

Glenstantia Primary School



Learner Code of Conduct and Discipline Policy

Date approved	4 August 2021	Date Policy will take effect	5 August 2021	Date of next review	Annually
Developed by	Policy Development and review Committee (PDRC) of the School Governing Body (SGB)				
Approved by	School Governing Body (SGB)				
Responsible Body	School Governing Body (SGB)				
Supporting documents, procedures and forms for this policy	National Education Guidelines on Code of Conduct for Learners National Regulations for Safety Measures at Public Schools National Policy on Management of Drug Abuse by Learners National Guidelines on School Uniforms				
References and Legislation	South African Schools Act 84 of 1996 The Constitution of the Republic of South Africa (1996) National Education Policy Act 27 of 1996				
Scope	Learners				
Expiry date of policy	This policy remains in force until replaced by a policy revised and approved by the SGB.				

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1. INTRODUCTION

It is primarily the responsibility of parents / guardians to discipline their children. The school disciplines learners as part of guiding them to take their place in the community and in the broader society as responsible citizens.

Our school considers each child a unique individual that actualises his/her positive personality traits. Because these possibilities can only be realized in the presence of an adult educator and other learners, it is of decisive importance that this intervention is done in an orderly and well managed educational climate. If, by reason of encumbrance of one learner on another, the child will later be unable to realize his/her possibilities fully which will have a detrimental effect on the child's later development. This policy serves thus that no learner by his/her own unauthorized performance, prevents any other learner from completing his/her own personality development.

The Principal and staff of our school believe that each child is called to achieve a certain purpose in life. It is the aspiration and intention of this school that each child is guided in such a way that he/she will achieve his/her life's purpose. Intervention will only happen when it is found that a learner's attitude or performance is not satisfactory when in relation to what is anticipated of the particular learner.

In keeping with the National Guidelines on disciplinary measures to be taken at schools, Glenstantia Primary School is totally against corporal punishment. We are against using physical violence as a means to remedy conflict and ill-discipline.

This Learner Code of Conduct is subject to the South African Schools Act 84 of 1996 and "Regulations relating to serious misconduct of learners at public schools" and the disciplinary procedures that must be followed in such cases and all subsequent official National and provincial Guidelines.

Whilst there is a punitive side to discipline measures, an attempt is generally made to let these measures be of benefit and empowering.

The underlying principles for the application of discipline at Glenstantia Primary School are:

- ✓ Fairness to victims and perpetrators
- ✓ Listening to all parties, 'audi alterm partum'.
- ✓ Letting the 'sanction fit the crime'
- ✓ Measures should be beneficial to the learner
- ✓ Respect for all concerned, including the school's image
- ✓ Restorative Justice

The above principles are anchored on the notion of due process and particularly will be demonstrated through:

- ✓ Acceptance by learners, staff and parents that a full hearing of all allegations and evidence before an impartial Chairperson is a pre-condition to a fair outcome.
- ✓ Following an opportunity to face accusers and respond to complaints in the controlled and even-handed environment of a hearing before an impartial Chairperson, if found guilty, the learner accepts that s/he has breached the Learner Code of Conduct.
- ✓ Learners accept that a particular sanction imposed after the disciplinary process is legitimate and fair and is a necessary consequence of the breach of the Code of Conduct.
- ✓ Discipline is aimed at reconciling the learner to the norms of behaviour at the school and restoring a broken relationship between the learner, the staff or fellow learner at the school.
- ✓ Discipline is aimed at creating and maintaining a stable and fair learning environment, in which everyone's right to fairness and an education, is recognized.

This Learner Code of Conduct is the product of extensive consultation between various stakeholders. It is accepted that this document is dynamic, requiring frequent deliberation, and possible revision, in order to satisfy the needs of the school community. To this end, submissions and suggestions will be accepted by the Principal – these and the code will be reviewed by the Governing Body annually at least.

If all parties adhere to both the spirit and the letter of the code, healthy working relationships will be created between parents, teachers and learners, these relationships being the essential foundation for the creation of constructive teaching, learning and growing environment.

The parents, staff and management of the school accept that it has a collective duty to learners, parents and society to produce young people who will play a positive and constructive role as the future adults who have developed a clear sense of responsibility. Consequently, any act of Serious Misconduct must be dealt with by means of a fair process, following which an appropriate consequence will be imposed by the Chairperson of the enquiry and the School Governing Body.

All alleged acts of Serious Misconduct must be dealt with through the process described in this code of conduct, and this means that the parents, learners, staff and management of the school accept the final decision as to whether or not an act of Serious Misconduct has occurred, rests with the Chairperson of the enquiry and the School Governing Body. These procedures make provision for an appeal to the appropriate authorities.

When addressing occurrences of bad behaviour, breaches of discipline or serious misconduct with a learner, staff members and parents will refrain from threats, abuse of power or any indication of bias, dislike or interpersonal difficulties, that may compromise the authority of the Disciplinary Process or the atmosphere of equity, of due process, and fairness in which the Disciplinary Process will take place.

