PORG International School

Behaviour Policy

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Introduction

PORG International School is committed to providing a safe, respectful, inclusive, and nurturing environment where all pupils are encouraged to achieve their full academic, social, emotional, and personal potential. The school believes that positive behaviour and strong relationships are fundamental to effective learning, pupil wellbeing, and the development of responsible global citizens.

This Behaviour Policy has been developed in accordance with the expectations of the British Schools Overseas (BSO) framework, relevant Czech educational legislation, and the values and ethos of PORG International School. The policy applies to all pupils in the Early Years Foundation Stage (EYFS) and Primary School and outlines the standards of behaviour expected within the school community.

Purpose

We believe this policy is to promote positive behaviour, self-discipline, mutual respect, responsibility, and kindness while ensuring that all pupils feel safe, supported, and valued. The school aims to create a calm and purposeful learning environment where pupils understand clear expectations and are supported in making positive choices.

PORG International School recognises that children develop socially and emotionally at different rates and that behaviour is often a form of communication. The school, therefore, adopts a balanced approach that combines positive reinforcement, restorative practices, clear boundaries, and fair disciplinary procedures. Behaviour management strategies are age-appropriate, inclusive, and designed to support pupils in developing self-regulation, empathy, resilience, and accountability.

The policy also provides clear guidance regarding sanctions, disciplinary measures, and detention procedures to ensure consistency and fairness across the school. The school works in close partnership with parents and guardians to support positive behaviour and maintain high standards of conduct throughout the school community.

Through this policy, PORG International School seeks to foster a culture of respect, safety, integrity, and responsibility in which every child can thrive.

Aim

PORG International School aims to provide a safe, respectful, inclusive, and positive learning environment in which all pupils can thrive academically, socially, emotionally, and personally. The school is committed to promoting high standards of behaviour, self-discipline, responsibility, kindness, and mutual respect throughout the school community.

This policy aims to ensure that all pupils understand the school's expectations regarding behaviour and conduct and are supported in developing positive attitudes towards learning, relationships, and personal responsibility. The school seeks to maintain a calm, orderly, and purposeful environment that supports effective teaching and learning while safeguarding the well-being and dignity of all members of the school community.

The policy also aims to provide clear, fair, and consistent procedures for behaviour management, discipline, sanctions, and detention. PORG International School promotes restorative approaches that encourage pupils to reflect on their behaviour, understand its impact on others, repair relationships, and make positive choices in the future.

In addition, the school aims to prevent bullying, discrimination, intimidation, and unsafe behaviour in all forms and to support pupils in developing emotional regulation, resilience, empathy, and positive social skills. The school recognises the importance of working in partnership with parents and guardians to promote positive behaviour and uphold the values and expectations of the school community.

Through this policy, PORG International School seeks to prepare pupils to become respectful, responsible, confident, and caring individuals who contribute positively to society.

Roles and responsibilities

Positive behaviour and high standards of conduct are the responsibility of the entire school community. PORG International School believes that effective behaviour management is achieved through cooperation between pupils, staff, parents, and school leadership.

Role of the Principal and Senior Leadership Team

The Principal and Senior Leadership Team (SLT) are responsible for:

- Ensuring the effective implementation of the Behaviour, Discipline and Detention Policy.
- Promoting a positive, safe, and respectful school culture.
- Ensuring behaviour expectations are applied fairly and consistently across the school.
- Supporting staff in behaviour management and disciplinary procedures.
- Monitoring behaviour records, incidents, and trends.
- Ensuring appropriate staff training in behaviour management, safeguarding, and restorative practices.
- Communicating behaviour expectations clearly to pupils, staff, and parents.
- Supporting pupils who require additional behavioural or emotional support.
- Regularly reviewing and evaluating the effectiveness of the policy.

