



Behavior and Respect Framework

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1. Introduction

1.a Guiding statements

Adria International School Mission

The mission of Adria International School is to offer high-quality education for the future, with the goal of nurturing internationally aware lifelong learners capable of contributing to a more sustainable and peaceful world.

Adria International School Vision

By creating a school culture that ensures excellence, we see Adria as a community which, owing to its international orientation and motivated and capable team, is ready to become an educational leader in the region, realizing thus the common goals for its students, their parents, as well as the local and wider global community it belongs to.

Adria International School Values

International orientation, Cooperation, Integrity, Respect and Assertiveness, Responsibility, Inclusivity

International Baccalaureate (IB) mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

1.b Behavior and Respect Framework Purpose and Scope

The Behaviour and Respect Framework outlines the expectations, responsibilities, and procedures that support a safe, respectful, and inclusive learning environment at Adria International School. Its purpose is to ensure that all students understand how to behave responsibly, resolve conflict respectfully, and contribute to a positive school culture.

This framework:

- promotes respectful behaviour consistent with the IB Learner Profile and school values
- clarifies how staff respond to inappropriate behaviour using fair, consistent, and restorative approaches
- defines levels of behaviour and relevant consequences
- ensures that students, staff, and parents understand their roles and responsibilities
- protects the safety, dignity, and wellbeing of every student

The framework applies to:

- all students in Primary and Secondary School
- all school settings, including classrooms, hallways, playgrounds, school trips, events, transport, online activities, and community representation
- all staff responsible for student supervision and behaviour management

This document is aligned with the Parent–Student Handbook, Safeguarding and Child Protection Policy, Academic Integrity Policy, Inclusion Policy and the Croatian Act on Education in Primary and Secondary Schools. It supports positive behaviour, restorative practice, fairness, and early intervention.

1.c Legal Framework and Compliance

This Behaviour and Respect Framework is developed and implemented in accordance with:

- the Act on Education in Primary and Secondary Schools of the Republic of Croatia (Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi);
- the Pravilnik o kriterijima za izricanje pedagoških mjera (Narodne novine 94/2015, 3/2017);
- relevant by-laws and guidance issued by the Ministry of Science and Education;
- the General Data Protection Regulation (GDPR);
- the United Nations Convention on the Rights of the Child;
- International Baccalaureate standards and practices.

All procedures, pedagogical measures, and disciplinary actions outlined in this framework comply with Croatian legislation.

In cases where internal school procedures differ from national regulations, Croatian law shall take precedence.

1.d Review and Approval

This framework is reviewed regularly to ensure ongoing effectiveness, legal compliance, and alignment with school values and international best practice.

A formal review takes place at least every two years and is led by the Head of School in cooperation with the Academic Leadership Team.

Additional reviews may be conducted when:

- national legislation is amended;
- IB requirements change;
- inspection findings require adjustment;
- repeated behavioural incidents indicate the need for procedural improvement.

All revisions are submitted to the School Board for approval.

Following approval:

- staff are informed and trained where necessary;
- parents and students are notified through official school communication channels;
- the updated document is published on the school website and internal platforms;
- previous versions are archived for accountability and transparency.

2. Rights and Responsibilities in terms of Behavior policy

Adria International School recognises that positive behaviour is built through shared responsibility among students, staff, and parents.

All members of the school community are entitled to dignity, safety, and respect, and are expected to contribute actively to a supportive learning environment.

This section defines the rights and responsibilities that guide behaviour and relationships at the school.

2.a Student Rights and Responsibilities

Student Rights

All students at Adria International School have the right to:

- receive education in a safe, supportive, and inclusive environment;
- be treated with dignity, fairness, and respect by peers and adults;
- express their views respectfully and be heard in matters affecting them;
- receive clear information about school rules and expectations;
- be informed of concerns regarding their behaviour;
- present their perspective before formal disciplinary measures are applied;
- receive guidance, counselling, and support when experiencing academic, social, or emotional difficulties;
- protection of their personal data and privacy in accordance with GDPR;
- participate in school life without discrimination, harassment, or intimidation.

Student Responsibilities

All students are expected to:

- respect the rights, dignity, and property of others;
- follow school rules, classroom routines, and staff instructions;
- demonstrate honesty and academic integrity;
- behave responsibly in person and in digital environments;
- contribute to a learning environment free from bullying, discrimination, and violence;
- attend classes regularly and punctually;
- represent the school positively during all school-related activities;
- take responsibility for their actions and participate in restorative processes when required.

2.b Staff Responsibilities

All staff members are responsible for creating and maintaining a positive, respectful, and safe learning environment.

Staff are expected to:

- model professional, respectful, and ethical behaviour;
- communicate expectations clearly and consistently;
- apply behaviour procedures fairly and proportionately;
- address inappropriate behaviour promptly and constructively;
- use restorative and supportive approaches alongside disciplinary measures;
- document significant incidents accurately and objectively;
- inform parents and leadership when concerns arise;
- collaborate with colleagues and support services to promote student wellbeing;
- respect student confidentiality and data protection requirements.

2.c Parent and Guardian Responsibilities

Parents and legal guardians are essential partners in supporting student development and behaviour.

They are expected to:

- support school values, rules, and behavioural expectations;
- ensure regular attendance and punctuality;
- respond to school communication in a timely and respectful manner;
- attend meetings and consultations when requested;
- cooperate in the implementation of restorative actions, behaviour plans, and support measures;
- inform the school of relevant personal, medical, or family circumstances that may affect the student's wellbeing or behaviour;
- model respectful communication within the school community.