During the process of enrolling a learner at Glenstantia Primary School at the beginning of each academic year, the parents confirm in writing that they accept the policies and procedures of the school, and that they particularly subscribe and agree to the contents of the Learner Code of Conduct.

The Learner Code of Conduct is to be presented to all parties concerned on first acceptance at Glenstantia Primary School.

2. SCOPE

The Learner Code of Conduct applies to all within the ambit of the school. It promotes the good of Learners, Teachers and Parents. Regardless of specific age or role, all associated with the school will conduct themselves appropriately at all times.

3. DEFINITIONS

- 3.1 “Class teacher” teacher of Learning Areas.
- 3.2 “Code of Conduct” the code of ethos whereby the school functions.
- 3.3 “DEC” means Director of Education.
- 3.4 “Learner Support Centre Administrator” means person appointed by the School to monitor and control discipline and provide support.
- 3.5 “Educator/Teacher” means any person appointed in terms of the Employment of Educators Act to provide education and learning
- 3.6 “Foundation Phase” refers to the learners of grades R – 3.
- 3.7 “GDE” is the Gauteng Department of Education
- 3.8 “Grade Leader” is a type of education manager and may be defined on a simple level as the person who is put in charge of a particular grade of learners. The Grade Leader is required to be a leader and a team-builder, shaping the grade into a cohesive unit.
- 3.9 “Head of Department” (HOD) the Head of Department of the GDE
- 3.10 “HoD” the manager of an internal department at our school.

- 3.11 “Intermediate Phase” refers to the learners of grades 4 – 6.
- 3.12 “Intersen Phase” refers to the learners in grades 4 – 7.
- 3.13 “Learner” any child who is enrolled and receives education at our school according to the National Education Policy Act 27 of 1996.
- 3.14 “Principal” head of an educational institution like our school.
- 3.15 “School Governing Body” a control body as envisaged in Article 16[1]:[v] of the South Africa Schools Act 84 of 1996.
- 3.16 “School Management Team” the committee that manages the school, consisting of the Principal, Deputy-Principals, Heads of Department and other co-opted persons.
- 3.17 “Senior Phase” refers to the learners of grade 7.
- 3.18 “Subject teacher” teaches one or more Learning Areas to different classes.

4. CODES OF CONDUCT SUBSCRIBED TO BY LEARNERS

THE RIGHTS AND RESPONSIBILITIES OF THE LEARNERS

The learners realize that mutual co-operation between themselves and the other persons involved in their education can only be successful if all parties agree on the pursuit of values and principles. The values which are pursued by learners of the school are exemplified in the codes of honour as set out below:

4.1 Human rights

Learner’s, while being aware of the fact that they have certain rights, also realize that others have similar rights and respect these rights. Learners recognize in particular the dignity and equality of all persons and undertake to exercise their rights in such a manner that others are not prejudiced by their actions.

4.2 Respect for teachers

Learners respect their teachers as their teachers and promise their wholehearted co-operation in all reasonable assignments which they may receive from their teachers.

Learners respect the teachers as adults and recognize that their training and experience can be of benefit to them. Learners therefore undertake to give their full co-operation to the teachers and to always act courteously towards them.

4.3 Respect for non-teaching staff and visitors

The contributions of the administrative staff and ground staff towards the smooth running of the school organisation are greatly appreciated. Learners will therefore act with

deference and respect towards these members of staff. Visitors to the school, e.g. GDE officials, businessmen and parents have the school's welfare at heart and will be assisted, politely and with respect, when required.

4.4 Acknowledging multi-culturalism and diversity

The South African community consists of a number of races, cultures and religions. Learners accept all fellow learners as individuals who may be pursuing similar goals and ideals to themselves and that they may have their own ideals. Learners respect the diversity of others and will not act in such a manner that they will affect the dignity of others.

4.5 Respect for the environment and school facilities

Learners must accept the charge and communal responsibility for the conservation of the natural environment. Learners appreciate school buildings, contents of classrooms and other physical facilities that have been provided for their use. Learners undertake to make use of them in a responsible manner and, inasmuch as it is within their ability, to contribute to maintenance thereof and to support activities designed to expand the physical facilities.

4.6 Obedience to organisational and behavioural rules

Learners understand that a school cannot function without organisational and behavioural rules. Learners therefore abide by the rules of the school. Learners undertake to honour the timetable of the school by being present at the commencement of the school and every period that they are involved in. They accept the authority of those in charge of order and discipline in the school and will subject themselves to the applicable corrective measures should the rules be broken.

4.7 Extra-curricular activities

Learners realize the importance of sport, cultural activities as well as academic and social outings in the developmental process. They want to be involved either as active participants or loyal supporters. Appropriate dress and a neat appearance at these events contribute to building up the image of the school. Learners subscribe to the fact that school rules are also applicable during school outings or other extra-curricular activities to maintain order and to uphold the good name of the school.

4.8 Appearance

The following important principle's must be noted and adhered to:

All learners who attend Glenstantia Primary School are ambassadors for the school and must therefore be correctly attired and groomed at all times. This includes any learner whilst being attired in school uniform or out of uniform, and who can through whatever means whatsoever be identified as a learner at Glenstantia Primary School, whilst in any public place and during or after school hours.