Role of Teachers and Support Staff

All staff are responsible for:

- Modelling respectful, professional, and positive behaviour at all times.
- Creating a calm, safe, and inclusive learning environment.
- Establishing clear classroom routines and expectations.
- Promoting positive behaviour through encouragement and praise.
- Applying behaviour management procedures consistently and fairly.
- Addressing inappropriate behaviour promptly and calmly.
- Using restorative approaches where appropriate.
- Supporting pupils in developing self-discipline and responsibility.
- Recording and reporting significant behaviour concerns.
- Communicating concerns and progress with parents when necessary.
- Safeguarding the well-being and dignity of all pupils.

Role of Children in EYFS

In the Early Years Foundation Stage (EYFS), children are supported in learning how to behave safely, kindly, and respectfully through clear routines, positive role modelling, encouragement, and age-appropriate guidance. Staff help children to develop self-regulation, social skills, independence, and positive relationships with others.

Children in EYFS are encouraged to:

- Use kind hands and kind words.
- Listen carefully to adults and friends.
- Follow classroom routines and instructions.
- Share, take turns, and cooperate with others.
- Walk safely around the school.
- Look after toys, books, and classroom resources.
- Try their best in all activities.
- Talk to an adult if they feel upset or worried.
- Respect the feelings and needs of others.
- Begin to take responsibility for their behaviour and choices.

Behaviour expectations in EYFS are taught through stories, visual prompts, play-based learning, circle time, songs, and restorative conversations appropriate to the child's age and stage of development.

Role of Pupils in Primary

Primary pupils are expected to demonstrate increasing independence, responsibility, and self-discipline as active members of the school community. Pupils are encouraged

to make positive choices, behave respectfully, and contribute to a safe and supportive learning environment.

Primary pupils are expected to:

- Follow the School Rules and classroom expectations.
- Attend school regularly, punctually, and prepared for learning.
- Treat others with kindness, respect, and consideration.
- Listen to and follow instructions from staff promptly.
- Behave responsibly during lessons, breaks, assemblies, school trips, and extracurricular activities.
- Respect school property, learning resources, and the belongings of others.
- Complete work honestly and to the best of their ability.
- Use appropriate language and good manners at all times.
- Use electronic devices responsibly and only when permitted.
- Report bullying, unsafe behaviour, or concerns to a trusted adult.
- Accept responsibility for their behaviour and engage positively in reflection and restorative discussions.
- Support an inclusive and welcoming environment for all members of the school community.

Primary pupils are encouraged to develop confidence, resilience, empathy, responsibility, and respect for others while preparing to become positive and responsible members of society.

Role of Parents and Guardians

Parents and guardians are expected to:

- Support the school's behaviour expectations and values.
- Encourage positive behaviour, respect, and responsibility at home.
- Ensure pupils attend school regularly, punctually, and appropriately prepared for learning.
- Work in partnership with the school to address behaviour concerns.
- Communicate respectfully with staff and members of the school community.
- Attend meetings and discussions regarding their child's behaviour when requested.
- Inform the school of any concerns or circumstances that may affect their child's well-being or behaviour.

Role of the School Community

All members of the school community share responsibility for maintaining a safe, respectful, and supportive environment where positive behaviour, inclusion, and wellbeing are promoted and valued.

Discipline

Teachers, staff and volunteers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Education and Inspections Act 2006).
Teachers can discipline pupils at any time the pupil is in school or under certain circumstances when a pupil's misbehaviour occurs outside of school or elsewhere under the charge of a teacher, including on school visits.
Teachers can confiscate pupils' property in case the rules for using electronic devices are not followed.
Teachers have the power to impose detention outside school hours.

Behaviour, rewards and sanctions

EYFS Behaviour, Rewards and Sanctions

Behaviour management in the Early Years Foundation Stage (EYFS) is based on positive relationships, consistent routines, emotional support, and age-appropriate guidance. The focus is on helping children learn self-regulation, kindness, sharing, cooperation, and safe behaviour.

Children are supported through encouragement, praise, modelling, restorative conversations, and clear expectations. Sanctions are gentle, supportive, and developmentally appropriate.

