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CODE OF CONDUCT

1. AIM:

The code of conduct aimed at establishing a disciplined, safe and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process without disruptive behaviour and offences, reconciliation and a culture of peace in the school community.

2. PREAMBLE:

This Code of Conduct contains provisions to outline the rights and responsibilities of Simon Van Der Stel Primary School learners and teachers. It is compiled in accordance with appropriate provisions as stipulated in the Constitution of the Republic of South Africa, 1996 ("the Constitution"), the South African Schools Act (Act 84 of 1996), ("the Schools Act"), the National Education Policy Act (Act 72 of 1996), guidelines for Codes of Conduct for learners, including appropriate regulations and provincial legislation. This act empowers the SGB to maintain discipline in the school.

With reference to EDUCATOR AND / OR LEARNER AND / OR PARENT / OR GUARDIAN AND / OR PERSONNEL AND / OR NON-PERSONNEL, none of the aforementioned carries more weight, at any time, than the laws of the land or the Code of Conduct as prescribed by the Education Authority. The behaviour, attitudes, actions and example set by learners, educators, personnel, non-personnel, parents/guardians, will at all times be such that it will command the respect of other learners, educators, personnel, non-personnel, parents/guardians and the community, to the benefit of the school and education.

This is not a set of rules and measures for punishment, but is the school's framework for behaviour for the creation of a culture of positive behaviour within which learners should

conduct themselves. The code of conduct must be compiled in co-operation with all the relevant persons (teachers, learners and parents) and must be revised regularly.

All learners and partners at a school have the democratic right to participate in decision-making and have their view heard about matters affecting them at the school.

A school must reach consensus on a uniform disciplinary structure that is, in spirit and practice, firm, fair, consistent and positive.

A code of conduct gives expression to the norms and values that are prescriptive for and applicable to learners' behaviour, actions and functioning within the school. With the code of conduct, the school aims to instil the following values in learners:

honest, respect Discipline. Self-discipline, perseverance, sincere, caring, kind, proud, hard-working, responsible, loyal, shows compassion, helpful, integrity, reliable and creativity.

A code of conduct (as prescribed by Section 8 (2) of the South African Schools Act) must be aimed at: establishing a disciplined (learners have characteristics such as self-control, responsibility, obedience, excellence) and purposeful school environment (all activities within the school environment are in accord with the vision of the school), dedicated to the improvement and maintenance of the quality of the learning process.

Learners must be informed about the contents of the Code of Conduct by parents and educators.

It is the obligation, commitment and responsibility of all EDUCATORS, LEARNERS, PARENTS AND / OR GUARDIANS AND OTHER PERSONNEL to make education available and accessible to all learners of the school.

3. RIGHTS AND RESPONSIBILITIES:

- Learners have the right to **a secure property, well-cared for school facilities**, well looked after school furniture and equipment, clean toilet facilities, clean water and a green environment, absence of harassment in attending classes and writing tests and examinations, as it all create an atmosphere conducive for learning and teaching, but it is also the responsibility of each learner of the school to ensure that this is in place at the school and that it is maintained and respected.

- Education and learning can be successful if the **learners are committed to self development, education and learning**, and the educators are **dedicated to education and teaching**.
- The right to education includes the right and **responsibility of a learner to attend all classes**, to learn and be taught in all approved subjects, to be informed regularly about school progress, to make use of all school facilities, and to have the potential to be fully developed and also to ensure that he/she does not deny, curtail, disturb or minimise that basic right of any other learner in the class or school or present at any school activity or busy in any room or outside at the school with any school work or extramural or co-curricular activity.
- The school has been developed for the use of all the learners attending the school, it is the privilege and obligation of every learner to **protect and carefully use all the facilities and equipment** so that others that come after them can also enjoy the privilege.
- **The right of learners to basic education** places the obligation on them to attend school regularly during school hours. Should a learner be absent his/her parent or legal guardian must notify the school to explain the absence.
- Learners have the **responsibility to learn and develop** their full potential. i.e. academic, occupational, social, sport, spiritual, art and cultural potential and they must actively participate in the learning process and decision making and have the opportunity to talk about their problems to ensure improvement of not just the learning outcomes, but also the discipline and conduct of the learners.
- Whilst the learners can expect educators to maintain a high standard of professional ethics and to be present to teach their classes, assist them with their learning difficulties, report on their progress and to look after their well-being, the educators have the right to expect and demand that there must be a relationship of mutual trust and respect between the learners and the staff and that **victimisation** of the one by the other is unacceptable.
- All learners in general and the **Learner Representative Council** and its members individually as well as the senior learners in the school in particular must promote proper conduct of the learners within the school, but that no one has the authority or **right to punish other learners**.
- This School is committed to providing a safe and clean environment for the delivery of quality teaching and learning by:
 - Promoting the rights and safety of all learners and teachers and parents.
 - Ensuring learners' responsibility for their own actions and behaviours, leading to self-discipline.
 - Ensuring that the disciplinary processes followed are expeditious, fair, just, correct, consistent and educative
 - Protecting learners from abuse by adults or other learners

- Informing parents of their child's behaviour (where possible)
- Prohibiting all forms of unfair discrimination and intolerance
- Eliminating disruptive and offensive conduct

The Code of Conduct spells out the rules regarding learner behaviour at the School and describes the disciplinary system to be implemented by the School concerning transgressions by learners. The Code of Conduct applies to all learners while they are on the School premises or when they are away from the school representing it or attending a school function.

Section 8(4) of the SA Schools Act provides that all learners attending a School are bound by the school's Code of Conduct. All learners attending the School are expected to sign a statement of commitment to the Code of Conduct

The administration of the Code of Conduct is the responsibility of the Disciplinary Committee of the School. Restraint is the act of controlling the actions of learners when such actions may inflict harm to others or to the learner, or violate the rights of other learners or educators. Educators may use reasonable measures where necessary to prevent a learner from harming him/herself or others

The law, empowers school authorities to discipline learners, but it is beyond the law to delegate this authority to fellow learners. Learners are partners with other members of the school and are not in charge of the school.

An educator at the school shall have the same rights as a parent to control and discipline the learner according to the Code of Conduct during the time the learner is in attendance at the school, any classroom, school function or school excursion or school related activities.

Every educator is responsible for discipline at all times at the school and at school related activities. Educators have full authority and responsibility to correct the behaviour of learners whenever such correction is necessary at the school.

Serious misconduct must be referred to the principal of the school. However, a mechanism must be created at schools to handle disciplinary problems to reduce the load of the principal.

In case of minor offences corrective measures may be applied. These measures could include one or more of the following:

- (a) verbal warning or written reprimand by an educator or a principal;
- (b) supervised school work that will contribute to the learner's progress at school, the improvement of the school environment, provided that the parents are timeously informed and the security of the child is assured;
- (c) performing tasks that would assist the offended person;
- (d) agreed affordable compensation when physical damage were done to property
- (e) replacement of damaged property; and
- (f) suspension from some school activities, e.g. sport, cultural activities

Any corrective measures or disciplinary action must be commensurate with the offence/infracton. Corrective measures may become more severe, with subsequent repeated infractons. Suspension or expulsion may follow. Learners should not think that they cannot be suspended or expelled simply, because it is their first offence or infracton of a rule or policy, but such decision should be taken by the right authority.

Suspension will only be considered after every effort has been made to correct the behaviour of the learner. If a learner misbehaves, especially when the learner is normally very well-behaved, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should consider referring the learner to the education district office.

If the behaviour of a learner is criminal or criminal in nature or poses a serious threat to a member of the staff or public, the parent(s) listed on the admission register of the school and the local South African Police Services should always be informed.

In cases where a learner cannot adjust to the school and where his/her behaviour is objectionable in that it violates the rights of others, he/she will be referred to the principal. Through consultation with his/her educators, and the site of learning-based team in consultation with the parents or

guardians every effort should be made to assist him/her to adjust. This will include referral to the education support services for treatment. If all these efforts fail, the principal will refer the matter to the governing body, which may make a decision in the best interest of the learner and the other learners at the school.

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the principal are lawful.

The school will act against any bad behaviour of the learner when the child is: (a) taking part in any school-organised or school-related activity or (b) travelling to or from school or (c) wearing school uniform or (d) in some other way identifiable as a learner at the school or, misbehaviour at any time, whether or not the conditions (a) to (d) apply, that: (e) could have repercussions for the orderly running of the school or (f) poses a threat to another learner, staff member or a member of the public or (g) could adversely affect the reputation of the school.

Punishment is a corrective measure or a penalty inflicted on an offender who has to suffer the consequences of misconduct in order to maintain the orderly society of the school.

Educators and learners have to learn the importance of mediation and co-operation, to seek and negotiate non-violent solutions to conflict and differences and to make use of due process of law.

Learner has the right not to be treated or punished in a cruel, inhuman or degrading manner.

Corporal punishment shall not be administered.

Learners may not be locked up in solitary confinement or detention

Educators as disciplinarians must resolve disciplinary problems which are not serious enough to be referred to the governing body.

The School rules are intended to establish a disciplined and purposeful environment to facilitate effective teaching and learning at the School. Nothing shall exempt a learner from complying with the School rules. Ignorance of School rules is, therefore, not an acceptable excuse.

4. GENERAL PRINCIPLES:

- 4.1. Learners are expected at all times to behave in a courteous and considerate manner towards each other, the Learner Representative Council (LRC), all members of staff and visitors to the School.
- 4.2. Learners are expected to abide by the School rules with regard to appearance and behaviour when representing the School both during School hours and after School hours, at School and away from School. Learners may not say or do anything that will discredit themselves or the School.
- 4.3. No learner has the right at any time to behave in a manner that will disrupt the learning activity of other learners, or will cause another learner physical or emotional harm.
- 4.4. The School will contact parents/guardians when a learner's behaviour becomes a cause of concern and will endeavour, in a spirit of constructive partnership, to resolve the problem

5. CLASS RULES:

All class or other rules are consistent with the overall Code of Conduct, clear and understandable and make provision for fair warnings.

All learners must be expected to know and to adhere to school and classroom rules and that Ignorance of these rules is not an acceptable excuse.

All learners must commit themselves to do their school work during classes, complete assigned homework and catch up on work missed because of absence. Disruption of education is unacceptable.

6. SCHOOL AND CLASS ATTENDANCE:

Parents/guardians, learners, teachers and School Governing Body (SGB) members are jointly responsible for ensuring that all learners attend School.