2.d Annual Information and Awareness

In accordance with national regulations, the school ensures that students and parents are informed annually about:

- behaviour expectations;
- pedagogical measures and procedures;
- student rights and responsibilities;
- complaint and appeal processes.

This information is provided through:

- homeroom and advisory sessions;
- parent meetings;
- official school communication platforms.

Ongoing reminders and guidance are provided throughout the school year as needed.

3. Behavior Expectations and Positive School Culture

Adria International School promotes a learning environment based on mutual respect, responsibility, and integrity.

Positive behaviour is understood as a foundation for academic success, personal development, and healthy relationships. The school seeks to prevent behavioural difficulties through clear expectations, consistent guidance, and strong relationships between students, staff, and families.

3.a Behaviour Expectations

All members of the school community are expected to act in ways that reflect the school's values and the IB Learner Profile.

Students are expected to:

- treat classmates, staff, visitors, and community members with dignity and respect;
- follow classroom routines, school rules, and staff instructions;
- use appropriate and respectful language in all interactions;
- behave responsibly in face-to-face and digital environments;
- contribute to a safe environment free from bullying, harassment, discrimination, and violence;
- respect school property and shared spaces;
- demonstrate honesty and academic integrity;
- represent the school positively during school events, excursions, competitions, and transport.

Behaviour expectations apply at all times when students are:

- on school premises;
- participating in school activities (including field trips);
- representing the school in the community;
- engaging in online platforms connected to school life.

3.b Prevention and Early Intervention

The school prioritises prevention and early support to minimise behavioural difficulties and promote student wellbeing.

Preventive and early-intervention strategies include:

- clear communication of rules and expectations;
- explicit teaching of social, emotional, and self-management skills;
- consistent classroom routines;
- positive teacher–student relationships;
- regular monitoring of attendance and engagement;
- early identification of emerging concerns;

- collaboration with parents at an early stage;
- access to counselling and wellbeing services.

When minor concerns arise, staff intervene promptly through guidance, conversation, and support, aiming to prevent escalation.

3.c Positive Reinforcement and Recognition

Adria International School recognises that positive behaviour develops through encouragement, recognition, and meaningful feedback.

Staff use a variety of strategies to reinforce positive conduct, including:

- verbal praise and encouragement;
- constructive written feedback;
- recognition of effort, improvement, and leadership;
- certificates, commendations, or acknowledgements;
- positive communication with families;
- opportunities for leadership, mentoring, and service.

Recognition focuses on:

- consistency of effort;
- responsible decision-making;
- respectful relationships;
- contribution to the school community;
- demonstration of IB Learner Profile attributes.

The purpose of recognition is to strengthen intrinsic motivation, self-confidence, and a sense of belonging.

3.d Supportive Learning Environment

The school is committed to creating conditions in which all students can succeed academically, socially, and emotionally.

This includes:

- fair and predictable classroom management;
- differentiated support for diverse learning needs;
- reasonable adjustments where required;
- promotion of inclusion and diversity;
- coordinated support through teachers, counsellors, and leadership;
- protection of student dignity in all disciplinary processes.

When students experience difficulties, the school seeks first to understand underlying causes and provide appropriate support.

4. Classification of Unacceptable Behavior

Adria International School recognises that student behaviour varies in seriousness and impact. In order to ensure fairness, proportionality, and consistency, unacceptable behaviour is classified according to national regulations and school standards.

This classification supports:

- appropriate and timely intervention;
- transparent decision-making;
- consistent application of pedagogical measures;
- protection of student rights;
- compliance with Croatian legislation.

All behavioural incidents are assessed in relation to their frequency, severity, intent, context, and impact on individuals and the school community.

4.a Legal Categories of Unacceptable Behaviour

In accordance with the Pravilnik o kriterijima za izricanje pedagoških mjera (NN 94/2015, 3/2017), unacceptable behaviour is classified into four categories:

1. Minor Unacceptable Behaviour (Lakša neprihvatljiva ponašanja)
2. More Serious Unacceptable Behaviour (Teža neprihvatljiva ponašanja)
3. Serious Unacceptable Behaviour (Teška neprihvatljiva ponašanja)
4. Very Serious Unacceptable Behaviour (Osobito teška neprihvatljiva ponašanja)

These categories form the basis for determining appropriate pedagogical measures and interventions.

4.b Minor Unacceptable Behaviour (Lakša neprihvatljiva ponašanja)

Minor unacceptable behaviour includes actions that disrupt learning or school routines without causing significant harm.

Examples include, but are not limited to:

- disrupting lessons through talking, noise, or inattention after warning;
- minor disorderly conduct;
- littering or minor environmental damage;
- unauthorised use of digital devices during lessons;
- inappropriate language of low intensity;
- minor disrespectful behaviour after prior guidance;
- copying or minor academic misconduct;
- encouraging minor misconduct by peers.

Such behaviour is normally addressed through immediate guidance, restorative conversation, and informal corrective measures. If repeated this type of behaviour can result in formal warning from the homeroom teacher.

4.c More Serious Unacceptable Behaviour (Teža neprihvatljiva ponašanja)

More serious unacceptable behaviour includes actions that significantly interfere with teaching and learning or violate personal dignity.