EYFS Behaviour Level	**Examples of Behaviour**	**Responses**	**Staff Responsible**
EYFS Level 1 – Gentle Reminder	• Calling out • Not listening • Minor disagreements • Running indoors • Difficulty sharing • Minor disruption during activities	• Gentle verbal reminder • Redirection • Visual reminder • Positive modelling • Praise for correct behaviour • Support with routines	• EYFS Teacher • Teaching Assistant
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EYFS Level 2 – Reflection and Support	• Repeated refusal to follow instructions • Repeated unsafe behaviour • Unkind words • Disrupting learning repeatedly • Throwing toys or resources	• Reflection conversation • Calm-down or reflection space • Loss of short activity privilege • Communication with parents • Behaviour support strategies • Increased adult support	• EYFS Teacher • EYFS Coordinator
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EYFS Level 3 – Serious	• Aggressive behaviour • Intentional hurting of others • Persistent unsafe	• Meeting with parents • Individual behaviour support plan • Referral to SLT •	• EYFS Coordinator • Senior

EYFS Behaviour Level	Examples of Behaviour	Responses	Staff Responsible
Behaviour Concern	behaviour • Serious disruption • Repeated Level 2 behaviour	Restorative conversation • Close supervision • Support from wellbeing staff	Leadership Team

EYFS Rewards

Positive behaviour is encouraged through:

- Verbal praise
- Stickers
- Certificates
- Celebration time
- Class rewards
- Positive messages home
- Recognition in assemblies
- Encouragement and positive reinforcement

Primary Behaviour, Rewards and Sanctions

In Primary School, pupils are expected to demonstrate increasing independence, responsibility, and self-discipline. Behaviour management focuses on clear expectations, consistent consequences, restorative approaches, and positive reinforcement.

Primary Behaviour Level	Examples of Behaviour	Sanctions	Staff Responsible
Primary Level 1 – Low-Level Behaviour Concern	• Calling out • Minor disruption • Lack of focus • Incomplete work • Running indoors • Talking during instruction	• Reminder of expectations • Verbal warning • Reflection time • Seat change • Restorative conversation	• Class Teacher • Teaching Assistant
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Primary Level 2 – Repeated or Moderate	• Repeated disruption • Failure to follow instructions • Repeated inappropriate	• Admonition from the Class Teacher • Reflection task • Communication with parents • Loss of privilege • Lunchtime reflection • Behaviour monitoring	• Class Teacher • Phase Leader

Primary Behaviour Level	Examples of Behaviour	Sanctions	Staff Responsible
Behaviour Concern	language • Misuse of equipment • Repeated incomplete work • Unsafe behaviour		
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Primary Level 3 – Serious Behaviour Concern	• Defiance toward staff • Bullying • Aggressive behaviour • Deliberate disruption • Damage to property • Cheating or plagiarism • Misuse of technology • Repeated Level 2 behaviour	• Reprimand from the Class Teacher • Parent meeting • Behaviour report card • Detention • Referral to SLT • Restorative meeting	• Phase Leader • Senior Leadership Team
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Primary Level 4 – Severe Behaviour Concern	• Physical aggression • Racist or discriminatory language • Serious bullying • Theft • Dangerous behaviour • Leaving the school premises without permission • Serious repeated misconduct	• Reprimand from the Headmaster/Headmistress • Principal's detention • Internal suspension • Formal behaviour contract • Behaviour support plan	• Headmaster/Headmistress • Senior Leadership Team
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Primary Level 5 – Extremely Serious Behaviour Concern	• Violence or threats • Serious safeguarding concerns • Possession of dangerous items • Serious harm to others • Persistent refusal to follow school rules despite interventions	• Provisional exclusion from school • Fixed-term suspension • Safeguarding review • Reintegration meeting • External agency involvement where appropriate	• Headmaster/Headmistress • Safeguarding Team • Senior Leadership Team

Primary Rewards

Positive behaviour and achievement are recognised through:

- Verbal praise
- Certificates and awards
- House points
- Celebration assemblies
- Positive communication with parents
- Leadership opportunities
- Special recognition awards
- Student Summer Event awards

The school promotes a restorative and supportive approach to behaviour management while maintaining clear boundaries, consistency, and high expectations for all pupils.

