

Student Code of Conduct



NAME OF POLICY	Student Code of Conduct
APPROVED BY	Board of Sandford International School
DATE APPROVED	March 9 th 2023
DATE OF REVIEW	March 2025



Rationale

The manner in which a school cares for its community; students, staff and families, contributes towards defining the quality of the school. Central to student wellbeing at SIS is the belief in the inherent value and worth of each individual and all children should be assisted in the development of behaviour patterns which lead to the development of self-discipline.

All children and staff must have the right and the opportunity to work in a safe environment without undue interference. Every teacher has the responsibility for the wellbeing of all students enrolled in the school. SIS seeks to:

- a) Guide the children in our care to become responsible for their own behaviour
- b) Explain and apply consequences to inappropriate behaviour
- c) Discuss and clarify school rules
- d) Create school rules that are visible and concrete using child friendly vocabulary
- e) Show consistency in implementing rules and routines
- f) Inform parents in a clear and accurate manner
- g) Follow the school procedure for Code of Conduct

A principal aim of the School is to focus on assisting each child as she/he learns to strike a balance between his/her individual freedoms and his/her responsibilities as a member of the community.

Philosophy

SIS's overall aim is to provide a well balanced education, nurturing the physical, social, emotional and academic well being of the students, and assisting them to grow towards the full stature of a responsible citizen.

Student wellbeing at SIS focuses on the total development of each student and enhancement of the dignity of each person. It nurtures success and has a commitment to forgiveness, tolerance and reconciliation. As teachers we seek to motivate young people to be socially responsible and committed to building a better world through a partnership of the school community, teachers and parents.

To assist in facilitating a supportive, positive and affirming environment, it is important that expectations, both academic and behavioural are clear, and rules and limits are set. Every member of the community has a responsibility to contribute to achieving such an environment. Therefore, an effective **Student Code of Conduct** must be viewed as an essential component of a genuine approach to Student wellbeing. **This works in conjunction with the school's Anti Bullying Policy.** As a school, one of our responsibilities is to help students make good behaviour choices as part of their holistic development. We accomplish this by reinforcing positive behaviours, and by correcting behaviours when required, doing so in a manner that maintains dignity and allows for additional opportunities to **"get it right"**.



Valuing Individuals

At SIS, we acknowledge that people respond to genuine praise and positive recognition. We also recognise that learning best takes place in an environment that is supportive and caring, is encouraging of risk taking and where all are valued and individual needs are met. This positive approach greatly contributes to the enhancement of each child's self-esteem. Children who have a positive self-concept and sense of self-esteem feel worthy, valued and resilient and are ready to succeed.

All children should be actively encouraged to participate in the many opportunities that are provided both within the classroom and through the rich co-curricular program. The talents and capacity of each child should be nurtured and their efforts and achievements recognised. As students develop and mature, they should be guided towards becoming self-motivated and life-long learners.

Students are encouraged to understand and value others, work co-operatively and be guided towards stable and satisfying interpersonal relationships. As all children are unique they should be encouraged to be individuals and their uniqueness should be viewed as an asset.

Valuing each other

As a teaching community at SIS, we feel it is important to build positive relationships with our students based upon mutual respect and trust. We endeavour to provide students with a stimulating, challenging, enjoyable and supportive learning environment. As teachers, we believe that all students can learn and as such we have appropriately high expectations of students. We aim to support each individual within the classroom, academically and behaviourally, and encourage each student to take responsibility for his/her actions. The relationship between each teacher and each student is of great importance in achieving this aim.

To encourage mutual respect, we believe it is essential to treat all members of our community with respect. This includes talking to others in an appropriate manner, listening to their concerns and dealing with them appropriately, be they students, staff or parents. At SIS, there is a strong understanding that parents know their children best and have the right to be involved in their child's education. The development of a strong partnership between parents and teachers is an important aspect of the educational and pastoral process at SIS. To this end, we seek to develop constructive relationships between school and home.

We believe that:

- a) All students should have the opportunity to develop to their fullest potential and that a positive academic and social climate is necessary for that success.
- b) The responsibility for establishing this climate is shared by students, staff and parents as we guide students to become progressively more self-disciplined and responsible, able to work independently and cooperatively



Student Code of Conduct

- 1. "Everyone has the right to learn."**
- 2. "Everyone has the right to learn and play in a safe environment"**
- 3. "Everyone has the right to be treated with respect."**



School Rules and Expectations

School Rules	School Expectations
1. Everyone has the right to learn	<p>This means:</p> <ul style="list-style-type: none"> You listen to the teacher and other students when they are talking You do your best all the time and keep trying to improve You concentrate, pay attention and do your best You are organised You have the responsibility to put 100% effort into everything you do You apply yourself fully, avoid situations that will harm your learning or the learning of others You are positive and participate fully in lessons You are punctual; always arrive to school & class on time You are ready for lessons & assessments, classwork & projects completed on time, having the necessary books & materials
2. Everyone has the right to learn and play in a safe environment	<p>This means:</p> <ul style="list-style-type: none"> You have the responsibility to look after your classroom/work space You have the responsibility to be observant and report things that make you uncomfortable You take responsibility for your actions You are sensible when using school equipment You are not rough with other students You tell the teacher if you have a problem You look out for other students in the playground – help them if they need it You are safe and sensible; make sensible choices considering your own & others' safety & learning, move in an orderly way & walk safely in corridors You negotiate to problem-solve with helpful words, not anger, fists or feet You clear-up after lessons and breaks You do not shout, use sarcasm, tease, insult, swear or use offensive language
3. Everyone has the right to be treated with respect	<p>This means:</p> <ul style="list-style-type: none"> You have the responsibility to listen to others and support your peers You have the responsibility to respect authority, rights & property of others You have the responsibility to contribute to school decisions You have the responsibility to ensure you treat others how you hope to be treated You include other students in games You are honest and truthful You respect others' right to a peaceful, dignified existence; making sure your words and actions do not disturb or offend others You respect the differences, beliefs, culture, values and traditions of others