Examples include:

- persistent disruption preventing effective instruction;
- insulting, humiliating, or spreading harmful rumours;
- bringing or consuming prohibited substances on school premises;
- intentional damage to property causing substantial loss;
- physical altercations without severe consequences;
- misuse of personal or school data;
- gambling or betting on school premises;
- taking another person's property.

Such behaviour may result in formal warnings from the Class council and increased monitoring.

4.d Serious Unacceptable Behaviour (Teška neprihvatljiva ponašanja)

Serious unacceptable behaviour includes conduct that endangers safety, integrity, or trust within the school community.

Examples include:

- instigating, recording, or promoting violent behaviour;
- physical violence resulting in harm;
- forgery of school documents or academic records;
- unauthorised access to electronic systems;
- theft;
- promotion of hate speech;
- coercion, extortion, or intimidation;
- bringing weapons or dangerous objects to school.

Such behaviour normally results in formal disciplinary proceedings and severe pedagogical measures from Teaching council.

4.e Very Serious Unacceptable Behaviour (Osobito teška neprihvatljiva ponašanja)

Very serious unacceptable behaviour includes actions that cause serious physical, emotional, or reputational harm or pose grave safety risks.

Examples include:

- falsification of official school documentation;
- publication of harmful digital content violating personal dignity;
- aggravated theft or burglary;
- use of weapons or dangerous objects to threaten or harm others;
- violent behaviour causing serious physical or psychological injury.

Such behaviour may result in the highest level of disciplinary measures from the Teaching Council or Head of school, including transfer or exclusion, in accordance with the law.

4.f Contextual and Individual Considerations

When classifying behaviour, the school takes into account:

- the student's age and developmental level;
- personal and family circumstances;
- previous conduct;
- intent and level of responsibility;
- impact on victims and the community;
- any mitigating or aggravating factors.

This ensures that decisions remain fair, individualised, and educational in nature.

5. Pedagogical Measures and Intervention Levels

Adria International School applies pedagogical measures in a fair, proportionate, and timely manner, with the primary aim of supporting student growth and responsible behaviour.

All measures are based on the principles of:

- gradual progression,
- proportionality,
- fairness,
- educational purpose,
- restorative responsibility,
- legal compliance.

Disciplinary action is used only when preventive and supportive measures have proven insufficient or when the seriousness of behaviour requires immediate intervention.

5.a Informal and Preventive Measures

Before applying formal pedagogical measures, staff use informal strategies whenever appropriate.

These include:

- verbal reminders and guidance;
- restorative conversations;
- reflective tasks;
- temporary classroom adjustments;
- mediation;
- parental notification where appropriate.

Informal measures are documented when patterns of behaviour emerge.

5.b Formal Pedagogical Measures under Croatian Law

In accordance with national regulations, the following formal pedagogical measures may be applied.

Primary School (Osnovna škola)

1. Opomena (Warning)
2. Ukor (Reprimand)
3. Strogi ukor (Severe reprimand)
4. Preseljenje u drugu školu (Transfer)

Secondary School (Srednja škola)

1. Opomena (Warning)
2. Ukor (Reprimand)
3. Opomena pred isključenje (Pre-expulsion warning)
4. Isključenje iz škole (Expulsion)

Formal measures are recorded in the student's official pedagogical documentation.

5.c Alignment of AIS Intervention Stages with Legal Measures

To ensure transparency and consistency, the school aligns its internal intervention stages with national pedagogical measures as follows:

AIS Stage	Behaviour Category	Primary School	Secondary School
Stage 1	Minor / Lakša	Informal warning	Informal warning
Stage 2	More Serious / Teža	Opomena	Opomena
Stage 3	Serious / Teška	Ukor / Strogi ukor	Ukor / Opomena pred isključenje
Stage 4	Very Serious / Osobito teška	Preseljenje	Isključenje

This alignment ensures that school procedures remain compliant with Croatian legislation.

AIS intervention stages are internal management tools used for monitoring and support and do not replace statutory pedagogical measures prescribed by Croatian law.

5.d Procedures for Imposing Pedagogical Measures

Before issuing any formal pedagogical measure, the school ensures that:

- the incident is investigated objectively;
- relevant documentation is collected;
- the student is informed of the concern;
- the student is given the opportunity to present their account;
- counselling and guidance are offered;
- parents are informed and invited to participate;
- relevant staff members are consulted;
- contextual and individual circumstances are considered.

In urgent cases involving safety risks, temporary removal from activities or lessons may be applied while procedures are completed.

5.e Legal Timeframes for Issuing Measures

Formal pedagogical measures are imposed within legally prescribed time limits, calculated from the date the school became aware of the incident:

- Opomena and Ukor: within 15 days;
- Strogi ukor and Opomena pred isključenje: within 30 days;
- Preseljenje and Isključenje: within 60 days.

Failure to observe these timeframes may invalidate the measure.

5.f Attendance-Related Pedagogical Measures

Unjustified absences are addressed in accordance with national regulations and are calculated cumulatively during the school year.

Formal measures may be applied when unjustified absences exceed the following thresholds during the school year:

Percentage of Unjustified Absence	Measure
Over 0.5%	Opomena
Over 1%	Ukor
Over 1.5%	Strogi ukor / Opomena pred isključenje
Over 2%	Preseljenje / Isključenje

Attendance is monitored continuously, and early intervention is prioritised.

Parents are responsible for providing written justification for absences in accordance with school procedures and national regulations. The justification must be submitted within 7 days of the student's return to school.