Sports uniform, as stipulated for each sporting code is to be worn to matches / galas.

The following dress code and rules regarding personal appearance must be noted and adhered to:

Rules specific to **female** learners:

- (i) Skirts/skortts may not be more than 5cm above the kneecap.
- (ii) Earrings: Girls are allowed to wear small gold or silver stud earrings and a plain wristwatch. No other jewellery may be worn. No beads or adornments.
- (iii) Hair: Hair must be neat. No coloured or dyed hair is permitted. Braids or dreadlocks are not to be coloured. Hair that touches the collar, or is longer, must be tied back and clipped away from the eyes. Green, white or red ribbons, bobbles or hair bands may be used. No beads may be plaited into the hair. Long braids are regarded as loose hair and must be tied back. Hair may be layered and must have an even flow from long to short. No distinguishable lines that have been cut/shaved in, may be visible.
- (iv) Whether straight or curly, hair must be groomed and clean, must be neat and appropriate for a primary school learner.
- (v) Nails should not be longer than the end of the fingers. No nail varnish is permitted.

Rules specific to **male** learners:

- (i) Hair: Whether straight or curly must be groomed and clean, must be neat and appropriate for a primary school learner. Hair may not touch the ears or collars of any garment, (shirt, blazer or other garment). Hair may be layered if professionally cut, notwithstanding there may not be a discernible difference in hair length as it appears on the top of the head in relation to the sides of the head, i.e. the sides may not be shaved short in relation to the hair on the top of the head. There must be an even flow from long to short.
- (ii) No hair colourants or other products, i.e. gels or similar, may be applied to the learner's hair. The learner's hair colour must be natural.
- (iii) No "styles" are permitted, i.e. corn-rows, flip-up fringes, braids or dreadlocks, frizzed or teased out afro styles, modern fashion styles.
- (iv) Naturally curly hair must be cut short in order that it does not touch the ears or collars as applies to straight hair; similarly, the hair on top of the head must be of a similar length in relation to the hair on the sides of the head as previously stipulated.
- (v) NB: Appropriate hair styles must be maintained at any function where the learner represents the school. Whether in school hours or after hours.

- (vi) Only a wrist watch may be worn with the school uniform. NO other jewelry may be worn.

Requests for exceptions on the grounds of certain religious symbols or cultural practices must be made in writing for consideration by the School Management.

4.9 Safety

For their own safety learners will adhere to the safety rules in the laboratories and workshops as well as classroom rules that have been drawn up for the safety of the learners. While moving from one class to another, on the school grounds, on outings, and on the sports field learners will try not to endanger their own safety or that of others by their actions.

4.10 Academic matters

Learners can only benefit from education if they are actively involved in the learning process in the classroom. Learners will, therefore, participate in class activities when required to do so. Learners realize the value of homework and will do it conscientiously. Since the outcome of evaluation is of greater importance to the learner than the teacher, learners will conscientiously prepare for evaluation sessions. As honesty is an integral part of an impeccable character, learners will at all times be a hundred percent honest during evaluation and will not tolerate dishonesty in others.

4.11 Role perception

Learners are also responsible to make a contribution to the orderly flow of events at and after school. Learners have the opportunity to make contributions on different levels that will improve school management, e.g. as prefects, class captain, team captain, member of an academic or social society, etcetera. Learners subscribe to this principle and will at all times, through their actions, strive to uphold and strengthen the ethos of the school even outside the formal structure. Any learner elected into a leadership position must act as an example and role model to the other learners and therefore breaking any of the school's rules will be viewed in a more serious light and the consequences for non compliance will be higher than for a learner not in a leadership position.

4.12 Cellular phones and electronic media

While the advance of technology is acknowledged, the need of these devices (including cellphones, smart watches, iPads, Tablets, PSP's, Gameboys, Nintendos, etc.) at school is not justified. They tend to disrupt classes, distract learners and they could be a threat to their safety. If everyone knows that our learners do not carry cell phones as a rule, they might not target them for theft or injury. Furthermore, with the theft of such valuable devices, much teaching time is lost in trying to recover the lost goods and to discipline the perpetrators. Learners who need to contact their parents in an emergency may do so

with the school's telephones and with the necessary permission from staff. The absence of cell phones may also add quality to the relationships between parents and their children, in the sense that they will make arrangements in advance, which will also teach children some life skills and personal discipline.

Any learner found having any of the above devices visible, irrespective if it is on or off, on the school grounds will have his/her device confiscated for a period of two weeks. The onus is on the learner to claim the device after two weeks.

Any learner found using any of the above devices on the school grounds, in and/or out of the classroom (including outings during or outside of school hours), will have his/her device confiscated for a period of two weeks. The onus is on the learner to claim the device after two weeks.

4.13 Social Media

Cyberbullying means any electronic communication through the use of technology including, without limiting the generality of foregoing, computers, other electronic devices, social networks, text messaging, instant messaging, websites and electronic mail, typically repeated or with continuing effect, that is intended or ought reasonably be expected to cause fear, intimidation, humiliation, distress, or other damage or harm to another person's health, emotional well-being, self esteem, or reputation and includes assisting or encouraging such communication in any way.