- 6.1 If a learner does not attend School regularly, the relevant register teacher will report the absence of the learner to the parent and the Principal in writing.

- 6.2 The register teacher must keep an accurate register of learner attendance and must keep copies of all communication to parents when absence from the classroom is reported.
- 6.3 Absence from a class, without the permission of the relevant register or subject teacher, is prohibited.
- 6.4 Any absence from School must be covered by an absentee note from a parent/guardian.
- 6.5 Should a learner be absent from School for a period of three (3) days or longer, this leave of absence must be supported by a letter from a medical doctor/traditional doctor/registered herbalist.
- 6.6 Any absence from a formal examination, test or task must be supported by a letter from a medical doctor/traditional doctor/registered herbalist.
- 6.7 No learner may leave the School during School hours without a letter from a parent/guardian requesting the release of their child and the permission of the Principal/Deputy Principal/Grade Head from whom an exit note must be obtained.
- 6.8 Truancy from School is prohibited.

7. SCHOOL UNIFORM AND GENERAL APPEARANCE:

Learners are expected to wear the official School uniform and appear neat and tidy at all times.

- 7.1. No additions to the uniform that are not in accordance with the regulations will be allowed (e.g. beanies).
- 7.2. No jewellery, accessories, coloured contact lenses or visible tattoos are allowed. Only "ring- and stud-" earrings and a watch is allowed.
- 7.3. No colouring of hair or wearing of exotic hairstyles is allowed.
- 7.4. Fingernails must be kept trimmed short and clean at all times.
- 7.5. During events that allow the wearing of casual wear, learners should wear neat, presentable clothes. Beachwear, tight-fitting clothes, clothes that are see through and/or too revealing are not allowed. Hair, shoes and accessories should be neat at all times.
- 7.6. Only learners that have applied, submitted relevant supporting documents and received the necessary permission from the School Governing Body, may deviate from official School uniform for religious and cultural reasons as contemplated in Part 1 paragraph I of this Code of Conduct.

8. VALUABLES AND PERSONAL BELONGINGS:

The School will not be held responsible for theft of or damage to personal belongings on School premises (e.g. cell phones, bags, books and clothing).

- 8.1 Learners should avoid bringing cell phones, large sums of money and valuables to School. Cell phones may not be switched on during a normal School day.
- 8.2 If a parent requests a learner to pay School fees (in cash) on his/her behalf, such School fees should be paid before the start of the School day.
- 8.3 Arrangements should be made with the teacher in charge for safekeeping of valuables, etc. during sports practices.

9. GENERAL RULES:

- 9.1 Loitering and/or playing in and around the corridors, stairwells and toilets is forbidden.
- 9.2 All litter must be placed in refuse bins or wastepaper baskets.
- 9.3 Wilful damaging, vandalising or neglect of School property and the property of others, either by writing or by a physical act, is prohibited. Theft of School and private property is also prohibited.
- 9.4 Any act of cheating in class work, homework, informal and formal tests or internal or external examination is prohibited. Furthermore, copying of and/or borrowing another learner's work is forbidden.
- 9.5 Disruptive, unruly, rude and/or offensive behaviour will not be tolerated.
- 9.6 The timeous handing in of work is the responsibility of each learner.
- 9.7 Learners who fail to produce a medical certificate on absenteeism during formal examinations/tests/assessment tasks will obtain a mark of "0" (nought) for the particular examination/test/assessment task.
- 9.8 The learner will respect the beliefs, culture, dignity and rights of other learners, as well as their right to privacy and confidentiality.
- 9.9 Language that is seen as pejorative, discriminatory or racist is prohibited.
- 9.10 Any act that belittles, demeans or humiliates another learner's culture, race or religion is prohibited.
- 9.11 All learners have the right to an education free of interference, intimidation and/or physical abuse. The learner will respect the property and safety of other learners. Fighting or threatening of other learners is forbidden.

- 9.12 The learner will respect those learners in positions of authority. A learner who is in a position of authority will conduct him/herself in a manner befitting someone in authority. S/he will respect the rights of other learners and will not abuse such authority bestowed upon him/her through his/her position.
- 9.13 The carrying, copying and/or reading of offensive material is prohibited.
- 9.14 Learners must keep clear of areas that are indicated as out of bounds. These include:
- 9.14.1 The School motor vehicles garage.
 - 9.14.2 Swimming pool area, except while attending official sports practice and galas or during a lesson while under the supervision of the subject teacher.
 - 9.14.3 Electrical mains distribution boxes, fire extinguishers and hoses.
 - 9.14.4 Parking lots, except while accessing their own vehicles.
 - 9.14.5 A learner who falls pregnant may not be prevented from attending school
- 9.15 Learners should keep the school clean.

10. RULES GOVERNING PUBLIC PLACES:

The School is a place of safety where laws pertaining to public spaces are applicable.

- 10.1 No dangerous objects or illegal drugs as defined in the SA Schools Act or the Safety Regulations will be brought onto and/or used on the School property unless authorised by the Principal for educational purposes. Dangerous objects include knives, firearms or any item that could harm a person.
- 10.2 The carrying and/or smoking of cigarettes/vapes is prohibited.
- 10.3 Alcohol is not permitted on School premises or during any School activity.
- 10.4 The carrying of and/or consumption of illegal chemical substances and drugs is prohibited.

11. EXTRA CURRICULUR ACTIVITIES/SCHOOL ENRICHMENT PROGRAMME:

Involvement in activities making up the School Enrichment Programme forms a valuable and integral part of the holistic education of every learner. All learners are, therefore, expected to become actively involved in at least one (1) sport, cultural and/or service activity per term.

- 11.1 The learner is expected to adopt the correct etiquette pertaining to the specific activity at all times.
- 11.2 Once a learner has committed him/herself to an activity, s/he will be bound to meet the rules and obligations related to that activity.
- 11.3 Involvement in a particular activity will span the entire season/duration in which that activity takes place.

- 11.4 Attendance of all practices is compulsory. Missing a practice without a valid excuse in writing from the learner's parents may result in the learner being suspended from participation in one (1) inter-school league fixture.
- 11.5 Appropriate kit/uniform will be worn to practices.
- 11.6 The correct match kit/uniform will be worn to inter-school league fixtures.
- 11.7 Learners travelling to an away fixture will travel in full School uniform, unless other arrangements have been made.
- 11.8 Sports and other kit must be carried in an appropriate bag.

12. ACCOMMODATION OF RELIGIOUS OR CULTURAL RIGHTS:

Every learner has inherent dignity and has the right to have his/her human dignity respected. That implies mutual respect including respect for one another's cultural traditions.

Religious practices, conduct or obligations that relate to the core values and beliefs of a recognised religion and that are in conflict with any rule contained in this Code of Conduct will be accommodated by a deviation from this Code of Conduct by the

Governing Body under the following conditions:

- 12.1 The learner, assisted by the parent, must apply for a deviation from the standard School rules if such rules are in conflict with or infringe on any religious right of the learner.
- 12.2 This application must be in writing and must identify the specific rule/s that is/are offensive to the learner's religious right/s as contained in the Constitution of the Republic of South Africa.
- 12.3 This application must include a reasonable interpretation of the religious rights that the learner feels are offended and a suggestion on how the rules may be supplemented by the Governing Body to accommodate such religious rights.
- 12.4 The learner must provide proof that s/he belongs to that specific religion and that the religious practices, rules and obligations that are in conflict with the School's Code of Conduct are his/her true beliefs and commitments.
- 12.5 The religious conduct or practice must be lawful.
- 12.6 The Governing Body must consider the application and, if it is satisfied that the application is justified in terms of Constitutional principles, the application will be granted in writing.

- 12.7 When the Governing Body allows for deviations from the standard rules, such deviations must be based on core religious beliefs inherent to the religion, and it must be compulsory for the learner to comply with such beliefs.
- 12.8 The deviation must specify the extent of the exemption from the normal rules and must clearly identify the conduct that will be allowed – e.g. the wearing of a head scarf, including colours and details of design; or the wearing of a specific hairstyle or jewellery – and the conditions under which such deviation will be applicable to the learner.
- 12.9 Cultural rights will be considered in the event that they do not relate to a religion, if such cultural rights manifest in conduct of a permanent nature that is compulsory for the cultural group. This refers to cases where the removal of the cultural jewellery or mark will cause considerable pain to the learner. Normally, cultural rights are exercised through marks and expressions of a temporary nature that are justified for a specific cultural gathering. The learner must convince the Governing Body that his/her cultural rights can be exercised only through a permanent intervention.
- 12.10 Any request for a deviation from the Code of Conduct based on cultural rights must be in writing and must be based on a process similar to that contained in subparagraphs 1 to 8 above.

13. SEARCHES CONDUCTED AT SCHOOL:

Every learner has the right to privacy, which includes the right not to have his/her person or property searched or his/her possession seized. However, the principal or an educator may search learners based on his/her reasonable suspicion followed by the use of search methods that are reasonable in scope.

The principal or an educator, upon reasonable suspicion (sufficient information), has the legal authority to conduct a search of any learner or property in possession of the learner for a dangerous weapon, firearm, drugs, or harmful dangerous substance, stolen property, or pornographic material brought on to the school property. (A search may be performed in terms of the following Acts of general application: Control of Access to Public Premises and Vehicles Act, 1985, Act No. 53 of 1985; Drugs and Drug Trafficking Act 140 of 1992; Arms and Ammunition Act, 1969, Act No. 75 of 1969). During a search human dignity shall be observed and learners shall be searched in private by persons of their own gender, preferably in the presence of at least one other person. A record must be kept of the search proceedings and the outcome.

14. FREEDOM OF EXPRESSION:

Freedom of expression is guaranteed, but it is more than freedom of speech, and that the freedom of expression includes the right to seek, hear, read and wear, the freedom of expression is also extended to forms of outward expression as seen in clothing selection and hairstyles, however, more importantly, learners' rights to enjoy freedom of expression are not absolute AND vulgar words, insubordination and insults are not protected speech. When the expression leads to a material and substantial disruption in school operations, activities or the rights of others, this right can be limited as the disruption of the school is unacceptable.

Learners have the right to agreed procedures with the governing body for expressing and resolving school-related grievances, including due process, a method of appeal and a right to assemble peacefully on the school property at a time and place designated by the principal.

Issues should, as far as possible, be resolved at the school, however the disruption of the school is unacceptable.

15. SCHOOL'S DISCIPLINARY SYSTEM:

All class or other rules are to be consistent with the overall Code of Conduct, be clear and understandable and make provision for fair warnings.