5.g Escalation and Repetition of Behaviour

The school applies progressive discipline in accordance with national regulations.

- The same formal measure may not be imposed more than twice in one school year.
- Repeated misconduct of the same or greater severity results in escalation to a higher-level measure.
- Continued unacceptable behaviour after severe measures may result in transfer or exclusion.

5.h Support Measures and Reintegration

When formal measures are imposed, the school provides appropriate support to promote behavioural improvement.

Support may include:

- counselling services;
- behaviour coaching;
- Focus Plans or Success Plans;

- mentoring;
- academic or organisational support;
- reintegration plans following suspension or absence.

The objective of all measures is rehabilitation and reintegration, not punishment.

6. Procedures, Due Process, and Safeguards

Adria International School applies all behavioural procedures in a transparent, lawful, and educationally appropriate manner.

All actions taken under this framework respect student rights, procedural fairness, and the principles of proportionality and accountability.

6.a Investigation and Documentation

When a behavioural incident occurs, the school ensures that:

- the incident is recorded promptly and accurately;
- information is gathered from relevant parties;
- statements are collected where appropriate;
- records are factual, objective, and free from personal judgement;
- documentation is stored securely in accordance with data protection regulations.

All significant incidents are documented in the school's information system and official student records.

6.b Student and Parent Rights in this Procedures

During behaviour-related proceedings, students and parents have the right to:

- be informed of the nature of the concern;
- receive timely notification of meetings and procedures;
- access relevant information used in decision-making;
- present their perspective and respond to allegations;
- receive guidance and counselling;
- be accompanied by a parent or guardian in formal meetings;
- receive written notification of formal measures;
- request clarification regarding procedures and expectations.

The school ensures that no formal measure is imposed without providing the student an opportunity to be heard, except in legally permitted exceptional circumstances. An exception applies in cases where the student and/or the parents fail to respond to the school's invitation to attend a meeting.

6.c Consultation and Professional Support

When considering serious or complex cases, the school consults relevant professionals, including:

- school counsellors or psychologists;
- medical professionals;
- social welfare authorities;

- external specialists where required;
- Ministry-appointed advisors, if applicable.

Such consultations aim to understand underlying causes, protect student wellbeing, and ensure appropriate intervention.

6.d Internal Decision-Making and Responsibility

Responsibility for disciplinary decisions is distributed as follows:

- Teachers: initial intervention and documentation;
- Homeroom/Class Teachers: coordination and parental communication;
- Head of School: oversight of formal procedures and approval of severe measures;
- Head of School: formal approval of transfer or exclusion decisions in accordance with national regulations.

All decisions are made collectively where appropriate and documented accordingly.

6.e Temporary Measures and Emergency Situations

In situations involving immediate risk to safety, the school may apply temporary measures, including:

- supervised temporary removal from class or activities;
- restriction from specific areas or activities (*loss of privileges*);
- temporary suspension from school (only after formal approval from the Head of the School).

Such measures are:

- time-limited;
- proportionate;
- reviewed promptly;
- followed by formal procedures when required.

Temporary measures do not replace formal disciplinary processes.

6.f Appeals, Complaints, and Review

Parents and students may raise concerns regarding disciplinary decisions through established school procedures.

Appeals and complaints may be submitted in writing to the Head of School within **15 days** following notification of a formal measure.

The school will:

- acknowledge receipt;
- review documentation;
- provide a written response;
- take corrective action if procedural irregularities are identified.

Where required, matters may be referred to the School Board or competent educational authorities.

6.g Confidentiality and Data Protection

All disciplinary procedures are conducted in accordance with GDPR and national data protection legislation.

The school ensures that:

- personal data is processed lawfully and securely;
- access is restricted to authorised personnel;
- information is shared only on a need-to-know basis;
- records are retained and disposed of in accordance with legal requirements.

Public discussion of individual cases is strictly prohibited.

6.h External Reporting and Legal Obligations

The school fulfils its legal duty to report incidents to relevant authorities when required, including:

- cases involving serious violence;
- suspected criminal behaviour;
- child protection concerns;
- threats to student or staff safety;
- serious digital misconduct.

Reporting is conducted in cooperation with parents and competent institutions, in accordance with legal obligations.

7. Restorative Practice and Student Support

Adria International School believes that students learn best in a supportive environment where mistakes are treated as opportunities for reflection, growth, and development.

Restorative practice is a core element of the school's approach to behaviour management. It seeks to strengthen relationships, promote accountability, and encourage positive change.

Restorative practice operates alongside formal disciplinary procedures and does not replace legally required pedagogical measures.

7.a Purpose of Restorative Practice

The purpose of restorative practice is to help students:

- understand the impact of their behaviour on others and themselves;
- take responsibility for their actions;
- repair harm to individuals and the school community;
- rebuild trust and relationships;
- develop empathy, self-awareness, and self-regulation;
- strengthen social and emotional skills;
- make more responsible choices in the future.

7.b Forms of Restorative Intervention

Restorative interventions may be used independently for minor incidents or in combination with formal measures for more serious cases.

These may include:

- guided restorative conversations with teachers or leaders;
- written or verbal apologies;
- reflection activities and behaviour analysis;
- mediated dialogue between affected parties;
- restorative agreements;
- reparation of damaged property or learning spaces;
- community responsibility tasks appropriate to age and context;
- re-entry and reintegration plans following suspension or absence;
- counselling and behaviour coaching;
- goal-setting and monitoring.

