** • Email sent home to parents	**Key Stage Reflection** **SLT Reflection** (If needed as an additional step)	**Behaviour Contract** (if problems persist in unstructured times)

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	• Serious misuse of one-to-one devices			
Stage 4: High-Level Behaviour	• Repeating Stage 3 behaviours • Verbal or written comments of a derogatory nature • Use of and/or distribution of a prohibited item of a serious nature (vaping, smoking) • Aggressive behaviour • Bullying (including online) • Damage to property • Repeated truancy • Severe misuse of one-to-one devices	**Refer to Deputy Head of Secondary (Pastoral)** • Parent Meeting	**1-day internal suspension**	
Stage 5: Severe Behaviour	• Repeating Stage 4 behaviours • Physical aggression • Serious bullying (including online) • Racism, discrimination • Repeatedly using and/or distribution of	**Refer to Head of Secondary + Deputy Head (Pastoral)** • Parent Meeting	**Extended Internal Suspension** **Class Teacher Warning** (if repeated)	

	a prohibited item of a dangerous nature (knife) • Extreme misuse of one-to-one devices			
Stage 6: Extreme / Persistent Behaviour	• Repeated Stage 5 and/or serious incidents • Dangerous behaviour • Ongoing refusal to comply	**Refer to Head of Secondary + School Director** • Parent Meeting	**Director's Warning** **Permanent Exclusion (last resort)**	

REFLECTIONS

Reflection is used to help students **understand, take responsibility for, and improve their behaviour**. Instead of focusing only on punishment, it encourages students to think about what happened, why it happened, and how they can make better choices in the future.

Effective reflection:

- Builds **self-awareness** and emotional regulation
- Helps students recognise the **impact of their actions on others**
- Encourages **accountability** without shame
- Supports **restoration of relationships**
- Reduces repeated negative behaviour over time

Same Day Reflections
• 15 minutes • Led by Heads of Department (would be added to duties) • This is so purposeful conversations can take place with the subject teachers, and support for the subject teachers comes initially from their HOD **Key Stage 3:** 13:15-13:30 **Key Stage 4:** 13:45-14:00 **Key Stage 5:** n/a

Key Stage Reflections
• 30 minutes, after school (Monday) • Led by Key Stage Coordinator • This is to act as a deterrent. Students are required to sacrifice their "own time", communicated and agreed with parents in an email (sent latest the Friday prior). **Key Stage 3:** Monday, 15:20-15:50

Key Stage 4: Monday, 15:45-16:15

Key Stage 5: Monday, 15:45-16:15 (Budkova)

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SUPPORT INTERVENTIONS

1. Round Robins
2. Behaviour report cards (in class)
3. Behaviour contracts

1. Round Robins

If a Key Stage Coordinator needs to gain a holistic view of a student's Academic or Behaviour progress, they may send out a 'Round Robin'.

Core principles & process:

- Opportunity for teacher feedback
- Requested by Key Stage Coordinators in accordance with discussions with Deputy (Pastoral).
- Helps us identify certain lessons where behaviour is poor or attitude to learning needs improvement.
- Following the feedback window, parents will be invited in for a meeting to discuss. Other appropriate interventions will then be initiated if needed.

Subject	Teacher	BEHAVIOUR	ATTITUDE IN LESSONS	ANY CONCERNS	Current strategies to support
Maths					
English					
Science					
History					
Geography					
Spanish/German					
Slovak					
EAL					
Computer Science					
Art					
Music					
PE					
Class Teacher					

2. Behaviour Report Cards

Student behaviour is monitored by either the class teacher, Key Stage Coordinator or the Deputy Head (Pastoral) depending on escalation.