Discipline

Discipline in EYFS

In the Early Years Foundation Stage (EYFS), discipline procedures are supportive, restorative, and developmentally appropriate. The primary aim is to help children develop self-regulation, positive social skills, emotional understanding, and safe behaviour through guidance, encouragement, and consistent routines.

Teachers, support staff, and volunteers have the authority to guide and manage behaviour when children do not follow classroom expectations, school rules, or adult instructions. Behaviour management in EYFS focuses on teaching children how to make positive choices and interact respectfully with others.

The school promotes positive behaviour in EYFS through:

- Clear and consistent routines
- Positive reinforcement and praise
- Modelling appropriate behaviour
- Visual reminders and prompts
- Emotional coaching
- Restorative conversations
- Supportive and calm interventions

Examples of behaviour that may require intervention include:

- Not listening to instructions
- Running indoors
- Unkind words or behaviour
- Throwing toys or resources
- Disrupting activities

- Unsafe behaviour
- Aggressive behaviour toward others

Possible disciplinary responses in EYFS may include:

- Gentle verbal reminders
- Redirection to appropriate activities
- Reflection or calm-down time
- Temporary removal from an activity
- Restorative discussion with staff
- Communication with parents
- Increased adult supervision or support
- Individual behaviour support strategies

Children in EYFS are never subjected to humiliating, harsh, or inappropriate punishment. Staff always consider the child's age, emotional development, well-being, and individual needs when responding to behaviour concerns.

Where necessary, teachers may temporarily remove inappropriate items or electronic devices if they are causing disruption or unsafe behaviour.

Discipline in Primary

In the Primary School, discipline procedures are designed to maintain a safe, respectful, and purposeful learning environment while encouraging pupils to take responsibility for their behaviour and actions.

Teachers, staff, and volunteers have statutory authority under the Education and Inspections Act 2006 to discipline pupils whose behaviour is unacceptable, who break the School Rules, or who fail to follow reasonable instructions.

Teachers may discipline pupils:

- During school hours
- During break and lunchtime
- During extracurricular activities
- On school trips and educational visits
- During online learning
- In certain situations outside school where behaviour affects the school community or the reputation of the school

The school uses fair, consistent, and proportionate disciplinary procedures that support both accountability and personal development.

Examples of behaviour requiring disciplinary action may include:

- Disrupting learning

- Repeated failure to follow instructions
- Disrespectful behaviour
- Bullying or intimidation
- Inappropriate language
- Damage to property
- Unsafe behaviour
- Misuse of electronic devices
- Cheating or plagiarism
- Leaving school premises without permission

Possible disciplinary measures may include:

- Verbal warning
- Reflection or restorative conversation
- Loss of privileges
- Admonition from the Class Teacher
- Reprimand from the Class Teacher
- Reprimand from the Headmaster/Headmistress
- Behaviour monitoring report
- Parent meeting
- Detention
- Principal's detention
- Internal reflection or temporary removal from class
- Provisional exclusion from school in serious cases

Teachers have the authority to confiscate pupils' property, including electronic devices, if school rules regarding their use are not followed. Confiscated items are returned according to school procedures.

Teachers may also impose detention outside school hours when appropriate. Parents are normally informed in advance, and detentions are supervised by a member of staff. Detentions are intended to encourage reflection, responsibility, and improvement in behaviour.

The school promotes restorative approaches alongside disciplinary measures to help pupils understand the impact of their behaviour, repair relationships, and make positive choices in the future.

Detentions

Detention in EYFS

Detention is not used in the Early Years Foundation Stage (EYFS). Behaviour management in EYFS is based on positive reinforcement, guidance, restorative approaches, emotional support, and developmentally appropriate interventions.