All restorative actions are proportionate, respectful, and educational in purpose.

7.c Integration with Disciplinary Measures

Restorative practice is integrated into all stages of behaviour intervention.

- For minor incidents, restorative actions may constitute the primary response.
- For more serious incidents, restorative actions complement formal pedagogical measures.
- For severe cases, restorative processes support reintegration following disciplinary action.

Restorative practice does not imply the absence of consequences. Rather, it ensures that consequences are meaningful, constructive, and focused on learning.

7.d Restorative Dialogue Framework

Restorative conversations are guided by structured reflection and dialogue.

Staff may use the following guiding questions:

1. What happened?
2. What were you thinking and feeling at the time?
3. Who has been affected and in what way?
4. What responsibility do you take for your actions?
5. What needs to be done to repair the harm?
6. How can similar situations be prevented in the future?

This framework promotes accountability, empathy, and problem-solving.

7.e Monitoring and Follow-Up

When restorative actions are agreed, the school ensures appropriate monitoring and follow-up.

This includes:

- setting clear expectations and deadlines;
- documenting agreements and outcomes;
- regular check-ins with students;
- involvement of parents where appropriate;
- evaluation of progress;
- adjustment of support measures when necessary.

Failure to engage constructively in restorative processes may result in escalation to formal disciplinary procedures.

7.f Safeguarding and Student Wellbeing

All restorative processes are conducted with due regard for student wellbeing, safeguarding, and dignity.

The school ensures that:

- participation is appropriate to the student's age and maturity;
- no student is pressured to participate in mediation when unsafe;
- power imbalances are carefully managed;
- victims' rights and safety are prioritised;
- confidentiality is respected.

Where concerns about abuse, neglect, or serious harm arise, safeguarding procedures take precedence over restorative processes.

8. Communication, Record Keeping, and Reporting

Adria International School recognises that effective communication and accurate documentation are essential for transparency, accountability, and student support.

All records and communications related to student behaviour are handled professionally, confidentially, and in accordance with legal and ethical standards.

8.a Parent and Guardian Communication

The school maintains open, respectful, and timely communication with parents and guardians regarding behavioural matters.

Communication follows a graduated approach:

- **Stage 1 (Minor concerns):**
Parents may be informed by email or informal communication when appropriate.
- **Stage 2 (Emerging patterns or significant incidents):**
Parents are contacted by the subject teacher or by the homeroom teacher by phone or email and invited for a meeting.
- **Stage 3 (Serious concerns):**
A formal meeting is held with parents, homeroom teacher and Head of school. A written summary of decisions, expectations, and support measures is provided.
- **Stage 4 (Severe concerns):**
The Head of School and relevant leadership meet with parents. Written confirmation of formal measures is issued.

Parents are expected to:

- respond to school communication in a timely manner;
- participate constructively in meetings;
- support agreed intervention and support plans.

The school does not permit public confrontation, online disputes, or discussion of individual cases within the school community.

Information relating to other students involved in incidents is not disclosed.

8.b Documentation and Student Records

Accurate documentation ensures fairness, continuity, and legal compliance.

The school maintains records of:

- incident reports;
- witness statements form adults where applicable;
- parent communication;
- restorative agreements;
- Focus Plans and Success Plans;
- formal pedagogical measures;
- counselling and support referrals;
- reintegration plans.

Records are stored in:

- the school's information management system;
- secure internal archives;
- official student files where required by law.

All documentation is factual, objective, and professional in tone.

8.c Data Protection and Confidentiality

All behavioural records are processed in accordance with:

- GDPR,
- Croatian data protection legislation,
- internal data protection policies.

The school ensures that:

- personal data is collected only for legitimate educational purposes;
- access is limited to authorised staff;
- digital systems are protected;
- paper records are stored securely;
- information is not shared without lawful basis.

Students and parents have the right to access personal data in accordance with applicable regulations.

8.d Information Sharing and Internal Communication

Relevant information regarding student behaviour is shared internally only on a need-to-know basis.

This may include:

- teachers directly involved with the student;
- homeroom/class teachers;
- leadership;
- counsellors and support staff.

Information sharing aims to:

- ensure consistency of support;
- promote student wellbeing;
- prevent repeated incidents;
- facilitate early intervention.

Gossip, informal disclosure, or inappropriate sharing of sensitive information is strictly prohibited.

8.e External Reporting and Institutional Cooperation

The school fulfils its legal obligations to cooperate with external authorities and institutions when required.

This may include:

- Ministry of Science and Education;
- Education Inspectorate;
- social welfare services;
- healthcare providers;
- law enforcement authorities;
- child protection agencies.

External reporting may occur in cases involving:

- serious violence;
- suspected criminal offences;
- safeguarding concerns;
- persistent neglect or abuse;
- serious digital or reputational harm.

Such cooperation is conducted professionally, confidentially, and in accordance with legal procedures.

Parents are informed of external reporting unless legally prohibited.

8.f Record Retention and Archiving

Behaviour-related records are retained and archived in accordance with:

- national regulations;
- Ministry guidelines;
- school archival policies.

Records are:

- maintained for the required statutory period;

- reviewed periodically;
- securely disposed of when no longer required.

Archiving procedures ensure institutional memory, accountability, and compliance.

9. References

European Union. *Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the Protection of Natural Persons with Regard to the Processing of Personal Data and on the Free Movement of Such Data (General Data Protection Regulation)*. Official Journal of the European Union, 2016.