The philosophy of the disciplinary system of the school is based on human dignity and on respect and consideration for others and not on fear or assault.

Every teacher is responsible for discipline and has the full authority and responsibility to correct the behaviour of learners whenever such correction is necessary. Any corrective measure or disciplinary action will correspond with and be appropriate to the offence. All learners will abide by the discipline system that has been developed to assist and guide learner behaviour in the School.

DISCIPLINE/MERIT/DEMERIT CARD:

AIM:

The aim of the system is firstly, to encourage learners to continuously do their best and in so doing, achieve their full potential. To realise this goal, the learners are rewarded in various ways and everything POSITIVE is recognized. Secondly, certain gaps in the nature of some learners can be identified which can be addressed and eventually eliminated. For this the NEGATIVE is applied.

Therefore, the emphasis is to provide incentives for positive behaviour in order to cultivate good discipline which would eventually lead to the final goal of self-discipline.

HOW DOES THIS SYSTEM WORK?

At the beginning of every school year, every learner (except those in Grade R), receives a Discipline Card. As the case may be, educators can sign their initials in a box to indicate positive behaviour or any offence. Initials will only be recorded on the negative side after repeated offences and not for a first offence unless otherwise indicated on the Code of Conduct. The emphasis is to highlight the positive. Incidents during After-Care are also considered in this process.

POSITIVE ENCOURAGEMENT:

As soon as a learner receives 4 positive entries (negatives cancelled out), the class teacher sends his/her card to the office on Thursdays to receive the next reward:

Merit Certificate, during an assembly in the school hall on Mondays. Those who receive awards on Mondays may wear casual clothes on Friday. Casual wear could be worn on a Thursday if the Friday is a fundraiser, Civvies Day, Public Holiday or class outing. During the last week of the quarter learners can wear casual clothes on the Wednesday considering the school normally closes on a Thursday and these days are normally for fundraising and Civvies Days.

THE FOLLOWING EXTRA REWARD IS OFFERED:

Upon receiving the 4th, 8th, 12th, 16th or 20th certificate, the learner will be awarded an extra Civvies Day. They can wear civvies on the Thursday also unless the Friday is a fundraiser. In that case, the extra civvies day moves to Wednesday. All these rewards are offered so that such learners can be spotlighted, their self-confidence be developed, experience the joy of receiving the awards and to encourage and motivate other learners.

DETENTIONS:

Detentions will take place during first break from Mondays to Fridays. The location is the classroom of the specific teacher who is on duty unless otherwise indicated.

The Detention Book is circulated daily at 9:30 am and should be returned to the office afterwards so that the names can be announced before the first break. The teacher on Detention Duty will get the list of names from the secretary at the beginning of the break and returns it at the end of the break. The book remains there until the next day for the 9:30 am circulation.

A notification to parents regarding the learner's detention will be sent by the teacher who gave detention. The parents must sign it and return the slip the next day. A negative entry will be made for every day that the return slip is delayed.

After four detention sessions, a learner will be required to stay for a Monday detention from 2:30 pm till 4:30 pm. For this purpose, the Detention Book will be circulated on the Wednesday before-hand. A detention notification will be sent to parents which must be signed by them and returned the very next day. A negative entry will be made for every day the return slip is delayed. In the event of the signed return slip not being returned by the Friday. If it is still not returned by the Friday, then the class teacher will contact the parent by telephone. Monday afternoon detentions take place once per quarter. If a learner does not show up for the Monday detention, he/she must sit for 2 weeks break detention.

THE FOLLOWING CRITERIA APPLIES:

As soon as a learner has four Negative entries on his / her card. Please note that Positive entries cancel Negative entries out.

Direct detention can be allocated in the following instances:

As soon as a learner wilfully disrupts a class.

Misconduct during an assembly in the school hall.

****Above-mentioned detention procedures are for non-serious cases.

DISCIPLINE PROCEDURES:

The following disciplinary steps are followed when a learner breaks the rules or fails to comply with the Code of Conduct.

1. When a learner is a repeat offender, the educator must fill in the form to be sent to the educator in charge of discipline. He/she will then handle further counselling and intervention sessions with the learner.

2. In the event of the above not helping, the learner will appear before the SBS where further serious counselling and interventions will be held.
3. If the learner's unacceptable behaviour continues, the parents will be called in for a meeting to find possible solutions.
4. If the learner's unacceptable behaviour still does not improve then the learner and parents will appear before the BHL. The BHL will then initiate further steps.

For Serious cases (Level 4 offences):

- When dangerous objects or weapons like knives etc are brought to school, they will be confiscated and the learner given a detention.
- When dangerous objects or weapons like knives etc are brought to school to hurt someone, they will be confiscated and the parents of the learner be informed immediately to fetch their child.
- A meeting with the parents, SBS and chairman of the BHL will be called to address this serious case. It may lead to a 2-day suspension. If professional help is needed, parents will be required to cover the costs.
- If any forbidden items (drugs, alcohol, marijuana etc) are brought to school and/or used, the learner's parents will be contacted immediately to fetch the learner.
- A meeting with the parents, SBS and chairman of the BHL will be called to address this serious case. It may lead to a 2-day suspension. If professional help is needed, parents will be required to cover the costs.
- If any sexual harassment / behaviour occurs, the parents will be contacted immediately to fetch the learner/s. A meeting with the parents, SBS and chairman of the BHL will be called to address this serious case. It may lead to a 2-day suspension. If professional help is needed, parents will be required to cover the costs.

16. GRADING OF OFFENCES:

Offences are graded according to the nature and degree of seriousness of the offences, of which Grade 4 offences are the most serious. See Annexure B, Table 1 for a list of the offences making up each of the Grades 1, 2, 3 and 4.

LEVEL 1

Learner infringements

- Copying of homework.
- Late arrival for class, lines, during assemblies, meetings, etc.
- Talking in class, lines, assemblies, during announcements, etc.
- Not following reasonable instructions, e.g. work not in class.
- Schoolbooks are neglected.
- General untidiness.
- Vandalism (including littering).
- Misuse and unauthorised use of school equipment (fire extinguishers, taps, alarm system, etc.)
- Leaving school/classroom without permission.
- Use of humiliating and suggestive language and signs.
- Disrespectful actions towards educators.
- Deliberate disruption of class. Eating in class, playing with cell phone, etc.
- Absence without leave/Truancy.
- Flouting of class rules.
- Inciting fighting, bullying behaviour (needling).
- Misconduct on busses to and from school

Response and Support

- **Class educator/Learning area educator** responsible for classroom management of learner behaviour (see Classroom Management).

- **Classroom rules:** a prerequisite for the management of behaviour and the application of measures (see Classroom Code of Conduct).

Peer help programmes can have a positive influence on the creation of a positive school climate and the management of learner behaviour (see Support Structures).

LEVEL 2

Learner infringements	Response and Support
• Repeated Level 1 infringements. • Disruption of class (repeated). • Racist, sexist and discriminatory comments and behaviour. • Possession and distribution of pornographic, racist, sexist material; or viewing of and/or downloading of such on any computer or cell phone at school. • Fraud (falsification of documents, cheating in examinations, etc.) • Vandalism: graffiti, writing on desks, breaking of windows, etc. • Fighting and causing injuries. • Gambling. • Smoking cigarettes and possession of cigarettes. • Falsification of document with less serious consequences. • Serious disruption of class. • Refusal to submit to corrective measures.	• EST: the school-based team and senior management team, with use of relevant advisers in the community and the EMDC's circuit team (see Support Structures). • Grade Head (see duties and responsibilities of grade head). • Parent involvement (involve parents in joint decision making about support to learner). • Development programmes for communities (get learner involved in appropriate development programme, as offered by community source). • Corrective measures (decision making by disciplinary committee). • Individual education support plan (IESP): keeping of a class report can form part of this (see Support Structures). • Educator as mentor for learners (see duties and responsibilities of educator).

LEVEL 3

Learner infringements	Response and Support
• Repeated Level 2 infringements. • Repeated serious misconduct. • Under the influence of alcohol and drugs. • Theft of a serious nature/Burglary. • Arson. • Serious vandalism. • Sexual abuse (harassment of peer learners). • Sexual misconduct (such as flashing). • Physical assault of peer learners (fighting, throwing of objects, etc.) • Sexual misconduct in which learners are the perpetrators. • Threatening of peer learners or educators. • Involvement in gang-related activities. • Disruption of school programme through rebellion and demonstrating without permission. • Trespassing on school grounds while suspension is still in effect. • Making bomb threats.	• Community service (corrective measures). • EST: the school-based team and senior management team and also relevant advisers in the community and the EMDC's multi- functional team (see Support Structures). • Parent involvement (involve parents in intervention process, (see Disciplinary Hearing). • IEDP (see Support Structures). • Development-orientated programmes (get learner involved in appropriate development programme, as offered by community source). • Educator as mentor for learners (see duties and responsibilities of educator). • Circuit team (EMDC) (see Support Structures). • Stop Crime Policy. • Drug Policy for schools for drug-related misdemeanours. • Departmental policy relating to suspension and expulsion. • School Governing Body (see Disciplinary Hearing).

LEVEL 4

Learner infringements	Response and Support
• Repeated Level 3 infringements. • Refusal to attend development-orientated programmes. • Dangerous weapons: bringing weapons onto school grounds, threatening people with weapon, deliberate assault of persons with weapon. • Possession of drugs on school grounds. • Dealing in drugs on school grounds. • Serious assault. • Learner is found guilty in crime court (immediate expulsion). • Sexual assault (rape).	• School Governing Body (see Disciplinary Hearing). • South African Police Service (SAPS) – criminal offences, such as drugs, weapons, rape, serious assault. • Parent involvement (see Disciplinary Hearing and Advice for Parents). • Social work service providers (Support services to learner and parents). • Kringspan (OBOS) – (sien Ondersteuningstrukture). • Expulsion committee (see Disciplinary Hearing).

17. DISCIPLINARY INTERVENTIONS/SUPPORT MEASURES:

17.1 The following list of interventions and corrective measures used by the School are aimed at correcting behaviour before suspension and expulsion:

A learner must be accompanied by his/her parent or a person designated by the parent at disciplinary proceedings.

Educator on duty will act as a mentor.