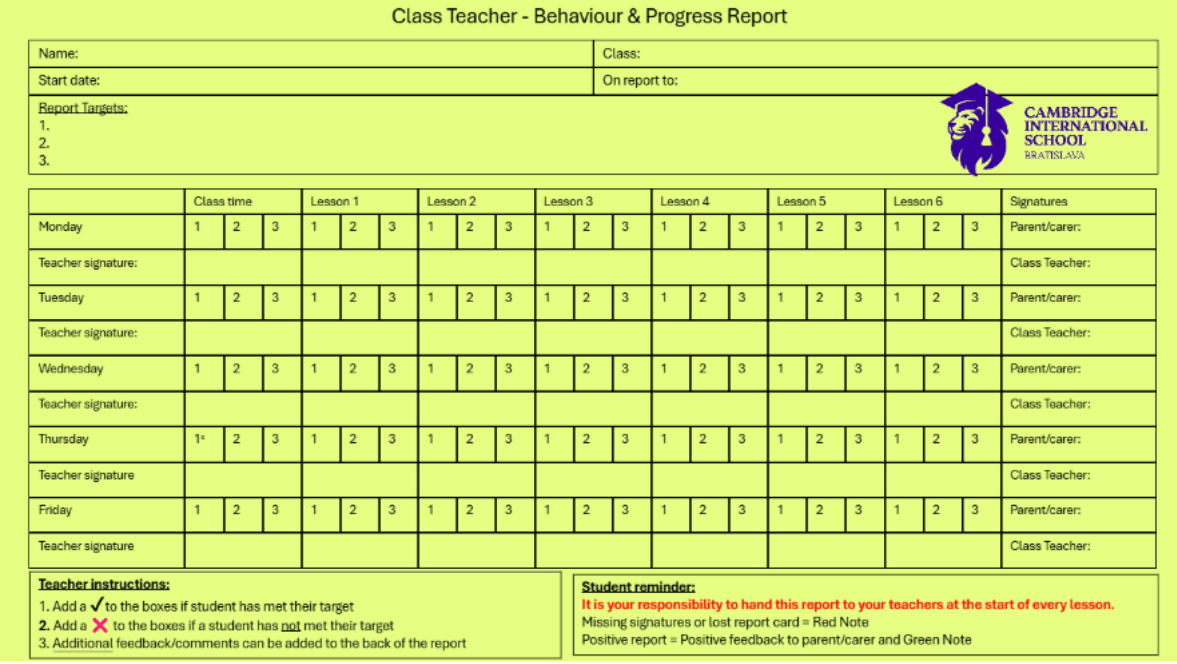
Core principles & process:

- Intervention inspired – **2 weeks**

- Reports are issued as a support tool by Key Stage Coordinators in accordance with discussions with Deputy (Pastoral).
- Helps us identify certain lessons where behaviour is poor or particular behaviours the students need support with.
- Conversations with students/parents take place throughout to encourage positive change.

STEP 1 - Reporting to class teacher

- Three X's in one day = Failed Day = Initial Conversations
- Three failed days in a week = Red Note/Same Day Reflection



Class Teacher - Behaviour & Progress Report

Name:	Class:
Start date:	On report to:

Report Targets:
1.
2.
3.

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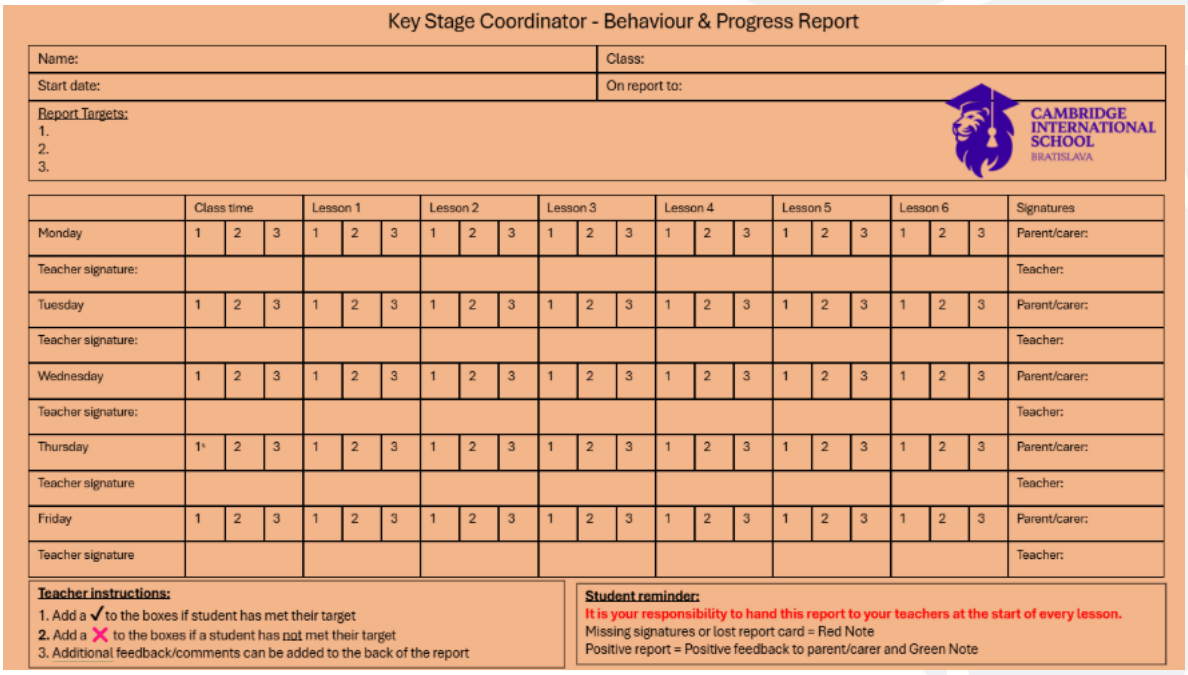
	Class time	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Signatures
Monday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	Parent/carer:
Teacher signature:								Class Teacher:
Tuesday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	Parent/carer:
Teacher signature:								Class Teacher:
Wednesday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	Parent/carer:
Teacher signature:								Class Teacher:
Thursday	1* 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	Parent/carer:
Teacher signature								Class Teacher:
Friday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	Parent/carer:
Teacher signature								Class Teacher:

Teacher instructions:
1. Add a ✓ to the boxes if student has met their target
2. Add a ✗ to the boxes if a student has not met their target
3. Additional feedback/comments can be added to the back of the report

Student reminder:
It is your responsibility to hand this report to your teachers at the start of every lesson.
Missing signatures or lost report card = Red Note
Positive report = Positive feedback to parent/carer and Green Note

STEP 2 – Reporting to Key Stage Coordinator

- Three X's in one day = Failed Day = Red Note
- Three failed days in a week = Key Stage Reflection



Key Stage Coordinator - Behaviour & Progress Report

Name:	Class:
Start date:	On report to:
Report Targets: 1. 2. 3.	

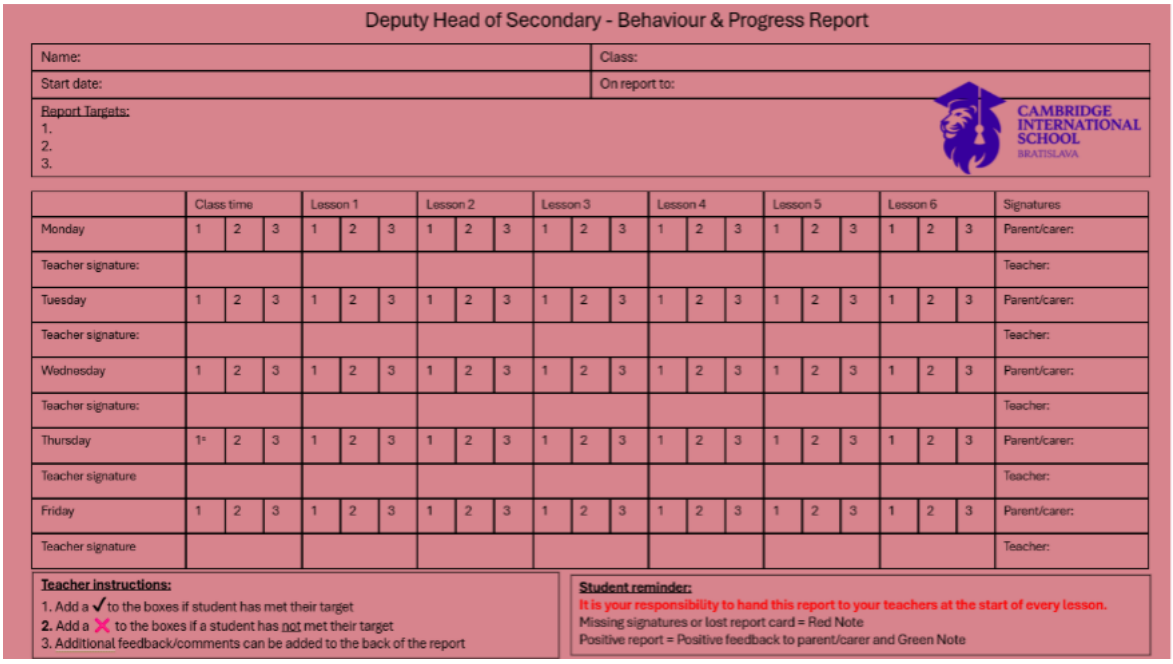
	Class time			Lesson 1			Lesson 2			Lesson 3			Lesson 4			Lesson 5			Lesson 6			Signatures
Monday	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	Parent/carer:
Teacher signature:																						Teacher:
Tuesday	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	Parent/carer:
Teacher signature:																						Teacher:
Wednesday	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	Parent/carer:
Teacher signature:																						Teacher:
Thursday	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	Parent/carer:
Teacher signature																						Teacher:
Friday	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	Parent/carer:
Teacher signature																						Teacher:

Teacher instructions:
1. Add a ✓ to the boxes if student has met their target
2. Add a ✗ to the boxes if a student has not met their target
3. Additional feedback/comments can be added to the back of the report

Student reminder:
It is your responsibility to hand this report to your teachers at the start of every lesson.
Missing signatures or lost report card = Red Note
Positive report = Positive feedback to parent/carer and Green Note

STEP 3 – Reporting to Deputy of Secondary (Pastoral)

- Three X's in one day = Failed Day = Email to parents from Deputy
- Three failed days in a week = Deputy Reflection + Parent meeting



Deputy Head of Secondary - Behaviour & Progress Report

Name:	Class:
Start date:	On report to:
Report Targets: 1. 2. 3.	