4.14 GPS Tracker Watches

GPS Tracker Watches may ONLY be used as tracking devices by learners whilst the said learner is on the school premises and/or engaged with other official school activity/outing. All other functionality/applications of the said device (for example making or receiving calls) must be deactivated when the learner is not engaged as aforementioned.

Failure to adhere to the above will result in the device being confiscated for a period of no less than 2 weeks. Class disruption as a result of the misuse of these devices will not be tolerated. The onus is on the learner to ensure that the above rule (that the watch must be deactivate for all other applications except that being a tracking device) when he/she is on the school premises.

5. THE RESPONSIBILITIES OF TEACHERS WITH REGARD TO LEARNERS

5.1 Conduct themselves in a professional and responsible way.

5.2 Not use crude/abusive language or behave in a crude/abusive way.

- 5.3 Be punctual and report regularly for school and classes.
- 5.4 Be well prepared for teaching their classes.
- 5.5 Mark homework and assignments within reasonable time frames.
- 5.6 Respect persons and property.
- 5.7 Respect diversity and adhere to the norms of our multi-cultural school
- 5.8 Encourage an atmosphere of effective learning and teaching.
- 5.9 Plan flexible lessons that address the varied and special needs of learners.
- 5.10 Follow the rules, procedures and Codes of Conduct of the School, Government and the South African Council of Educators.
- 5.11 Ensure regular communication with parents and encourage their participation in school affairs.
- 5.12 No teacher will use corporal punishment as part of corrective measures.
- 5.13 Avoid engaging in derogatory political discussions / statements that infringes on the rights of learners.
- 5.14 Not subject learners to any acts of exploitation contemplated in the Children's Act 38 of 2005.
- 5.15 Cultivate an environment and culture of mutual respect towards learners.
- 5.16 Refrain from any discriminatory or unfair practices that may infringe on the rights of learners.
- 5.17 Inform parents timeously of any violation of the school rules and Learner Code of Conduct for immediate corrective action.
- 5.18 Safeguard the safety and protect the interest of learners in their care.
- 5.19 Enable learners to catch up on work missed during leave of absence.

6. RESPONSIBILITIES OF PARENTS WITH RESPECT TO THE CODE OF CONDUCT

- 6.1. The ultimate responsibility for learners' behaviour rests with their parents or guardians. It is expected that parents will
 - (a) support and uphold the school, and require learners to observe all adopted school rules and regulations and accept responsibility for any misbehaviour on their part; and

- (b) take an active interest in their children's schoolwork and make it possible for the children to complete assigned homework.
- 6.2. Parents have the responsibility towards their children to display a positive attitude towards the school, teachers and rules and to encourage their children to do the same. This will be based on a culture of mutual respect by teachers and the school community.
- 6.3. It is compulsory for parents to attend meetings that the School Governing Body or teachers convene to discuss important issues.
- 6.4. Parents must inform the relevant person at the school in writing about any problem concerning their children or other children in the school by following the proper channels of communication.
- 6.5. Parents are responsible to ensure that their child is at school before 07h30 and that they are collected immediately after school/extra-mural events end.

7. LEARNER PREGNANCY

HIV & Pregnancy Policy.

8. SCHOOL NOTICES

- 8.1 Every learner is duty bound to hand over to his/her parents/guardians any notice issued to them by the School Governing Body, the Principal, the HOD or any Teacher.
- 8.2. Every learner must bring back a signed return slip, acknowledge of receipt or any other signed document that has been completed by the parent.
- 8.3 Glenstantia Primary makes use of the School Communicator, sms, e-mail and class dojo to inform parents of important notices.

9. MEDIA BOOKS/TEXTBOOKS AND EQUIPMENT BELONGING TO GLENSTANTIA PRIMARY SCHOOL

- 9.1 All books issued and all school equipment will be kept in good order.
- 9.2 Failure to do so will result in the learner paying for replacement.

10. PUNCTUALITY

- 10.1 The School day starts at 07:30. When the bell rings the learners and teachers are expected to be at the class ready to start the day.

10.2 Learners who arrive late at Glenstantia Primary School must first report to the Learner Support Centre to collect a late letter which is shown to the Teacher and taken home for parental signature.

10.3 The names of all learners who arrive late for school will be recorded into a "Latecomers Detention File"

The learners who repeatedly arrive late for school will have to attend a detention specified by the Learner Support Centre. This detention shall take place at the Learner Support Centre and will take precedence over other activities.

IMPORTANT: Parents and/or guardians who deliver learners at school must accept that should the learner be late, this cannot be a reason for the learners concerned to be excused from attending detention.

10.4 The School day ends at 13:40 every day and learners not attending extra-murals must leave the school grounds immediately.

10.5 Learners may not leave the Glenstantia school grounds during school hours without written permission from the parents stating who will be collecting them, the reason and time of departure.

10.6. The learner release register must be completed and signed.

10.7 *In loco parentis* applies half an hour before the school starts (7:30) and ends half an hour after the school day ends or after an extra-mural school event ends.

10.8 The School's *in loco parentis* ends when the learner leaves the school grounds, except when at extramural activities.

