



SANDFORD INTERNATIONAL SCHOOL

Addis Ababa, Ethiopia

Behaviour, rewards and sanctions policy

NAME OF Policy	Behaviour, rewards and sanctions Policy
APPROVED BY	Board of Sandford International School
DATE APPROVED	June 3 rd 2023
DATE OF REVIEW	June 2025





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Behaviour, rewards and sanctions policy

Sandford International School is committed to providing a positive learning environment that promotes considerate, responsible and emotionally healthy behaviours in all aspects of school life. Every student in the community is to be treated with respect, irrespective of their ability, ethnicity, age, gender, race or nationality.

This policy aims to:

1. Promote good behaviour, self-discipline and respect (for self, others, and the environment)
2. Set out the school's expectations in relation to behaviour and regulate the conduct of pupils
3. Outline the rewards for appropriate behaviour and sanctions applied for misbehaviour
4. Prevent bullying (in conjunction with the Anti-Bullying Policy)

Roles and Responsibilities

Every member of the school community has an important role to play in creating a positive learning environment in all areas of our school. It is particularly important that all staff members working at Sandford accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is observed.

- a) **The Senior Leadership Team** will be responsible for the implementation and effectiveness of the policy and procedures, and will support staff with behavioural management.
- b) **Teaching and supporting staff** will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of this policy is essential. Staff also have a responsibility for ensuring high standards of teaching and learning and developing a positive learning environment which will deter disruptive behaviour in the classroom.
- c) **Parents** and guardians will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school encourages parents to work in partnership with the staff to help maintain high standards of behaviour.
- d) **Students** are expected to behave in ways that do not bring the school into disrepute and must learn to take responsibility for their own behaviour. They will be made fully aware of the school policy, procedures and expectations, in line with our student code of conduct and the disciplinary procedures stated below. They are expected to use common courtesy, good manners and show to all members of Sandford Community, their peers and themselves at all times.
- e) **All members of the community** are expected to respect and obey the laws of the



country and show respect for the traditions and morals of Ethiopian society. As a multicultural community, we will also respect the rights of others to hold their values and beliefs. Marginalising, ostracising, or in any way discriminating against others on the basis of nationality, ethnic origin, race, religion, culture or gender will not be tolerated under any circumstances.

Disciplinary Procedures

Students must learn to take responsibility for their own actions and behaviour. When students choose poor behaviour that is not consistent with a positive learning environment or in line with the school rules and expectations of the school, they will be subject to disciplinary consequences. Consequences for poor behaviour must be understood by all and will be implemented consistently by teachers.

- a) Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.
- b) Disciplinary action, when necessary, will be firm, fair and consistent so as to be most effective in changing student behaviour.
- c) In determining the appropriate disciplinary action, school staff will consider all extenuating circumstances, the student's age, the nature of the offence and the circumstances that led to the offence.

Reward system

- a) It is important to establish a **culture in which praise and encouragement outweigh the frequency of sanctions and admonition**. Recognising and rewarding positive attitudes are central to the promotion of good behaviour and creating a caring and a safer community. SIS uses a range of rewards and positive reinforcement strategies. Examples of these include:
 - I. Praise verbal and written
 - II. Written comment on work/in book
 - III. Merits and House Points
 - IV. Certificates of achievements
 - V. Year leaders' commendations
 - VI. Headteacher's commendations
 - VII. Motivational rewards/prizes
 - VIII. Special awards at Prize Giving /Honours Day
 - IX. SLT '**Called In**' to praise excellent effort in class/form time

By these means the school seeks to motivate pupils, create a positive learning environment, raise pupil self-esteem, and provide systems which can be used by all staff to contribute to raised levels of achievement.

- b) **House points or merits** will be awarded by teachers as a reward for exemplary or much improved work, excellent effort, helpful behaviour, commendable conduct, participation in events or activities and any other actions considered worthy by a teacher. **Certificates** will be issued and presented in assembly as follows:



Bronze certificate: 50 house points
Silver certificate: 100 house points
Gold certificate: 150 house points
Platinum certificate: 200 house points

- c) **Commendations** are awarded as a way of recognising excellent work, outstanding effort, initiative or contribution to school life, or for a student who has made extra special attempts to improve over a period of a few weeks. Commendations are centrally recorded, year leaders and headteacher's commendations will also be awarded under teachers' recommendation and issued by year leaders during assemblies.

Disciplinary Sanctions

The sanctions used by the school in instances of inappropriate behaviour may include:

- I. Verbal reminder/warning
- II. Move within the classroom
- III. Loss of social time
- IV. Lunchtime or break time detention
- V. After-school detention
- VI. Behavioural report
- VII. Community service

Any serious breach of school rules may result in a student being excluded in line with SIS exclusion policy.

Equal Opportunities and complaints procedure

Sanctions will be used as appropriate with consideration given to the individual needs of the child. If pupils are not happy with the way they have been treated by any member of staff they should speak to the Deputy Head Pastoral/DSL who will investigate the matter, following the school's 'Managing Allegations Against Staff' procedures. However, any pupil who is found to have made a malicious allegation against a member of school staff will be disciplined in accordance with the seriousness of the allegation.

If parents are not happy with the way that they or their child is treated by any member of the staff or other parent at the school they should contact the Head of Primary/Secondary. If they are unhappy with the way their complaint is dealt with, parents can then contact the Head of School.

Partnership with Parents

The school believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The school will therefore seek to involve parents/guardians actively on behaviour for learning issues. Approaches will include:

- I. Phone calls and emails
- II. Meetings
- III. Early involvement



- IV. Letters
- V. Supporting pupils on report
- VI. Follow up & routine communication

Parents/guardians are welcome to approach the school for informal or formal discussions about their child's education.

Related Policies

This policy operates in conjunction with:

- I. School Safeguarding and Child Protection Policy and SIS Safeguarding Procedures
- II. SEND Policy
- III. Keeping children safe at Sandford
- IV. SIS Anti-Bullying Policy
- V. SIS Exclusions Policy
- VI. SIS Codes of Conduct