Negative points on demerit certificate

Repeat offence – educator will record and contact parents

Talk coaching

Detention

Meetings with parents

Meeting with SMT

Meetings with Disciplinary Committee & SGB members

Disciplinary hearing

Referral for counselling
Temporary suspension from class or School, pending disciplinary hearing
Disciplinary hearing
Tribunal hearing
Expulsion

17.2 FAILURE TO COMPLY WITH INTERVENTIONS AND CORRECTIVE MEASURES:

Failure to comply with interventions and corrective measures will lead to further interventions and may lead to the offence being categorised at a higher grade. Expulsion may be recommended for a Grade 3 and a Grade 4 offence. See Annexure B, Table 2 for a list of the possible disciplinary measures to be applied for Grade 1, 2, 3 and 4 offences respectively

17.3 SUSPENSION/EXCLUSION:

Suspension with the intent to expel a learner is part of a process to be decided by the Head of Department. The governing body may suspend a learner as a punitive measure if due process has been followed.

(A learner may not be suspended if there is no list of offences that may lead to suspension in the code of conduct) CONDUCT THAT MAY LEAD TO SUSPENSION/EXCLUSION INCLUDES, but is not limited to, the following:

- Conduct that violates the rights or safety of others,
- Fighting, assault or battery,
- Falsely identifying oneself,
- Theft or in possession of stolen property including test or examination papers prior to the writing of tests or examinations,
- Victimization, bullying and intimidation of other learners,
- Criminal behaviour of any kind, such as rape and gender-based harassment,
- Unlawful action, vandalise, defacing or destroying School property,
- Disrespectful or objectionable conduct and verbal abuse directed at teachers, other School employees or fellow learners,
- Outright defiance of lawful requests or instructions issued by persons in

- Authority,
- Indulging in harmful graffiti, racism or “hate speech”,
 - Sexual harassment or sexual assault,
 - Immoral behaviour or profanity.
 - Possessing, using, transmitting or displaying evidence of use of any narcotics, unauthorised drugs, alcohol or any other intoxicant,
 - Repeated infringements of the School rules or the Code of Conduct,
 - Knowingly and wilfully supplying false information or falsifying documentation to gain an unfair advantage at the school,
 - Possession of dangerous weapons (guns, knives and other objects which may threaten the lives of learners/teachers).

17.4 Should a learner be found guilty by a court of law for breaking the law of the Republic of South Africa, the School has the right, after a fair hearing through the Governing Body, to recommend expulsion to the Provincial Department of Education.

17.5 A tribunal hearing will be convened with a view to recommending expulsion. In such instances the recommendation for expulsion will be submitted to the Provincial Head of Education to approve the decision.

17.6 Where approval for expulsion is not granted, learners will attend counselling or the relevant life skills programme before they may return to class. Such learners will be accommodated in the exclusion room in the interim to continue with schoolwork until they have completed the series of counselling sessions or the stipulated life skills programme.

SUSPENSION OF A LEARNER BY THE PRINCIPAL:

Suspension of a Learner by the Principal or Deputy Principal as a Precautionary Measure:

The Governing Body authorises the Principal or Deputy Principals to institute suspension, as a precautionary measure, with regard to a learner who is charged with a serious misconduct offence as contemplated in section 8 of the SA Schools Act.

1. Before a learner is suspended, the learner and his/her parents must be given an opportunity to indicate why the suspension should not be considered.
2. The disciplinary proceedings must commence within one (1) week after the suspension. If the proceedings do not commence within one (1) week, approval for the continuation of the suspension must be obtained from the Head of Department.
3. This suspension will be applicable until a finding of not guilty is made or, in the case of a finding of guilty, until the appropriate sanction is announced.

A learner may not be suspended from classes or expelled from school when the code of Conduct for learners does not have the list of offences as part of the Code of Conduct.

All decisions leading to suspension or expulsion must take cognizance of applicable laws, e.g. a learner whose parent is unable to pay the school fees determined by the governing body may not be suspended from classes or expelled from the school.

Subject to any provincial law a learner may only be suspended for corrective measures by the governing body, and not by any other structure, neither the disciplinary committee, neither by the principal.

Subject to any provincial law a learner may only be referred for expulsion by the governing body, after a fair hearing conducted by the governing body and not by any other structure, neither the disciplinary committee, neither by the principal.

Subject to any provincial law a learner may only be expelled by the Head of Department.

A learner who has been expelled, or his/her parent, may appeal against the decision of the Head of Department to the Provincial Minister of Education, within the stipulated number of days set out in the South African Schools Act (Act 84 of 1996) of the decision so to expel him/her.

THE LEARNER MUST UNDERSTAND:

Learners must understand that action may be taken against them if they contravene the Code of Conduct. When action is taken against learners they should be informed why their conduct is considered as misbehaviour or misconduct.
when action is taken against learners they should be informed why they are to be disciplined or punished,

CONCLUSION:

This system is consequently applied with the emphasis exclusively on the positive. It is proven by the fact that on certain days there is no detention class as no learners were identified for it. At times when the classes are implemented, there are only a few learners who need to attend. Several Merit Certificates are issued weekly.

18. The Disciplinary Hearing :**PRESCRIBED PROCEDURE :**

The disciplinary hearing takes place according to a prescribed procedure which is based on the fundamental principles of law. The individual's right to a fair and reasonable hearing is further endorsed in Section 33 of the Bill of Rights, as included in the Constitution. These principles do not only apply to the process to be followed, but also to the way in which arguments are presented.

A learner must be accompanied by a parent.

In essence, "good cause" is established when the SGB can demonstrate that it acted fairly, reasonably, and in accordance with procedural guidelines, ensuring that proper notice was given and that any delays or absences were unjustified, the SGB may continue with proceedings in the absence of the parent or designated person by the parent.

The use of intermediaries in school-related proceedings would typically align with principles found in these broader legal frameworks, where the child's rights are prioritized. Specifically, the following conditions may allow for the use of an intermediary for an underage learner:

- An underage learner may testify with an intermediary if the child is vulnerable or likely to suffer harm without such assistance.
- The intermediary ensures the child can provide testimony in a way that is fair and non-intimidating.

- The School Governing Body (SGB) or the presiding officer has discretion to appoint an intermediary in appropriate cases, especially involving sensitive matters like abuse, trauma, or serious misconduct.

STEPS TO FOLLOW:

The following steps should be followed in the execution of the prescribed procedure for a disciplinary hearing:

INVESTIGATION INTO THE ALLEGED SERIOUS MISCONDUCT:

- An allegation of serious misconduct by a learner must be presented to the principal in writing for consideration. The allegation will then be investigated.
- The principle that a person is innocent until proven guilty will be maintained throughout by the investigator. The application of this principle is subject to the regulations of legislation and protocol as accepted by the WCED.
- Interviews with witnesses will be minuted in the interest of transparency and for the purposes of further enquiries. The maintenance of confidentiality is of the utmost importance.
- The maintenance of good discipline remains a team effort involving learners, their parents and the educators
- Witnesses may not be intimidated and/or influenced.
- Witnesses must also not be coached or prompted about what to say.
- Caution will be used where young children are involved.
- Aggressive confrontation or pressuring for a confession will be avoided.
- The alleged offender will be given the opportunity to request the support of his/her parents when it is expected of him/her to make a statement which could be incriminating.

NOTICE OF THE HEARING:

Justice means that the alleged offender must be given the opportunity to be heard and must also be given proper notice of the hearing.

- A notice about the hearing will be delivered in writing to the parents and learner five (5) workdays before the hearing.
- The notice will include information about the alleged offence, as well as information about the time, place and date of the hearing.
- The learner who has been accused will be given the opportunity to present his/her side of the matter and to call witnesses.

- In cases where a learner has, as a preventative measure, been suspended with immediate effect on the grounds of serious misconduct, the notice of the disciplinary hearing must be given seven (7) days before the hearing.

19. GRIEVANCE PROCEDURES FOR LEARNERS:

19.1 Purpose:

The purpose of this procedure is to provide learners with a structured, transparent, and fair process for raising grievances related to their treatment, learning environment, or any other issues they encounter at school.

19.2 Scope:

This procedure applies to all learners enrolled at the school and covers grievances such as:

Bullying or harassment.

Unfair treatment by teachers, staff, or other learners.

Discrimination or victimization.

Issues related to school policies or rules.

Concerns about the learning environment, such as overcrowding, lack of resources, or unsafe conditions.

19.3. Grievance Process:

Learners are encouraged to resolve issues informally if possible, but if the matter remains unresolved, the following steps should be taken:

Step 1: Informal Discussion

Approach a Teacher or Class Representative: The learner should first attempt to resolve the issue by speaking to a trusted teacher, prefect, or class representative.

Resolution: The teacher may mediate between parties and seek a fair solution. If the matter is resolved, no further action is needed.

Step 2: Formal Grievance Submission

Submit a Written Complaint: If the issue is not resolved informally, the learner may submit a written grievance to the school's Disciplinary Officer (this may be a teacher, deputy principal, or a designated staff member).

The grievance should include the details of the incident, the parties involved, and any steps already taken to resolve the issue.

Acknowledgment of Receipt: The Disciplinary Officer will acknowledge the receipt of the complaint in writing within 5 school days.

Step 3: Investigation

Investigation by the Disciplinary Officer: The school's Grievance Officer will conduct an impartial investigation. This may include:

Interviews with the learner(s) involved.

Discussions with teachers, staff members, or witnesses.

Review of any relevant documents or evidence.

Timeline: The investigation should be completed within 10 school days where possible.

Step 4: Resolution Meeting

Resolution Meeting: The learner and any relevant parties will be invited to a meeting to discuss the findings of the investigation and potential solutions. Parents or guardians may attend if necessary.

Action Taken: If the grievance is valid, appropriate action will be taken, which may include:

Disciplinary action against those responsible for any misconduct.

Changes to school policy or environment to address the concern.

Offering talk coaching or support services for affected learners.

Step 5: Written Outcome will be minted

Written Response: The learner will receive a written response detailing the outcome of the investigation and the steps taken to address the grievance.

Appeal Process: If the learner is not satisfied with the outcome, they may appeal the decision by submitting a written appeal to the school principal within 5 school days of receiving the outcome.

19.4 Appeal Process:

If the learner is unhappy with the outcome of the grievance process, they may:

Submit a Written Appeal to the Principal: The appeal should outline why the learner believes the decision was unfair or inadequate.

Review by Principal: The principal will review the appeal and may conduct further investigations or hold additional meetings with the learner and involved parties.

Final Decision: The principal will issue a final decision in writing within 10 school days of receiving the appeal.