11. ABSENCE FROM SCHOOL

11.1 School attendance is compulsory.

11.2 No learner may be absent without a valid reason.

11.3 Any learner who absent without a satisfactory reason will be deemed to be playing truant.

11.4 A register is kept.

11.5 An absentee letter must accompany the learner on his/her return to school

11.6 After three or more days illness a doctor's letter is required.

12. BULLYING

Glenstantia Primary School does not tolerate bullying in any form. All members of the school are committed to ensuring a safe and caring environment which promotes personal growth and positive self esteem for all.

Definition:

Bullying is an act of aggression, causing embarrassment, pain or discomfort to another. It may take a number of different forms, e.g. physical, verbal, gestures, extortion or exclusion. It is an abuse of power and may be planned or organised or it may be unintentional. Individuals or groups may be involved.

If learners are bullied they may feel afraid, unsafe, embarrassed, angry or unfairly treated.

As a school we will **NOT** allow cases of bullying to go unreported but will **SPEAK UP!**

Any form of bullying is seen as a serious offence and will be dealt with as an offence according to the School Code of Conduct.

13. RULES OF THE SCHOOL

13.1 Purpose of rules

Rules are drawn up in order to realise the values contained in the Code of Conduct. The purpose of rules is, therefore, to:

- 13.1.1 Create and maintain a positive learning environment.
- 13.1.2 Define and manage acceptable and unacceptable behaviour.
- 13.1.3 Promote educational goals.

13.2 Rules which define acceptable behaviour

The learner promises and pledges to be proud of his/her school and to be a good example by wearing his/her uniform with pride and behaving in a dignified manner at all times.

The learner must understand the type of behaviour expected from me at all times is as follows:

A. IN THE CLASSROOM

The learner must:

- Line up quietly in an orderly manner.

- Be prompt and on time for lessons
- Lead in and stand quietly behind my desk
- Wait to greet the teacher before being seated
- Listen to instructions
- Respect my own equipment as well as that of other people.
- Make sure that I have my own equipment and stationary so that I do not have to borrow from others
- Raise my hand when I wish to say or ask something
- Not interrupt while someone else is speaking
- Not be disruptive, thereby preventing the other learners from receiving quality education
- Respect textbooks/media books and all other equipment
- Not touch or remove anything from my teacher's desk
- Not throw any objects across the class
- Not challenge a teacher's authority during a lesson but rather speak to him/her privately after the lesson
- Pick up any litter around my desk and place my chair neatly under my desk before leaving the classroom
- Complete all homework and class work assignments to the best of my ability
- Be honest in all my work including tests and in all I say
- Stand up and greet any adult who enters the classroom
- Not eat or chew bubble gum in any classroom

B. ON THE PLAYGROUND

The learner must:

- Avoid rough or dangerous games
- Avoid fighting
- Refrain from using unacceptable language
- Play in the designated areas i.e. Grade Rs in the jungle-gym area, Grade Ones and Twos on the field during junior breaks and seniors also on the field during senior break.
- Remember that all classrooms and parking areas are strictly out of bounds during breaks and before and after school
- Move aside to allow an adult to pass
- Include other children in my games
- Consider other children and not disrupt their games
- Move quickly to class when the bell rings
- Get up and greet all adults who walk past

C. DURING SPORTING ACTIVITIES

The learner must:

- Dress appropriately and neatly as prescribed

- Display sportsmanship whether winning or losing
- Respect the umpire's/referee's/teacher's decisions
- Thank the umpire/referee/teacher at the end of the match / practice
- Listen to instructions
- Sit quietly while being transported and wear seatbelts
- Thank the driver and coach
- Assist the teacher in accounting for all the equipment and packing it away neatly
- Attend every practice /match or make my apologies to the teacher / coach

D. DURING CULTURAL ACTIVITIES

The learner must:

- Listen to instructions
- Respect the venue I am using and not touch anything that does not belong to me in the venue
- Pack away, neatly, all equipment
- Leave the venue in a neat, orderly and acceptable condition.

E. AT THE AFTER SCHOOL CENTRE

The learner must:

- Arrive promptly and not loiter near the gates
- Respect the teacher on duty
- Do my homework on my own and in silence at all times
- Inform the supervisor/teacher when I need to go to sport or other cultural activities
- Not interfere or disturb extra-mural activities with my behaviour after school
- Bring a letter when being collected by someone other than the parent/guardian

F. GENERAL MANNERS

The learner must:

- Arrive on time for school
- Say 'please' and 'thank you'
- Greet all adults at all times
- Stay away from the carports because they are out of bounds at all times
- Refrain from throwing any objects on the playground or in the classrooms
- Not use unacceptable language
- Not deface any desks or school property
- Not remove or tamper with anything that does not belong to me
- Refrain from any form of challenge of an teacher's authority whatsoever
- Speak to the teacher personally at an appropriate time after the lesson if I have a problem

- Use the toilets and leave them clean
- Dispose of sanitary wear in the appropriate bins provided

G. AT SCHOOL

The learner must:

- Not run or play on the corridors
- Keep left and walk briskly
- Not tamper with safety equipment
- Not leave the school ground or classroom during school hours without the permission of the Principal or member of staff.
- Not bring pets or toys or valuables to school
- Obey any lawful instructions of prefects, media monitors and scholar patrol members without complaint
- Leave the school premises by 13:40 unless I am attending the afterschool or an extra-mural activity
- Not be involved in any form of initiation and unmannerly farewell celebrations
- Not be guilty of any form of rowdiness or loud behaviour
- Not bring or distribute undesirable reading matter/visual material
- Enter and exit from the hall in an orderly and disciplined manner.
- Not use the telephone in the office without permission
- Report any accidental breakages to the office immediately
- Not climb over any school fence
- Not go into the school building during break unless I am visiting the Media Centre or Computer Centre
- Not rollerblade or skateboard on school premises
- Keep my hair neat, clean and in an appropriate style suitable for primary school learners and in accordance with the aforementioned rules.
- Keep my nails short, clean and free from nail varnish/polish
- Exercise exemplary behaviour when making use of public transport
- Behave as an ambassador for my school at all times
- Bring a note written and signed by my parents or doctor's note upon my return to school after I have been absent
- Bring a doctor's certificate if I have been absent from an exam or test
- Catch up any work missed after I have been absent
- Not smoke, use alcohol and/or drugs on the school grounds or while in school uniform
- Bring a letter when leaving school early noting the date, time, reason and person collecting
- Pay all large amounts of money in at the Finance Office and receive a receipt. (Civvies days and other small amounts to be paid to the class teacher and marked off on a class list and kept in the teacher's money file).

14. THE DISCIPLINE POLICY OF GLENSTANTIA PRIMARY SCHOOL

The purpose of disciplinary measures is to:

- educate learners to make responsible, independent decisions

- inculcate a strong sense of duty in learners
- to guide learners to self discipline

The disciplinary process is intended to be expeditious, fair, just, reasonable, corrective, consistent and educative. Where possible the parents are informed and involved in the correction of a learner's behaviour. Learners are protected from abuse by adults and other learners.

Teachers must bear in mind that if they do nothing when a learner commits a transgression/misdemeanour/offence, they are doing something wrong, so always do something, but first do no harm in accordance with the Learner Code of Conduct and respect for the Constitutional rights of learners. Do not let one learner feel more punished than another for the same offence i.e. no favouritism. Parents and learners must read, know and sign the copies in their diaries.

Disciplining is not a vendetta or a vengeful act, but a corrective measure. The most important principles are fairness, justness and consistency. The school rules, as well as those measures which are morally and socially acceptable to the staff, the School Governing Body and the community, will be enforced by a merit and demerit system. In order to ensure that every learner is afforded the best opportunity to work and play without hindrance, the following rules and disciplinary measures will apply:

FOUNDATION PHASE

Since lifelong success depends, in part, on learning to make responsible choices, we have developed a classroom discipline plan that guides every learner in making good decisions about his or her behaviour. Your child deserves the most positive educational climate possible for his/her growth. Together we will make a difference in this process. The plan is outlined below:

Rules:

1. Follow instructions the first time they are given.
2. Listen when someone is speaking.
3. Keep your hands, feet, objects and unkind words to yourself.
4. Look after all property.
5. Behave appropriately.

To encourage learners to follow the rules, we will support appropriate behaviour with verbal recognition, positive notes and phone calls home. We also have a sticker program. Every time a learner displays positive behaviour, he / she will be rewarded by the educator with a sticker in their diary. When the chart is full, a new chart will be added. The following rewards are in force:

5 Stickers	Sweet and badge on the wall
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10 Stickers	Pin on badge for a week
15 Stickers	Glenstantia Primary School bookmark
20 Stickers	Visit to Principal to show off
25 Stickers	Certificate
50 Stickers	Certificate at Assembly and privilege pass – civvies for a day
75 Stickers	Certificate and Tuckshop Voucher
100 Stickers	Certificate and Movie Ticket
After 100 Stickers	Start over, but Certificates get “grandier”

If a learner chooses to break a rule however, the following steps will be taken:

1st time: Reminder – first warning: learner is verbally reminded that he/she has broken a rule. This is recorded on the educators tracking sheet.

2nd time: Time out – limited: learner is placed inside the classroom and isolated for a period of five minutes.

3rd time: Behaviour journal – learner is given a chance to note incorrect behaviour and signs his /her name next to the educator’s recording of this event.

4th time: Behaviour journal – learner is sent to the Grade Leader to explain his / her behaviour. Grade Leader records in the journal.

5th time: Behaviour journal – learner is sent to the Head of Department to explain his / her behaviour. Head of Department records in the journal.

6th time: Learner will visit the Learners Support Centre and the Administrator will decide on the necessary follow-up action to be taken.

Parents to sign the behaviour journal.

Please note that each learner starts everyday with a clean slate. In the case of behaviour that causes a severe disruption, the learner will be sent to the Discipline Administrator’s office immediately and parents will be contacted.

Our goal is to work with you to ensure the success of your child during this year.