Republic of Croatia. *Pravilnik o kriterijima za izricanje pedagoških mjera*. Narodne novine, no. 94/2015, 3/2017.

Republic of Croatia. *Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi*. Narodne novine, nos. 87/08, 86/09, 92/10, 105/10, 90/11, 5/12, 16/12, 86/12, 126/12, 94/13, 152/14, 07/17, 68/18, 98/19.

United Nations. *Convention on the Rights of the Child*. United Nations General Assembly, 1989.

Appendix A: Behaviour Incident Report Form

This form forms part of the official pedagogical and disciplinary documentation of Adria International School and is used in accordance with the Behaviour and Respect Framework and applicable Croatian legislation.

1. Student Information

Student Name: _____

Class / Year Level: _____

2. Incident Information

Date of Incident: _____

Time of Incident: _____

Location: _____

Type of Activity (tick one):

- Regular lesson
 - Break / Recess
 - Extracurricular activity
 - School trip / Event
 - Online / Digital environment
 - Other: _____
-

3. Staff Member Completing Report

Name: _____

Role / Position: _____

Date of Report: _____

4. Classification of Behaviour

Behaviour Category (tick one):

- Minor (Lakša neprihvatljiva ponašanja)
- More Serious (Teža neprihvatljiva ponašanja)
- Serious (Teška neprihvatljiva ponašanja)
- Very Serious (Osobito teška neprihvatljiva ponašanja)

AIS Intervention Stage (tick one):

- Stage 1
 - Stage 2
 - Stage 3
 - Stage 4
-

5. Type of Incident (tick all that apply)

- Disruption to learning
 - Inappropriate language or behaviour
 - Disrespect toward student/staff
 - Unsafe behaviour
 - Damage to property
 - Academic integrity concern
 - Bullying / harassment
 - Physical aggression
 - Skipping class / truancy
 - Digital misconduct
 - Possession of prohibited items
 - Substance-related incident
 - Theft
 - Threats or intimidation
 - Other: _____
-

6. Description of Incident (Factual Account)

Describe objectively what occurred. Do not include assumptions, opinions, or interpretations.

7. Immediate Actions Taken

- Restorative conversation
- Verbal warning / guidance
- Removal from activity / class
- Reflection task assigned
- Mediation initiated
- Counselling referral
- Temporary safety measure applied
- Parent contacted
- Leadership informed
- Other: _____

Details:

8. Student Statement

- Written statement attached
- Verbal statement recorded

If verbal, recorded by: _____

Date recorded: _____

Summary (if applicable):

9. Parent / Guardian Communication

Parent/Guardian Informed: Yes No

Method (tick one):

- Email
- Phone call
- Meeting
- Written notice

Date of Communication: _____

Summary:

10. Evidence and Supporting Documentation

- Witness statements
- Screenshots / digital records
- Photographs
- Medical report
- Counsellor report
- Other: _____

List attached documents:

11. Follow-Up and Support Measures

- Restorative agreement
- Behaviour Reflection Sheet (Appendix B)
- Focus / Success Plan (Appendix C)
- Behaviour Contract (Appendix D)
- Counselling / wellbeing support
- Monitoring plan
- No further action required
- Other: _____

Details:

12. Leadership Review and Decision

Reviewed by: _____

Position: _____

Date of Review: _____

Findings:

Decision / Measure (if applicable):

- No formal measure
- Opomena (Warning)
- Ukor (Reprimand)
- Strogi ukor / Opomena pred isključenje
- Preseljenje / Isključenje
- Other: _____

Date of Decision: _____

Legal Timeframe Met: Yes No

13. Procedural Compliance Checklist

- Student given opportunity to be heard
- Parents informed and consulted
- Documentation complete
- Contextual factors considered
- Support measures offered
- Legal time limits observed
- Evidence reviewed

14. Signatures

Reporting Staff Member:

Name: _____

Signature: _____

Date: _____

Leadership Representative:

Name: _____

Signature: _____

Date: _____

Confidentiality Notice

This document contains confidential student information and must be handled in accordance with GDPR and school data protection policies. Unauthorised access, copying, or disclosure is prohibited.

Appendix B: Behaviour Reflection and Restorative Response Form

This form is used to support student reflection, restorative practice, and procedural fairness in accordance with the Behaviour and Respect Framework and applicable Croatian legislation.

Completion of this form forms part of the official student disciplinary record and may be required before formal pedagogical measures are imposed.

1. Student Information

Student Name: _____

Class / Year Level: _____

Date of Birth: _____

2. Incident Reference

Date of Incident: _____

Related Incident Report (Appendix A) Ref. No.: _____

Staff Member: _____

3. Behaviour Classification

Behaviour Category (Section 4):

- Minor (Lakša)
- More Serious (Teža)
- Serious (Teška)
- Very Serious (Osobito teška)

AIS Intervention Stage (Section 5):

- Stage 1
- Stage 2
- Stage 3
- Stage 4

4. Student Reflection

1. What happened?
(Describe the situation honestly and in your own words.)

2. What were you thinking and feeling at the time?

3. Who was affected and how?
(Check all that apply and explain.)

- Another student
- A teacher
- The class
- Myself
- School property
- The wider school community

Explanation:

4. What could you have done differently?

5. How can you repair the harm or improve the situation?
(Examples: apology, helping, replacing something, changing behaviour.)

5. Support Needed

What support do you think would help you improve your behaviour?