19.5 Escalation to WCED:

If the grievance remains unresolved after the school's internal procedures have been followed, the learner or their parent/guardian may escalate the matter to the WCED by contacting the local education district office:

Submit a Formal Complaint: The complaint should include all relevant documentation and a summary of the steps taken to resolve the issue at the school level.

WCED Review: The WCED will investigate the matter and provide a resolution or guidance based on their findings.

19.6 Confidentiality:

All grievances will be handled confidentially, and only those directly involved in the investigation or resolution process will be informed. Learners will not face any form of retaliation for raising a grievance.

19.7 Support for Learners:

Counseling Services: Learners who experience emotional distress as a result of the grievance may request access to the school's counselor or support staff.

Peer Support: Prefects or student leaders may offer peer support or guidance during the grievance process.

20. DISPUTE RESOLUTION:

1. Introduction:

Dispute resolution in primary schools is essential for maintaining a positive learning environment and fostering healthy relationships among learners, teachers, and parents. In South Africa, effective dispute resolution must align with the South African Schools Act and emphasize fairness, transparency, and restorative justice.

2. Key Elements of Dispute Resolution:

2.1. Early Intervention and Prevention:

Schools should promote a culture of open communication and respectful conflict resolution to prevent disputes from escalating.

Regular conflict resolution workshops and peer mediation programs can help learners develop problem-solving skills.

2.2. Reporting Mechanisms:

Learners, teachers, and parents should have clear, accessible channels to report disputes. Reports can be made to class teachers, school counsellors/talk coach, or the principal.

Ensure confidentiality and protect the identities of those involved in disputes.

2.3. Investigation and Mediation:

Disputes must be investigated promptly and fairly by school management or a designated mediator.

Mediation should be the first step, where a neutral party helps the conflicting sides find a mutually acceptable solution.

Encourage restorative justice approaches, focusing on healing relationships rather than punishment.

3. Parental Involvement:

Engage parents or guardians in the dispute resolution process, especially for disputes involving learners, to ensure collaborative problem-solving.

4. Disciplinary Action:

If mediation fails, the school's Code of Conduct must guide disciplinary actions.

Disciplinary measures should be fair, proportionate to the dispute, and compliant with the South African Schools Act, ensuring learners' rights are respected.

5. Appeals and Escalation:

If a resolution cannot be reached at the school level, parents and learners should be informed of their right to appeal to the School Governing Body (SGB) or escalate the matter to the Department of Education.

6. Monitoring and Review:

Regularly review dispute resolution processes to ensure they are effective, fair, and up-to-date with legal requirements.

7. Conclusion:

Effective dispute resolution in primary schools promotes a harmonious environment conducive to learning. Schools must emphasize early intervention, open communication, and restorative justice to manage disputes fairly and constructively.

21. IMPLEMENTING PREVENTION, PROACTIVE ADVICE, COUNSELLING, PENALTIES, AND CORRECTIVE MEASURES IN THE SCHOOL:

21.1 Introduction:

Maintaining discipline and promoting positive behaviour in primary schools requires a balanced approach involving prevention, proactive advice, counselling (talk coach), penalties, and corrective measures. This approach supports the well-being and development of learners while ensuring a safe and productive learning environment.

21.2 Prevention and Proactive Advice:

21.2.1 Prevention:

School Rules and Policies: Clearly communicate the school's Code of Conduct and expectations to learners, parents, and staff. This helps prevent misbehaviour by setting clear boundaries.

Awareness Programs: Regularly conduct awareness campaigns on issues like bullying, cyberbullying, and respect for others. Use interactive workshops and role-playing to engage learners.

Positive Reinforcement: Promote positive behaviour by recognizing and rewarding good conduct through certificates, praise, or school awards.

21.2.2 Proactive Advice:

Life Skills Programs: Integrate life skills education into the curriculum to teach learners problem-solving, emotional regulation, and respectful communication.

Teacher Involvement: Teachers should regularly give guidance and advice to learners on handling conflicts, peer pressure, and making responsible choices.

21.3 Counselling (talk coach):

21.3.1 Individual Support:

Offer counselling (talk coach), services for learners struggling with emotional, social, or behavioural issues. School counsellors (talk coach), can help learners work through problems before they escalate into disciplinary issues.

21.3.2 Peer Support:

Implement peer-mentoring programs where older learners guide younger ones, providing them with emotional support and advice on handling school life.

21.4 Penalties:

21.4.1 Fair and Proportionate:

Penalties should be proportional to the offense and follow the school's disciplinary code. Examples include:

Verbal warnings for minor infractions.

Written warnings for repeated or moderate offenses.

21.4.2 Progressive Discipline:

Implement a system of progressive discipline, where consequences increase with repeated misbehaviour but always aim to correct, not simply punish.

21.5. Corrective Measures:

21.5.1 Restorative Justice:

Use restorative justice practices, where learners who misbehave take responsibility for their actions and work to repair any harm caused. This could include apologies, mediation sessions, or community service within the school.

21.5.2 Behavioural Intervention Plans:

For learners with persistent behaviour issues, develop individual behavioural plans with the involvement of teachers, parents, and counsellors. This plan should include clear goals and regular monitoring of progress.

This Code of Conduct is a more approachable Code of Conduct for the learners

Code of Conduct for Learners

This Code of Conduct contains provisions to outline the rights and responsibilities of Simon Van Der Stel Primary School learners. It is compiled in accordance with appropriate provisions as stipulated in the Constitution of the Republic of South Africa, 1996 ("the Constitution"), the South African Schools Act (Act 84 of 1996), ("the Schools Act"), the National Education Policy Act (Act 72 of 1996), guidelines for Codes of Conduct for learners, including appropriate regulations and provincial legislation.

Introduction:

With reference to EDUCATOR AND / OR LEARNER AND / OR PARENT / OR GUARDIAN AND / OR PERSONNEL AND / OR NON-PERSONNEL, none of the aforementioned carries more weight, at any time, than the laws of the land or the Code of Conduct as prescribed by the Education Authority. The behaviour, attitudes, actions and example set by learners, educators, personnel, non-personnel, parents/guardians, will at all times be such that it will command the respect of other learners, educators, personnel, non-personnel, parents/guardians and the community, to the benefit of the school.

Aim of the Code of Conduct:

The aim of the Code of Conduct is to establish a disciplined and goal-oriented environment, dedicated to the promotion and maintenance of the learning process.

This aim can be set out as follows:

1. The creation of a safe and positive environment where learners can learn and develop
2. The creation of a positive behaviour culture within which learners direct their behaviour
3. To promote positive discipline
4. To promote and learn self-discipline

5. To foster and preserve exemplary behaviour traits

Learners and their parents must familiarize themselves with the Code of Conduct, other policies and provisions of the school. As soon as learners are enrolled at the school, they will be subject to the Code of Conduct and they should strictly abide by it. In the event of learners transgressing or ignoring the Code of Conduct, appropriate disciplinary procedures for learners, will be initiated. The Code of Conduct makes provision for the rights of the individual while **recognizing the rights of the group**.

<u>Uniform</u> <u>Summer</u>	
<u>GIRLS:</u> Gray Skirt White Short-sleeve shirt with pocket school badge Black shoes White ankle socks Black sleeveless/long-sleeve jersey with the embroidered school badge is permitted during the summer months	<u>BOYS:</u> Gray short pants or long trousers White Short-sleeve shirt with pocket school badge Black shoes Long gray socks Black sleeveless/long-sleeve jersey with the embroidered school badge is permitted during the summer months.

<u>Uniform</u> <u>Winter</u>	
<u>GIRLS:</u> Gray Skirt / long pants Black stockings/tights with the skirt Black shoes Grey socks with the long pants White long-sleeve shirt School tie Official school jersey(sleeveless/long-sleeve) with embroidered school badge Official school windbreaker with embroidered school badge	<u>BOYS:</u> Gray Short / long pants Long Gray socks Black shoes White long-sleeve shirt with pocket school badge School tie Official school jersey (sleeveless/long-sleeve) with embroidered school badge Official school windbreaker with embroidered school badge
<u>Sportswear</u>	
Sportswear is compulsory when learners represent the school at sports events	

<u>SWIMMING</u>	
<u>GIRLS:</u> Orange swimming cap and black full body swimsuit	<u>BOYS:</u> Orange swimming cap and black swimming trunks
<u>ATHLETICS - Inter-House</u>	
<u>GIRLS:</u> Orange Team: white t-shirt and black shorts/school shorts/sports tights Yellow Team' black t-shirt and black shorts/sports tights	<u>BOYS:</u> Orange Team: white t-shirt and black shorts/school shorts/sports tights Yellow Team' black t-shirt and black shorts/sports tights
<u>ATHLETICS - Inter - School</u>	
<u>GIRLS:</u> Vest supplied by the school and black shorts/sports tights	<u>BOYS:</u> Vest supplied by the school and black shorts/sports tights
<u>NETBALL and RUGBY</u>	
<u>GIRLS' NETBALL:</u> Black t-shirt, school shorts and sport shoes	<u>BOYS' RUGBY:</u> Black rugby jersey and black rugby shorts provided by the school
<u>TENNIS, MINI-CRICKET AND CRICKET</u> White sport clothes and sports shoes	
<u>CHESS</u> Full School Uniform	
<u>SPORT CLOTHES DURING EXERCISES</u> During exercises, learners can wear any old sportswear. Swimming practices require full body swimming costume (girls) and swimming caps.	
<u>GAME DAYS</u> On game days, learners can dress in their school tracksuit or school sportswear.	

A. RESPECT AND COURTESY			
RULE	LEVEL OF OFFENCE	CONSEQUENCE IN THE EVENT OF AN OFFENCE	INTERVENTION
<i>RESPECT TOWARDS FRIENDS:</i>			
1. Show respect towards friends and their rights irrespective of their race, religion, language, gender, socio - economic background or sexual orientation.	4	2 Detentions	Educator on duty will act as a mentor. Discussions with counselor.
2. Greet courteously and be friendly.			Educator on duty will act as a mentor.
3. You are not allowed to steal	4	3 Detentions	Educator on duty will act as a mentor. Item needs to be replaced or returned. Meeting with parents
4. Display self-control. Show tolerance.	2	Negative point	Educator on duty will act as a mentor.
5. Keep away from any behaviour aimed at harming the physical, spiritual and moral well-being of any other learner or which can lead to it. NO BULLYING will be tolerated.	4	2 Detentions	Educator on duty will act as a mentor Repeat offence - follow disciplinary procedures.
6. Any sexual contact or inappropriate physical contact between learners within the perimeter of the school or any other place where they may be identified as learners of our school, is strictly prohibited.	6	4 Detentions	Meeting with parents. Follow disciplinary procedures. Counseling as prescribed by the school administration.
<i>RESPECT TOWARDS EDUCATORS:</i>			
1. Give your full cooperation and behave courteously in the presence of educators at all times.	4	2 Detentions	Educator on duty will act as a mentor Repeat offence - follow disciplinary procedures.
2. Accept authority and discipline policy.	3	Detention	Meeting with parents.