INTERSEN PHASE

A. Grading of Offences

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

B. Disciplinary Procedures

The grade of an offence will determine the procedure to be followed;

1. Grade 1 offence – a warning followed by a demerit.
2. Grade 2 offence – a warning followed by a call/SMS to the parent.
3. Grade 3 offence – intervention by the Learner Support Centre or a Disciplinary Hearing (depending on the severity of the particular offence.)

Grade 1 offences

All Grade 1 offences will be dealt with by the staff member who must keep a written record of such offence and disciplinary measure taken.

Academic matters will be dealt with by the teacher/grade leader but after three (3) grade 2 offences the grade leader will refer the learner to the Learner Support Centre. The teacher/grade leader will allocate the demerit. A record to be made on SASPAC.

The Grade Leader will keep recorded copies of all relevant documentation relating to the offences and the disciplinary measures imposed and provide copies thereof to the learner's register teacher.

Grade 2 offences

All Grade 2 offences will be dealt with by the teacher and the grade leader will be notified of such. The teacher will, in consultation with the grade leader, arrange an interview with the learner.

A demerit will be issued by the class teacher.

Should the particular offence recur after the demerit has been issued and a sanction imposed the Learner Support Centre will be notified. The Learner Support Centre (depending on the severity of the offence) will contact the parents and a meeting will be scheduled. Records of such a meeting will be kept by the Learner Support Centre.

Grade 3 offences

All Grade 3 offences will immediately be reported to the grade leader. The grade leader will refer the matter to the Learner Support Centre. Depending on the severity of the offence, the Principal will determine whether to convene a School Governing Body Disciplinary Hearing.

The parent/guardian will be advised, in writing, a minimum of (5) five days before the designated date of the Hearing.

C. Disciplinary Interventions

1. The following list of interventions and corrective measures used by the school are aimed at correcting behaviour before suspension and expulsion.
 - A verbal warning/reprimand to express disapproval.
 - Accountability sheet.
 - Removal from classes to the Learner Support Centre.
 - Community service to improve the physical environment within and around the school property.
 - Homework detention.
 - Supervised schoolwork.
 - Demerit detention (by the Learner Support Centre)
 - Referral for counselling.
 - Attendance of a relevant life skills programme.
 - Compensate for damages, to cover the cost of repair or replacement of the lost or damaged item.
 - Temporary suspension of school-related privileges.
 - Exclusion from school activities and functions, e.g. academic award ceremony.
 - Temporary suspension from class or school, pending a Disciplinary Hearing.
 - Disciplinary Hearing.
2. Failure to comply with interventions and corrective measures will lead to further interventions and may lead to the offence being categorized at the higher grade.
3. Conduct that may lead to suspension/exclusion includes, but is not limited to the following:
 - Conduct that violates the rights or safety of others.
 - Criminal behaviour of any kind.
 - 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 or displaying evidence of use of any narcotics, unauthorized drugs, alcohol or any other intoxicant.
 - Repeated infringement of the school rules of the Code of Conduct.
 - Possession of dangerous weapons (guns, knives and other objects which may threaten the lives of learners/teachers)
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 School Governing Body, to recommend expulsion to the Provincial Department of Education.

D. Suspension of a learner by the Principal or Deputy Principal as a precautionary measure

The School Governing Body authorizes the Principal or Deputy Principal 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 School’s Act.

1. Before a learner is suspended, the learner and his/her parents must be given an opportunity to indicate why the suspension should be considered.
2. The disciplinary proceeding 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.

E. School Governing Body Disciplinary Hearings

1. The following official forms will be used for misconduct and Disciplinary Hearings:
 - Notice of Disciplinary Hearing.
 - Record of Disciplinary Hearing.
 - Review form (lodging an appeal).

2. Written notice of a Disciplinary Hearing will be given at least five (5) school days before the hearing, which could provide for temporary suspension from classes, including from scheduled tests and examinations which count towards the year mark.
3. When a notice is issued to a learner the learner must acknowledge receipt of the notice by signing it. This is not an admission of guilt.
4. If a learner does not appear at a Disciplinary Hearing, the hearing will be conducted in his/her absence.
5. The written finding of the Hearing will be issued to the offender. The offender must acknowledge the contents by signing the document.
6. A learner has the right request a review of the disciplinary action taken against him/her if sufficient grounds exist. Disregard of punishment of the Disciplinary Committee will lead to temporary suspension, pending a hearing.
7. The Disciplinary Hearing Committee will consist of the following members:
 - A School Governing Body representative
 - The school Principal or Discipline Officer delegated to oversee this function
8. The hearing will also be attended by the teacher witness, and any other learners s/he may need for his/her defense.
9. Disciplinary measures that a Disciplinary Hearing Committee may impose include:
 - Demerits
 - Suspension from school for a minimum of two days up to a maximum of five (5) days, ratified by the School Governing Body, to be effective immediately. This will be put in writing and a copy kept on record.
 - Recommendation with respect to counselling/attendance of a life skills programme.
 - Progress monitoring process initiated for a minimum of two (2) weeks, followed up with a progress report.
 - If a written conduct and behaviour warning is issued, a signed copy of acknowledgement will be kept on record.
 - Payment to cover the cost, repair or replacement of the damage, lost or stolen item.
10. The School Governing Body Committee will consist of the following members:
 - The School Governing Body Chairperson

- Two (2) parent representatives from the School Governing Body
 - The school Principal or Discipline Officer delegated to oversee this function
11. The Principal/Discipline Officer will keep on record copies of all documentation relating to the offence, the conducting and findings of the hearing and the disciplinary measures imposed.
 12. The Principal/Discipline Officer will furnish the relevant grade leader and register teacher with all the information necessary for their records.