- Teacher support
- Counselling / wellbeing support
- Organisational help
- Peer support
- Parent support
- Other: _____

Details:

6. Restorative Agreement

Agreed restorative actions:

Deadline for completion: _____

Monitoring staff member: _____

7. Student Commitment

I understand what happened, how it affected others, and what I can do to make better choices in the future. I agree to complete the restorative actions outlined above.

Student Signature: _____

Date: _____

8. Parent / Guardian Involvement

Parent/Guardian informed: Yes No

Method: Email Phone Meeting Written notice

Date: _____

Comments (if applicable):

9. Review and Outcome

Reviewed by: _____

Role: _____

Date of Review: _____

Outcome:

- Restorative actions completed
- Further support required
- Escalation to formal procedure
- No further action required

Follow-up actions:

10. Signatures

Staff Member:

Name: _____

Signature: _____

Date: _____

Leadership Representative (if applicable):

Name: _____

Signature: _____

Date: _____

Confidentiality Notice

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Appendix C: Focus Plan / Success Plan

This plan is used to support students experiencing ongoing behavioural difficulties and to promote positive change through structured guidance, monitoring, and cooperation between the school, student, and family.

This document forms part of the official student support and disciplinary record.

1. Student Information

Student Name: _____

Class / Year Level: _____

Date of Birth: _____

2. Plan Information

Date Plan Started: _____

Expected Duration of Plan: _____

Review Frequency: Weekly Bi-weekly Monthly Other: _____

Related Incident Report(s) (Appendix A Ref. No.): _____

Related Reflection Form(s) (Appendix B): _____

3. Staff and Leadership Involved

Homeroom / Class Teacher: _____

Subject Teacher(s): _____

Counsellor / Support Staff: _____

Head of Primary / Secondary: _____

Other: _____

4. Reason for Plan

Provide a brief, factual description of the behavioural concerns leading to this plan.

5. Previous Interventions and Support

Indicate measures already applied:

- Informal guidance
- Restorative conversations
- Parent meeting(s)
- Written warning
- Counselling / wellbeing support
- Behaviour Reflection (Appendix B)
- Temporary measures
- Other: _____

Dates / Notes:

6. Behaviour Classification and Legal Status

Behaviour Category (Section 4):

- Minor (Lakša)
- More Serious (Teža)
- Serious (Teška)
- Very Serious (Osobito teška)

AIS Intervention Stage (Section 5):

- Stage 1 Stage 2 Stage 3 Stage 4

Current Formal Measure (if applicable):

- None
- Opomena
- Ukor

Strogi ukor / Opomena pred isključenje

Preseljenje / Isključenje

Date of Measure: _____

7. Student Strengths and Positive Qualities

Identify the student's strengths, interests, and positive attributes.

8. Goals for Improvement

Goals must be specific, measurable, achievable, relevant, and time-bound (SMART).

1. _____
2. _____
3. _____

Target Date(s): _____

9. Support and Intervention Strategies

The school will provide the following support:

- Regular check-ins
- Counselling / wellbeing support
- Mentoring
- Peer support
- Academic/organisational support
- Classroom adjustments
- Restorative coaching
- Digital behaviour guidance
- Other: _____

Details:

10. Student Responsibilities

The student agrees to:

- Attend all classes punctually
- Follow school rules and instructions
- Use respectful language
- Complete restorative actions
- Engage with support services
- Ask for help when needed
- Monitor own behaviour
- Other: _____

Details:

11. Possible Escalation Measures (Section 5)

In accordance with national regulations, continued unacceptable behaviour may result in further measures.

- Parent conference
- Increased monitoring
- Behaviour Contract (Appendix D)
- Suspension (internal/external as a temporary measure, not a formal pedagogical sanction)
- Referral to Head of School
- Higher-level pedagogical measure
- Other: _____

These measures comply with national regulations.

12. Monitoring and Review

Review Meeting Dates:

1. _____
2. _____
3. _____

Progress Assessment:

- Satisfactory
- Improving
- Limited improvement
- No improvement

Summary of Progress:

13. Outcome of Plan

- Plan successfully completed
- Extended support required
- Escalation initiated
- Referred to external services
- Other: _____

Details:

14. Agreement and Signatures

By signing, all parties confirm their understanding of the goals, responsibilities, and procedures outlined in this plan.

Student:

Name: _____
Signature: _____
Date: _____

Parent / Guardian:

Name: _____
Signature: _____
Date: _____

Teacher / Homeroom Teacher:

Name: _____
Signature: _____
Date: _____

Leadership Representative:

Name: _____

Signature: _____

Date: _____

Confidentiality Notice

This document contains confidential student information and is protected under GDPR and school data protection policies. Unauthorised access, copying, or disclosure is prohibited.

Appendix D: Behaviour Contract

This contract is used to support students following serious or repeated unacceptable behaviour. It accompanies formal pedagogical measures and structured support plans and does not replace statutory disciplinary procedures.

This document forms part of the official student disciplinary and support record.

1. Student Information

Student Name: _____

Class / Year Level: _____

Date of Birth: _____

2. Contract Information

Date Contract Begins: _____

Duration of Contract: _____

Review Frequency: Weekly Bi-weekly Monthly Other: _____

Related Incident Report(s) (Appendix A Ref. No.): _____

Related Focus / Success Plan(s) (Appendix C): _____

3. Staff and Leadership Involved

Homeroom / Class Teacher: _____

Subject Teacher(s): _____

Counsellor / Support Staff: _____

Head of Primary / Secondary: _____

Head of School (if applicable): _____

4. Reason for Behaviour Contract

Provide a brief, factual description of the behavioural concerns leading to this contract.