			Counseling as prescribed by the school administration, if necessary. Repeat offence - follow disciplinary procedures.
3. Under no circumstances are you allowed to raise your voice at educators.	5	3 Detentions	Meeting with school administration. Repeat offence - follow disciplinary procedures.
4. Refrain from actions which would be seen as dishonourable and rebellious.	3	Detentions	Educator on duty will act as a mentor. Repeat offence - follow disciplinary procedures.
5. Obey all rules as stipulated in the Code of Conduct, including class rules and instructions issued by class teachers and or other staff members.	2	Negative point	Educator on duty will act as a mentor. Repeat offence - follow disciplinary procedures.

RESPECT TOWARDS PERSONNEL, NON-PERSONNEL, PARENTS AND VISITORS: Behave courteously, show respect, greet and be friendly.	2	Negative point Detention for disrespectful behaviour.	Educator on duty will act as a mentor. Repeat offence - follow disciplinary procedures.
RESPECT FOR THE ENVIRONMENT AND SCHOOL FACILITIES:			
1. Keep the environment, inside and outside, clean and keep school buildings, furniture, facilities clean and tidy.	2	Negative point	Educator on duty will act as a mentor. Repeat offence - follow disciplinary procedures.
2. No vandalism will be tolerated.	4	2 Detentions	Educator on duty will act as a mentor. Repeat offence - follow disciplinary procedures.
3. Under no circumstances may the property of educators be damaged.	4	2 Detentions	Repair of damage or replacement by the concerned party.

OBEDIENCE OF ORGANIZATIONAL AND BEHAVIOURAL RULES AND REGULATIONS: Obey all rules as stipulated in the Code of Conduct and accept responsibility for actions.			Depending on the type of offence.
<u>BEHAVIOUR RULES</u>			
1. Learners' behaviour will exemplify them as good ambassadors to the school at all times.	3	Detention	Educator on duty will act as a mentor.
2. Learners will refrain from any behaviour which would bring the school, the staff or their fellow learners into disrepute while they are in school uniform or dressed in any part of it which might tie them to the school, albeit directly or indirectly as participants, supporters, helpers, spectators, visitors to public places or users of public transportation.	1/2/3/4	1 – 3 Detentions, depending on the offence.	Depending on the type of offence. Follow disciplinary procedures.
3. Learners may not use any writing tools to make scratch marks on any part of their own bodies or that of fellow learners. Tattoos are prohibited.	2	Negative point	Educator on duty will act as a mentor.
4. The use of cell phones and other electronic devices during school hours or on the school premises is prohibited unless the educator is applying it for educational purposes.	2	Negative point	Cell phone or device will be confiscated and kept in the school safe for 1 week (at owner's risk). Parents will be informed.
5. During school hours, learners may not eat or drink in any class rooms, the corridors, the library or computer centre, without permission.	2	Negative point Repeat offence – detention.	Educator on duty will act as a mentor.
6. Chewing gum during school hours is prohibited.	2	Negative point Repeat offence – detention.	Educator on duty will act as a mentor.

7. Learners may drink water from a sealed container/bottle.			
8. Smoking/vaping is prohibited as well as the possession of, the use of or the distribution of tobacco products, liquor, any other alcoholic products or drugs on the school premises or during any school activity or when learners appear in their school uniforms or when they attend any school functions are all prohibited.	7	Possible suspension / expulsion.	Meeting with parents. Follow drug/alcohol abuse policy.
GENERAL RULES i.r.o SCHOOL UNIFORMS			
RULE	LEVEL OF OFFENCE	CONSEQUENCE IN THE EVENT OF AN OFFENCE	INTERVENTION
1. Compulsory uniform rules must be followed strictly.	1	Verbal warning followed by a negative point. Detention if no improvement unless arrangement between parent and educator.	Educator on duty will act as a mentor.
2. ALL clothing items MUST be properly marked with the learner's full name and surname (not just the initials). Unclaimed clothes not properly marked will be sold.	1		
3. <u>Please note the following:</u> Clean shoes, clean and short nails No shirts hanging out. Ties knotted properly. NO jewellery – small rings or stud earrings only (gold/silver for girls) are allowed.	1	Verbal warning followed by a negative point. Detention if no improvement.	Educator on duty will act as a mentor.

4. Hair: Boys' ears must be open. No hair over the shirt collar or in their eyes. Girls' hair must be tied up or braided if long enough. Only black elastics, black ribbons or "scrunchies" are allowed. Hair may not be coloured or have hair streaks.	2	Negative point	Educator on duty will act as a mentor. The learner will be given one week to re-colour the hair to its original colour.
5. School badge: Only that which is approved and provided by the school may be worn.			Educator on duty will act as a mentor.
6. Wearing the full school uniform during excursions and on sport days unless otherwise specified by the educator.	2	Negative point	Educator on duty will act as a mentor.
7. Sport: Learners are required to leave the school premises in their full uniform or official school tracksuit, unless they leave in their own private car	2	Negative point	Educator on duty will act as a mentor.
8. Wearing color t-shirts or t-shirts with slogans/printing under the school shirt or tracksuit is prohibited. Only official school t-shirts, white vests or plain white/black t-shirts are allowed.	2	Negative point Repeat offence – detention.	Educator on duty will act as a mentor.

GUIDELINES i.r.o. DRESSCODE ON CIVVIES DAY and BIRTHDAYS

Smart and tasteful casual-wear is permitted on Civvies Days. We want learners to feel special on their birthdays and therefore they are allowed to dress in casual clothes. The idea being for them to stand out so everyone recognises that it's their birthday and will wish them. We emphasise smart, tasteful casual wear.

RULE	LEVEL OF OFFENCE	CONSEQUENCE IN THE EVENT OF AN OFFENCE	INTERVENTION
1. Girls may wear long pants or knee-length pants. Spandex or tights have to be covered with a long	2	Negative point	Educator on duty will act as a mentor.

shirt/blouse.			
2. Mini's and shorts are allowed but may not be shorter than the upper leg in a standing position.	2	Negative point	Educator on duty will act as a mentor. Parents will be contacted to bring appropriate clothing to school or the learner will be required to borrow sportswear from the school's clothing bank for the day.
3. Girls may wear jewellery - boys are prohibited.	2	Negative point	Educator on duty will act as a mentor.
4. Girls' hair may not be over their eyes. Hair accessories are permitted.	2	Negative point	Educator on duty will act as a mentor.
5. Sleeveless t-shirts for boys are allowed but not the wide cut-out vest type.	2	Negative point	Educator on duty will act as a mentor. Parents will be contacted to bring appropriate clothing to school or the learner will be required to borrow sportswear from the school's clothing bank for the day.
6. Barefeet and flip-flops are allowed.			
7. Halternecks and spaghetti strings are allowed for the girls but their tops must cover front and backs completely.	2	Negative point	Educator on duty will act as a mentor. Parents will be contacted to bring appropriate clothing to school or the learner will be required to borrow sportswear from the school's clothing bank for the day.
8. Tasteful make-up and nail polish are permitted for the girls.			
HOUSE RULES			
RULE	LEVEL OF OFFENCE	CONSEQUENCE IN THE EVENT OF AN OFFENCE	INTERVENTION
Rows and Corridors:		Negative point	Educator on duty will act as a mentor.

1. Flag Parade: Personnel on duty leads the way. Learners stand to attention. Rows to be straight and neat at all times.	2		
2. Instructions from learner leaders/prefects must be obeyed.	2	Negative point	Educator on duty will act as a mentor.
3. Latecoming to the lines will not be tolerated.	2	Negative point	Regular lateness – follow late-coming policy.
4. Prefects will accompany classes assigned to them until they reach the classroom and supervise.			
5. No talking or running is allowed.	2	Negative point	Educator on duty will act as a mentor.
6. Always walk on the left side of the stairs and the corridors and keep school bags away from the walls. No steps may be skipped.	2	Negative point	Educator on duty will act as a mentor.
7. Absolute silence is expected once the bell for line-up has sounded.	2	Negative point	Educator on duty will act as a mentor.
8. Learners line up in rows after the breaks. Learners doing sport must wait for the educators in line before they can dismiss.	2	Negative point	Educator on duty will act as a mentor.
BEHAVIOUR DURING CLASS CHANGES			
RULE	LEVEL OF OFFENCE	CONSEQUENCE IN THE EVENT OF AN OFFENCE	INTERVENTION
1. Learners are required to move quickly and in single file from one classroom to the next.	1	Verbal warning	Educator on duty will act as a mentor.
2. Gathering and chatting in groups or visits to cloakrooms during class changes are not allowed.	2	Negative point	Educator on duty will act as a mentor.
3. A class must change over from one room to the next within 5 minutes. Learners who are late without a valid excuse will receive a negative entry	1	Negative point	Educator on duty will act as a mentor.

on the discipline chart.			
4. The rule of 'keep left and pass on the right' must be applied.	2	Negative point	Educator on duty will act as a mentor.
5. The following actions are prohibited during class change-overs:			
Shoving and tripping of passing learners.	2	Negative point	Educator on duty will act as a mentor.
Opening and hiding school bags of other learners.	3	Detention	Educator on duty will act as a mentor.
Running during change-overs.	2	Negative point	Educator on duty will act as a mentor.
Playing with objects including rugby-, tennis-, soccer balls etc.	2	Negative point	Educator on duty will act as a mentor.
6. Learners enter their next classroom immediately if it is vacant or line up neatly outside.	2	Negative point	Educator on duty will act as a mentor.
7. Leave room for other learners to pass.	2	Negative point	Educator on duty will act as a mentor.
8. Learners sit down immediately and take out their books, No walking around or playing in the classroom. After the 5-minute change-over period, learners are expected to be quiet and ready to start the next lesson.	2	Negative point	Educator on duty will act as a mentor.
<u>SCHOOL GROUNDS:</u>			
1. No vehicles with wheels may be used by learners.	2	Negative point	Educator on duty will act as a mentor.
2. Ball games and running games are only allowed on the rugby field except netball.	2	Negative point	Educator on duty will act as a mentor.
3. Climbing trees, climbing or riding wire and other fences and gates are not permitted.	2	Negative point	Educator on duty will act as a mentor.
4. No one is allowed at the pool at any time, without the supervision of an adult.	4	2 Detentions	Educator on duty will act as a mentor.
5. No learners are allowed on the tennis courts without permission. Sports shoes are a must.	2	Negative point Repeat offence - detention	Educator on duty will act as a mentor.
6. No learners are allowed to play in or near the	3	Detention	Educator on duty will act as a mentor.