Children in EYFS are supported in learning positive behaviour through:

- Gentle reminders
- Redirection

- Reflection and calm-down time
- Restorative conversations
- Positive modelling
- Support with emotional regulation
- Communication with parents where appropriate

Where behaviour concerns arise, staff work closely with parents and carers to support the child's emotional, social, and behavioural development. Any interventions used in EYFS are age-appropriate, supportive, and focused on helping children understand expectations and make positive choices.

Detention in Primary

Detention may be used in the Primary School as a disciplinary measure when pupils repeatedly fail to meet behaviour expectations or commit more serious breaches of the School Rules. Detentions are intended to support reflection, responsibility, and improvement in behaviour while maintaining a safe and purposeful learning environment.

Teachers have the authority to impose detention outside school hours where appropriate and reasonable. Parents are normally informed in advance, and all detentions are supervised by a member of staff.

Reasons for detention may include:

- Repeated disruption of learning
- Persistent failure to follow instructions
- Repeated incomplete work or lack of effort
- Disrespectful behaviour
- Inappropriate language
- Unsafe behaviour
- Misuse of electronic devices
- Damage to school property
- Repeated breaches of school rules
- Repeated Level 2 or Level 3 behaviour concerns

During detention, pupils may be required to:

- Reflect on their behaviour
- Complete restorative tasks or reflection sheets
- Complete unfinished work
- Participate in restorative conversations
- Discuss strategies for improving behaviour

Detentions are applied fairly, proportionately, and in consideration of the pupil's age, wellbeing, individual needs, and circumstances.

Failure to attend detention without a valid reason may result in further disciplinary action and communication with parents. Repeated behaviour concerns may lead to additional behaviour

monitoring, behaviour support plans, parent meetings, or referral to the Senior Leadership Team.

The school promotes restorative approaches alongside detention procedures to encourage pupils to understand the impact of their behaviour, repair relationships, and make positive choices in the future.

Publication

This Behaviour Policy complies with current local legislation, BSO requirements, safeguarding guidance, and best educational practice.

The policy is published and made available to:
All teaching and non-teaching staff
Volunteers and support staff
Parents and guardians
Pupils were appropriate

The policy is accessible through the School Information System and may also be provided through internal school systems or upon request from the school administration.

All staff members are expected to read, understand, and implement the policy consistently as part of their professional responsibilities. Parents and pupils are encouraged to familiarise themselves with the policy in order to support the school's expectations regarding behaviour, discipline, rewards, sanctions, and detention procedures.

PORG International School is committed to promoting transparency, consistency, and collaboration between the school and the wider school community through the effective publication and communication of this policy.

Key Contacts

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Proprietor	Dagmar Dluhosova	dluhosova@porg.cz

Code of conduct



PORG INTERNATIONAL SCHOOL

EYFS GUIDE

Learn. Grow. Belong.

I CAN...!

Little steps help me grow big each day!

1 LOOK AFTER MYSELF



- I wash my hands
- I go to the toilet
- I can dress myself

2 BE KIND



- I use kind words
- I share and take turns
- I look after my friends

3 LEARN AND TRY



- I have a go
- I can solve problems
- I listen and follow instructions

4 PLAY AND EXPLORE



- I ask questions
- I use my imagination
- I enjoy playing and learning

5 TALK AND SHARE



- I can talk about my feelings
- I listen to others
- I can ask for help

6 KEEP TRYING!



- I am proud of my efforts
- I know mistakes help me learn
- I can do hard things!

I CAN GET HELP!

There are lots of people who can help me.

MY TEACHER
They help me learn and keep me safe.

MY TEACHING ASSISTANT
They help me and look after me.

PASTORAL TEAM
They listen and help me feel good.

FIRST AIDER
They help if I feel hurt or unwell.

REMEMBER: YOU MATTER!

- BE KIND
- TALK ABOUT YOUR FEELINGS
- ASK FOR HELP