	Class time			Lesson 1			Lesson 2			Lesson 3			Lesson 4			Lesson 5			Lesson 6			Signatures
Monday	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	Parent/carer:
Teacher signature:																						Teacher:
Tuesday	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	Parent/carer:
Teacher signature:																						Teacher:
Wednesday	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	Parent/carer:
Teacher signature:																						Teacher:
Thursday	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	Parent/carer:
Teacher signature																						Teacher:
Friday	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	Parent/carer:
Teacher signature																						Teacher:

Teacher instructions:
1. Add a ✓ to the boxes if student has met their target
2. Add a ✗ to the boxes if a student has not met their target
3. Additional feedback/comments can be added to the back of the report

Student reminder:
It is your responsibility to hand this report to your teachers at the start of every lesson.
Missing signatures or lost report card = Red Note
Positive report = Positive feedback to parent/carer and Green Note

3. Behaviour Contracts

Student behaviour is monitored by their class teacher, with the support of the Key Stage Coordinator, and when applicable, the Deputy Head of Secondary (Pastoral).

Core principles & process:

- Intervention inspired – **4-weeks**
- Contracts are issued as a support tool by Key Stage Coordinators in accordance with discussions with Deputy (Pastoral).
- The process begins with a parent meeting, including the student, where three targets are agreed upon (one target must come from the student).
- Both parent and student sign the document, along with any staff present.
- Across the 4 weeks, the class teacher monitors the student behaviour, especially any that links to their targets. This can be via Red/Green notes, SDRs, teacher comments.
- Conversations with students/parents take place throughout to encourage positive change.
- 3+ weeks need to be positive for the student to PASS this intervention.

ONE-TO-ONE DEVICES

Please find a more detailed guide as to how misuse of one-to-one devices will be addressed and sanctioned, in line with our stepped support behaviour policy.

Stage 1 - Minor

- Use devices in ways that distract themselves or others from learning.

Stage 2 - Inappropriate

- Copying from another student.
- Presenting another person's work as one's own.
- Allowing another student to copy work.
- Plagiarising material from books, websites or other sources.
- Using AI tools or other technologies in ways that exceed the level of support permitted.
- Submitting AI-generated content without appropriate acknowledgement where required.

Stage 3 - Serious

- Share usernames, passwords or accounts.
- Use another person's account or device without permission
- Download or install unauthorised software or applications *(minor content)*
- Record lessons, meetings or conversations without permission.
- Photograph, film or record staff or students without permission
- Using unauthorised resources during assessments.

Stage 4 - Severe

- Access, store, create or distribute inappropriate, offensive or harmful content.
- Introduce malicious software, viruses or other harmful code.
- Use technology to bully, intimidate, harass or harm others.
- Upload, share or distribute images, recordings or videos of members of the school community without permission.
- Altering or misrepresenting academic evidence.

Stage 5/6 - Extreme

- Attempt to bypass school filtering, monitoring or security systems.
- Use VPNs, proxy services, unauthorised hotspots or similar technologies to bypass school controls.

- Create or share content that could cause offence, harm reputations or bring individuals or the School into disrepute.

YONDR PROCEDURES & SANCTIONS

Forgotten Pouches

If a student forgets their pouch, their phone will be collected and securely stored in the office until the end of the day. Parents/carers will be contacted and reminded of the procedures. Repeated instances will result in the pouch being treated as lost and a replacement fee will be charged.

Phone Use During the School Day

If a student is found in possession of a phone outside of their pouch on school site, the phone will be confiscated and stored in the main office. It will be returned only once collected by a parent or carer.

Bag searches may be conducted if teachers have concerns that a student has a mobile device on them that hasn't been secured into their pouch.

Damaged Pouches

Any attempt to tamper with the Yondr system, including use or possession of high-strength magnets will be treated as a serious offence, potentially resulting in a replacement fee, confiscation of the device until a parent/guardian picks it up and suspension.

If accidental damage occurs, students must report it immediately. If damage is discovered during checks and has not been reported, it may be considered intentional.



The following may indicate intentional damage:

- Ripped or cut fabric
- Bent or cut pin
- Signs of force to the black locking mechanism

- Pen marks inside the pouch
- Pouch opening without a station
- Scuff marks on the black ball

The pouch should not be used as a replacement for a protective case and/or screen protector on a mobile device.