canal.			
7. Playing on the scrum machine or with the tug-of-war apparatus is prohibited.	3	Detention	Educator on duty will act as a mentor.
8. Littering of papers and food anywhere is not allowed.	2	Negative point	Educator on duty will act as a mentor.
9. Playing in the square near the hall and in between the cars is not permitted.	2	Negative point	Educator on duty will act as a mentor.
10. No one is allowed to leave the school grounds during school hours without the permission of the school principal. The playing area on the field stretches from the tennis courts up to the tug-of-war apparatus.	4	2 Detentions	Educator on duty will act as a mentor. Repeat offence - follow disciplinary procedures.
11. If parents are picking up any child during school hours, the child must wait at the reception office to be signed out. Prior arrangements in this regard must be made by parents concerned.			
12. All dangerous toys and games are forbidden.	3	1/2/3 detentions (Depending on the game or toy)	Educator on duty will act as a mentor. Repeat offence - follow disciplinary procedures.
13. No obscene language and reading materials or any form of pornography are permitted on the school property.	4	2 Detentions	Educator on duty will act as a mentor. Meeting with parents.
14. Complete release from any sporting activity is only allowed upon the presentation of a doctor's certificate.	2	Negative point	Educator on duty will act as a mentor. Repeat offence – meeting with parents.
15. No opening of and scratching in the school bags, sport bags or pencil bags of others is permitted.	3	Detention	Educator on duty will act as a mentor. Repeat offence - follow disciplinary procedures.
16. Any complaints during the breaks must be reported to the educators on duty.			

17. No unauthorized entry onto the school property is permitted.	3	Detention	Educator on duty will act as a mentor.
18. Be courteous to visitors at all times and show them the way to the office.	2	Negative point	Educator on duty will act as a mentor.
<u>ELECTRONIC GATE:</u>			
1. No child is allowed at any side of the gate. It is only used for access by motor vehicles. All learners must use the pedestrian gate.	2	Negative point	Educator on duty will act as a mentor. Repeat offence - follow disciplinary procedures.
2. Learners are dropped off and picked up around the circle. No vehicles except those of educators and of visitors with specific appointments are allowed on the school premises. The gate will be closed at all times to ensure the safety of all our children	2	Negative point Repeat offence - detention	Educator on duty will act as a mentor. Repeat offence - follow disciplinary procedures.
3. Parents are not allowed to be among learners on the school grounds. (Greet your child and move along – parking and jamming the traffic around the circle is a huge problem).			
4. On rainy days, the gate will be open to allow cars to drive onto the school grounds at drop off and pick up times.			
5. During the different dismissal times of learners, the pedestrian gate will be open.			
6. The motorised gate will therefore be locked during the school day as well as during after-care times.			
7. After-care learners also leave through the pedestrian gate and they are also picked up at the circle.	2	Negative point	
8. After school hours, only the after-care learners are		Negative point	

allowed inside the school grounds. Those not in after-care and those who do not use public transport, have to wait outside at the circle for pick up.	2		
9. A sign-in register is kept with the guard at the gate. All visitors must sign in before entering the school property.			
<u>BUSSES/TRAINS</u> The following rules apply to those using the school bus, hired busses, public busses and trains:			
1. No leaning/hanging out of the windows.	3	Detention	Educator will act as a mentor. Repeat offence - follow disciplinary procedures.
2. No remarks aimed at members of the public.	3	Detention	Educator will act as a mentor. Repeat offence - follow disciplinary procedures.
3. No foul language is allowed.	3	Detention	Educator will act as a mentor. Repeat offence - follow disciplinary procedures.
4. Spitting and throwing objects out of windows are not allowed.	4	2 Detentions	Educator will act as a mentor. Repeat offence - follow disciplinary procedures.
5. The bus should be left in a clean condition after use.	2	Detention	Educator will act as a mentor. Repeat offence - follow disciplinary procedures.
6. Fighting or behaviour which might lead to it, is NEVER allowed.	3	2 Detentions	Educator will act as a mentor. Meetings with school counselor

<u>SCHOOL BUILDINGS:</u>			
1. No learners are allowed inside the school buildings or classrooms during or after school or during breaks unless they have special permission or if they are visiting the school library during breaks.	2	Negative point	Educator on duty will act as a mentor.
2. On rainy days, learners proceed directly to their classrooms and remain in the corridor in front of their classes. Learner Counsel and educators on duty, monitor the corridors.	2	Negative point	Educator on duty will act as a mentor.
3. Graffiti and scratching on writing-boards, desks, walls, doors, stairwells and toilets are NOT allowed. If school property is damaged, the parent/s responsible will be held liable for the costs of repairs.	4	2 Detentions	Educator on duty will act as a mentor. Repeat offence - follow disciplinary procedures.
4. The school buildings must be kept neat and tidy at all times.	2	Negative point	Educator on duty will act as a mentor.
5. No learners are allowed in the school hall without adult supervision.	2	Negative point	Educator will act as a mentor.
6. Eating inside the school building is not allowed except if permission was granted.	2	Negative point	Educator will act as a mentor.
7. Learners use only the learners' entrance and exit doors and not the main entrance.	2	Negative point	Educator will act as a mentor.
<u>TOILETS AND CLOAK ROOMS:</u>			
1. Walking through the toilets is not allowed	2	Negative point	Educator will act as a mentor.
2. No eating or drinking is allowed in the toilets or the cloak rooms.	2	Negative point	Educator will act as a mentor.
3. Loitering, running and playing in the toilets and	2	Negatiewe punt	Educator will act as a mentor.

cloak rooms are not allowed.			
4. Cloak room and toilet rules must be obeyed at all times.	2	Negative point	Educator will act as a mentor.
5. Learners are only allowed to use the bottom toilets.	2	Negative point	Educator will act as a mentor.
6. Unhygienic behavior.	4	3 Detentions	Educator will act as a mentor.
<u>TOILET RULES:</u>			
<u>BOYS:</u> 1. Stand on the step in front of the urinal.			
2. Do not step on the disinfectant blocks..	2	Negative point	Educator will act as a mentor.
3. Do not stand on the toilet seats.	3	Detention	Educator will act as a mentor.
4. Only use toilet paper in the toilet bowl.	3	Detention	Educator will act as a mentor.
5. Use toilet paper sparingly.			
6. Do not throw the toilet roll in the toilet bowl. .	3	Detention	Educator on duty will act as a mentor.
7. Only one person per toilet cubicle is allowed	2	Negative point	Educator on duty will act as a mentor.
8. WASH YOUR HANDS after using the toilet.			

<u>TOILET RULES:</u>			
<u>GIRLS:</u>			
1. Do not stand on the toilet seats.	3	Detention	Educator will act as a mentor.
2. Only use toilet paper in the toilet bowl.	3	Detention	
3. Use toilet paper sparingly.			
4. Do not throw the toilet roll in the toilet bowl.	3	Detention	Educator will act as a mentor.
5. Only one person per toilet cubicle is allowed	2	Negative point	Educator will act as a mentor.

6. Only the senior girls may use the senior toilets.			
7. Please use the sanitary bin when necessary.			
8. WASH YOUR HANDS after using the toilet.			
SAFETY RULES LEARNERS MAY NOT.....			
RULE	LEVEL OF OFFENCE	CONSEQUENCE IN THE EVENT OF AN OFFENCE	INTERVENTION
1. Apply chalk for marking lanes.			
2. Repair or fiddle with electrical equipment.			
3. Replace globes or tube lights.			
4. Step on extension chords/cables or kick against them.			
5. Use or carry a guillotine.			
6. Work in a tuckshop/stall without supervision if there is a stove or refrigerator present.			
7. Pull chairs away or from underneath anyone who is about to sit.	4	2 Detentions	Educator on duty will act as a mentor. Repeat offence - follow disciplinary procedures.
8. Operate a lawnmower or weed eater or play in the area where such machine is being used.			
9. Bring matches or lighters to school.	2	Negative point	Educator on duty will act as a mentor. Repeat offence - follow disciplinary procedures.
10. Bring crackers, fireworks, detonators or fuses to school.	4	2 Detentions	Educator on duty will act as a mentor. Repeat offence - follow disciplinary procedures.

11. Bring any sharp objects, knives, pocket knives or firearms to school.	6	4 Detentions	Educator uses discretion and acts as a mentor. Repeat offence - follow disciplinary procedures.
12. Play on or near the school's compost heap.	2	Negative point	Educator on duty will act as a mentor.
13. Throw stones on the school grounds.	5	3 Detentions	Educator on duty will act as a mentor. Repeat offence - follow disciplinary procedures.
14. Fight on the school grounds.	5	3 Detentions	Educator on duty will act as a mentor. Repeat offence - follow disciplinary procedures.
15. Trip other learners.	2	Negative point	Educator on duty will act as a mentor.
16. Bring dogs or any other animal to school without permission.	2	Negative point	Educator on duty will act as a mentor. Call parents to fetch the animal.
17. Play in the canal.	3	Detention	Educator on duty will act as a mentor. Repeat offence - follow disciplinary procedures.
18. Be in possession or use any dangerous weapons or drugs.	4-7	2 or more detentions or Suspension/expulsion	The principal or his/her delegate have the authority according to Article 8A of Act 84 of 1996 to search any learner or group of learners (including their property) for any dangerous object, illegal drugs or to have them tested for drugs, should there be a fair and reasonable suspicion.
<u>GENERAL RULES – CLASSROOMS AND SCHOOL GROUNDS</u>			
RULE	LEVEL OF OFFENCE	CONSEQUENCE IN THE EVENT OF AN OFFENCE	INTERVENTION

1. Writing or scratching on the desks are not allowed	4	2 Detentions	Educator on duty will act as a mentor. Repeat offence - follow disciplinary procedures.
2. Cases must always be in a row next to the desks. Sportsbags under the desks are not allowed. Educators in the Foundation Phase can apply their own suitable rules.			
3. Keep the floor clean especially near to and around the dustbin. Papers under the desks or on the floor are not allowed.	2	Negative point	Educator on duty will act as a mentor.
4. Learners do not have the right to scribble on the writing boards unless directed by an educator.	2	Negative point	Educator on duty will act as a mentor.
5. Homework Books / Message Books should be kept up to date on a daily basis.	2	Negative point	Educator on duty will act as a mentor.
6. Always pay attention and give your full cooperation. No letters in which others are insulted or where derogatory remarks about others are made, are allowed. This is considered to be a form of bullying.	3	Detention	Educator on duty will act as a mentor.
7. Be honest at all times. No telling of lies, forging of signatures, copying homework or copying during examinations/tests are allowed.	4	2 Detentions	Verwittig ouers/gesprek met ouers. Opvoeder tree op as mentor.
<u>BOOKS:</u>			
1. Scribbling in books is not allowed.	2	Negative point	Educator on duty will act as a mentor.
2. Use only a pencil to underline in a textbook.	2	Negative point	Educator on duty will act as a mentor.
3. All books should be handled with respect.	2	Negative point	Educator on duty will act as a mentor.
<u>DISCIPLINE:</u>			
		Negative point	Educator on duty will act as a mentor.