5. Behaviour Classification and Legal Status

Behaviour Category (Section 4):

- Minor (Lakša)
- More Serious (Teža)
- Serious (Teška)
- Very Serious (Osobito teška)

AIS Intervention Stage (Section 5):

- Stage 2 Stage 3 Stage 4

Current Formal Pedagogical Measure (if applicable):

- None
- Opomena
- Ukor
- Strogi ukor / Opomena pred isključenje
- Preseljenje / Isključenje

Date of Measure: _____

6. Behaviour Expectations

During the period of this contract, the student agrees to meet the following expectations:

Examples may include:

- Attend all classes punctually
 - Follow staff instructions
 - Use respectful language
 - Keep hands, feet, and objects to self
 - Respect school property
 - Complete assigned work
 - Comply with digital conduct rules
 - Engage in restorative processes
 - Other: _____
-

7. Student Responsibilities

The student agrees to:

- Demonstrate respectful behaviour
- Attend scheduled check-ins
- Complete restorative actions
- Engage with support services
- Seek help when experiencing difficulties
- Monitor own behaviour
- Follow all school rules
- Other: _____

Details:

8. School Support and Interventions

The school will provide the following support:

- Regular mentoring / check-ins
- Counselling / wellbeing support
- Restorative coaching
- Academic or organisational support
- Classroom adjustments
- Peer mentoring
- Family support meetings
- Other: _____

Details:

9. Monitoring and Review

Check-in Schedule:

Daily Weekly Bi-weekly Other: _____

Named Monitoring Staff Member: _____

Review Dates:

1. _____
2. _____
3. _____

Progress Evaluation:

- Meeting expectations
- Improving
- Limited improvement
- Not improving

Review Notes:

10. Further Measures in Accordance with Section 5

If the terms of this contract are not met, further measures may be applied in accordance with national regulations and school procedures.

Possible measures include:

- Increased monitoring
- Parent conference
- Extension of contract
- Additional support plan
- Suspension (internal/external as temporary measure, not a formal pedagogical sanction)
- Referral to Head of School
- Higher-level pedagogical measure

- Transfer / Exclusion
 - Other: _____
-

11. Appeal and Review Information

Parents/Guardians have been informed of appeal and review procedures.

- Yes No

Date informed: _____

Further information is available in Appendix E.

12. Agreement and Signatures

By signing, all parties confirm that they understand the expectations, support measures, and possible consequences outlined in this contract and agree to cooperate in good faith.

Student:

Name: _____
Signature: _____
Date: _____

Parent / Guardian:

Name: _____
Signature: _____
Date: _____

Teacher / Homeroom Teacher:

Name: _____
Signature: _____
Date: _____

Leadership Representative:

Name: _____
Signature: _____
Date: _____

Confidentiality Notice

This document contains confidential student information and is protected under GDPR and school data protection policies. Unauthorised access, copying, or disclosure is prohibited.

Appendix E: Request for Review/ Appeal Form

This form is used by parents/guardians and students to request a formal review or appeal of a disciplinary decision in accordance with the Behaviour and Respect Framework and applicable Croatian legislation.

Submission of this form initiates the official review procedure.

1. Student Information

Student Name: _____

Class / Year Level: _____

Date of Birth: _____

2. Parent / Guardian Information

Name: _____

Relationship to Student: _____

Contact Number: _____

Email Address: _____

3. Decision Being Appealed

Type of Decision (tick one):

- Informal measure
- Opomena (Warning)
- Ukor (Reprimand)
- Strogi ukor / Opomena pred isključenje
- Preseljenje (Transfer)
- Isključenje (Expulsion)
- Other: _____

Date of Decision: _____

Issued by (name/position): _____

Related Incident Report (Appendix A Ref. No.): _____

4. Grounds for Review / Appeal

Please clearly state the reasons for requesting a review. Attach additional pages if necessary.

- Procedural irregularity
- New evidence
- Disproportionate measure
- Misinterpretation of facts
- Mitigating circumstances
- Other: _____

Explanation:

5. Supporting Documentation

Please indicate documents attached:

- Incident report(s)
- Reflection form(s)
- Focus / Success Plan(s)
- Behaviour Contract
- Medical / psychological report
- External professional report
- Other: _____

List of attachments:

6. Requested Outcome

Please indicate the outcome you are seeking.

- Reconsideration of measure
- Reduction of measure
- Withdrawal of measure
- Additional support plan
- Clarification of decision
- Other: _____

Details:

7. Declaration

I confirm that the information provided in this request is accurate and complete to the best of my knowledge. I understand that the review will be conducted in accordance with school procedures and applicable legislation.

Name: _____

Signature: _____

Date: _____

8. For School Use Only

Date Received: _____

Received by: _____

Review Panel / Officer: _____

Review Meeting Date: _____

Outcome of Review:

- Decision upheld
- Decision modified

- Decision withdrawn
- Further investigation required

Summary of Findings:

Date of Decision: _____

Decision Communicated to Parent: Yes No

Date: _____

Signature (Authorised Officer): _____

Confidentiality Notice

This document contains confidential personal data and is processed in accordance with GDPR and applicable Croatian data protection legislation. All information provided will be handled securely and used solely for the purpose of the review procedure.