1. Raise your hand to answer. Do not shout out the answers and do not snap your fingers.	2		
2. No walking around in the classroom. Ask the educator for permission to leave your seat.	2	Negative point	Educator on duty will act as a mentor. Repeat offence - follow disciplinary procedures.
3. Absolute silence must be maintained in the classroom except during groupwork when learners are allowed to discuss.	1	Warning Negative point	Educator on duty will act as a mentor. Repeat offence - follow disciplinary procedures.
4. Toilets are to be visited during the breaks. Toilet visits in between breaks are only allowed at the educator's discretion.	1	Warning Negative point when without permission	Educator on duty will act as a mentor. Repeat offence - follow discipline procedures.
5. When a visitor enters the classroom, all learners should rise, greet, sit down immediately and quietly carry on with work.			
6. When another educator enters the room, the greeting is done with a hand signal and learners carry on quietly with work.			
7. Whenever the whole class leaves a room, they should walk quickly in neat rows under the supervision of the educator.			
8. No objects are to be thrown around in the classroom.	2	Negative point	Educator on duty will act as a mentor. Repeat offence - follow discipline procedures.
9. Learners are only sent on errands during class time at the highest priority level. Definitely not in pairs.			
10. Chewing gum is forbidden.	3	Negative point	Educator on duty will act as a mentor.
11. No learner has the right to disrupt the class during lesson time.	3	Detention	Educator on duty will act as a mentor. Repeat offence - follow discipline procedures.

12. No toys may be used in the classroom. Safe toys may be brought during breaks or after school, but at own risk.			
13. Dangerous toys or dangerous objects are not allowed in the classroom.	4	2 Detentions	Follow discipline procedures.
14. Physical contact like shoving or tripping etc are forbidden in the classroom.	2	Negative point or detention	Educator on duty will act as a mentor. Repeat offence - follow discipline procedures.
15. Fighting in the classroom is forbidden.	5	3 Detentions	Educator on duty will act as a mentor. Repeat offence - follow discipline procedures.
16. Lies.	4	2 Detentions	Educator on duty will act as a mentor.
<u>COURTESY:</u>			
1. Adults and ladies/girls always proceed first.			
2. Always greet and be friendly. Treat each other respectfully.			
<u>ORDERLY RULES / RULES BY ORDER</u>			
RULE	LEVEL OF OFFENCE	CONSEQUENCE IN THE EVENT OF AN OFFENCE	INTERVENTION
1. Learners must arrive on time for school. Whenever a learner is late, he/she must report to the office. It is advisable that learners arrive 10 minutes ahead of time.	1	Warning. Afterwards a negative point is awarded.	Educator on duty will act as a mentor. Repeat offence – educator will record and contact parents.
2. Cellphones may only be used with the permission of an educator and is brought to school at the owner's risk. The class teacher will collect	2	Negative point	Educator on duty will act as a mentor.

cellphones in the mornings, lock them up and distribute them again in the afternoons.			Repeat offence – the cellphone will be confiscated and kept in the school safe for a week.
3. Learners must refrain from bringing valuable items to school especially large sums of money. (Except School Fees).			
4. All clothing items must be clearly marked so that lost clothes can be returned. The school accepts no liability for items which cannot be found.			
5. No stickers and/or slogans of any kind are allowed on school cases, on books or the individual's body	2	Negative point	Learner will remove the slogans/stickers.
6. Sport practice sessions must be attended faithfully. Excuses must be submitted in writing or telephonically to the educator concerned.	2	Negative point	Educator on duty will act as a mentor. Repeat offence – educator will record and contact parents.
7. Learners must hand in a written note from parents or a doctor's certificate after any absence.	2	Negative point	Educator on duty will act as a mentor. Repeat offence – educator will record and contact parents.
<u>EXAMINATION RULES</u>			
RULE	LEVEL OF OFFENCE	CONSEQUENCE IN THE EVENT OF AN OFFENCE	INTERVENTION
1. Focus your attention on your own work at all times.	2	Negative point	Educator on duty will act as a mentor. Repeat offence - follow discipline procedures.
2. Use your own writing tools.	2	Negative point	Educator on duty will act as a mentor.
3. No talking especially when you have your answer	3	Detention	Follow irregularity procedures

sheets.			
4. All examination question papers are handed in. Do not scribble on them.	2	Negative point	Educator on duty will act as a mentor.
5. Look in front of you at all times.	2	Negative point	Educator on duty will act as a mentor.
6. No school work is allowed on your desk while you still have your answer sheets with you.	3	Detention	Follow irregularity procedures
7. Raise your hand if you have a question.	2	Negative point	Educator on duty will act as a mentor.
8. Under no circumstances is it allowed to eat in the examination room.	2	Negative point	Educator on duty will act as a mentor.
9. No one is allowed in the examination room before, after school or during breaks.	2	Negative point	Educator on duty will act as a mentor.
10. Keep the area around your desk clean.	2	Negative point	Educator on duty will act as a mentor.
11. Make sure that you visit the toilet before school or during the breaks. You may only leave the examination room in exceptional cases.			
12. Daar word nie in die lokaal rondgeloop nie.	2	Negative point	Educator on duty will act as a mentor. Repeat offence - follow discipline procedures.
13. Instructions issued by educators are obeyed at all times.	2	Negative point	Educator on duty will act as a mentor. Repeat offence - follow discipline procedures.
14. Under no circumstances are cellphones allowed in the examination room.	2	Negative point	Educator on duty will act as a mentor. Repeat offence - follow discipline procedures.
15. Anyone who is absent during the examination must hand in a medical certificate.	2	Negative point	Educator on duty will act as a mentor. Repeat offence – educator will contact parents.
16. Writing and sending of little notes in the examination room is not allowed.	3	Detention	Follow irregularity procedures
17. Dishonest during exams.	5	3 Detentions	Educator on duty will act as a mentor.

AFTER-CARE RULES

NB: All school rules apply to the After-care.

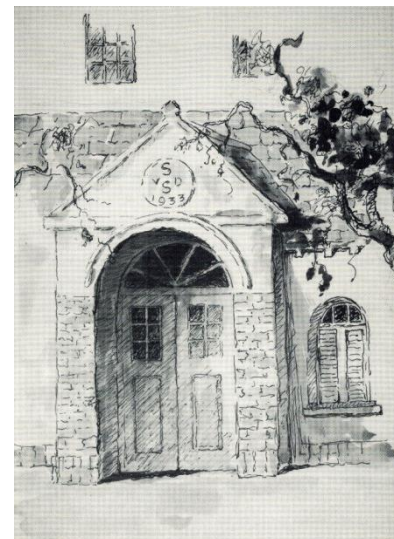
RULE	LEVEL OF OFFENCE	CONSEQUENCE IN THE EVENT OF AN OFFENCE	INTERVENTION
1. After-Care learners may not play in the toilets at all.	2	Negative point	After-Care personnel act as mentor.
1. After-Care learners are not allowed to write/scribble on the walls.	3	Detention	After-Care personnel act as mentor. Repeat offence - follow discipline procedures.
3. May not leave the school grounds during after-care hours unless accompanied by an adult	3	Detention	Contact with parents.
4. Learners who are not registered with after-care must wait outside the school gate. These learners are also not allowed to play on the rugby field after school has dismissed.	2	Negative point	After-Care personnel act as mentor. Repeat offence - follow discipline procedures.

COVID-19 RULES

NB: All school rules also apply to the Aftercare.

RULE	LEVEL OF INFRINGEMENT	PENALTY IF RULE IS BREACHED	INTERVENTION
1. Remove mask.	1	Warning	Educator acts as mentor.
2. Remove mask for the 2 nd time.	2	Negative entry	Educator acts as mentor. Repeated violation – follow disciplinary procedure.
3. Deliberately bumping into other learners or deliberately not maintaining a safe distance.	1	Warning	Educator acts as mentor. Repeated violation – follow disciplinary procedure.
4. For the 2 nd time deliberately bumping into other learners or deliberately not maintaining a safe distance.	2	Negative point	Aftercare staff acts as a mentor. Repeated violation – follow disciplinary procedure.

LEVELS OF DETENTION	
LEVEL 1	Warning
LEVEL 2	Negative
LEVEL 3	1 Detention
LEVEL 4	2 Detentions
LEVEL 5	3 Detentions
LEVEL 6	4 Detentions
LEVEL 7	Suspension for a number of days



Conclusion:

A well-rounded approach that combines prevention, proactive advice, counselling (talk coach), penalties, and corrective measures fosters a positive school culture. By focusing on early intervention, guidance, and support, primary schools can ensure learners grow in a disciplined and respectful environment while correcting misbehaviour constructively.

L.L. HEFER
Principal

JANUARY 2025

T. VALENTYN
Chairperson: SGB

Acknowledgment Slip

I, the undersigned, parent/guardian of the child(ren) listed below, hereby confirm that I have received and understand Simon van der Stel Primary School's Code of Conduct for Learners. I will make every effort to ensure my child(ren) adhere to the guidelines outlined in the Code of Conduct and will retain it for the duration of their enrolment at Simon van der Stel Primary School.

Parent/Guardian Name: _____ Parent/Guardian signature: _____

Name(s) of Child(ren): _____ Grade(s): _____

Date: _____