F. Procedure during hearings:

1. The Chairperson of the Disciplinary Committee must lead the proceedings and:
 - Introduce those present and state their functions.
 - Ensure that witnesses are present only while giving evidence.
2. The Chairperson must inform the learner of his/her rights:
 - The right to a formal hearing
 - The right to be present at the hearing
 - The right to be given time to prepare for the hearing
 - The right to be given advance notice of the charges
 - The right to be represented at the hearing by one (1) internal representative
 - The right to be accompanied at the hearing by parents/guardian if the learner is a minor
 - The right to ask questions on any evidence, or on statement of witnesses
 - The right to call witnesses to testify on his/her behalf
 - The right to an interpreter, to be requested 24 hours prior to the hearing
 - The right to appeal within five (5) days against any penalty imposed by the Disciplinary Committee
 - If the learner does not attend, the hearing will be conducted in his/her absence
3. The Chairperson is to explain the nature of the alleged breach of misconduct to those present at the hearing.
4. The procedure of enquiry is that the complainant and his/her witnesses will be heard first. The learner and panel may ask questions to them. The learner and his/her

- witnesses may then give evidence and the complainant and Committee may ask them questions.
5. When all the evidence has been heard, the Chairperson must close the enquiry, dismiss the complainant, the learner, their representatives, the parent/guardian and all the witnesses.
 6. The Disciplinary Committee must discuss and weigh the evidence and come to a decision.
 7. The Chairperson must reconvene all interested parties.
 8. The Chairperson is to communicate the decision to all the interested parties.
 9. The Chairperson must explain the decision of the Committee and the reasons for the penalty (if any) that has been imposed.
 10. The learner must be advised of his right to appeal.
 11. The complainant and learner must sign the disciplinary form and a copy must be handed to the learner. (If the learner refuses, a witness must sign in the presence of the learner).

12. The signing of the document by the learner is not an acknowledgement of guilt.

Table 1: List of offences per grade of offence

Grade 1: Offences	Grade 2: Offences	Grade 3: Offences
<ul style="list-style-type: none"> • Littering • Excessively noisy or unruly behaviour before school, during changeover's, during breaks and after school • Eating, drinking or chewing gum during any contact time (class and assembly) • Misconduct in an assembly • Entering an out of bounds area, classroom or passage without permission • Loitering in the 	<ul style="list-style-type: none"> • Vandalism • Interfering with another person's possessions/property without the owner's consent • Damaging another person's possessions/ property as a result of interfering or using said possession or property without the owner's consent • Racism: remarks / insults • Forgery: altering of official documents such as medical certificates and qualifications and 	<ul style="list-style-type: none"> • Possession of weapons that can cause physical injury (knives, etc) • Use of weapons that cause physical injury (knives, etc) • Entering the school premises while under the influence of alcohol/drugs • Possession, using and/or dealing in drugs, or alcohol, or any other intoxicating substance • Poisoning or attempting to poison another person • Possession and/or use of a firearm, firearm magazine, ammunition dangerous or

<p>passages, at the tuckshop, at the toilets or change rooms</p> <ul style="list-style-type: none"> • Misconduct or poor sportsmanship during an extra-mural activity's practice, intra-or-inter-school competition or league fixture • Failure to: <ul style="list-style-type: none"> - Submit an absentee note or exit notes as stipulated - Return a library book by the due date, or fail to pay the fine for overdue book/s - Failing to attend an extra-mural activity's practise session without excusing him/herself - Failing to attend detention • Continual interference with another learner which causes minor physical or mental discomfort • Misconduct during detention • Minor infringements of uniform regulations: wearing of printed T-shirts, and incorrect 	<p>fraudulent use thereof</p> <ul style="list-style-type: none"> • Intimidation by verbal or physical threat to harm the person or his property (bullying) • Swearing, lying or using obscene gestures • Verbal or non-verbal abuse • Disrespect or insolence • Insubordination – ignoring or failing to carry out a specific instruction (to include failure to do work/punishment set or failure to report to the subject teacher with his/her work/punishment as stipulated) • Fighting, common assault or attempted assault • Public disturbance and public indecency • Failure to attend detention without prior submission of a written excuse or note • Unacceptable hair styles, including colouring or bleaching • Using a cell phone as a means of communication • Cheating, attempting to cheat or having forbidden material or information in a test venue during 	<p>lethal weapon</p> <ul style="list-style-type: none"> • Possession, copying, distribution, use or displaying of pornographic material • Assault with the intent to do grievous bodily harm • Truancy from school or leaving school grounds without the necessary permission • Taking part in any form of illegal strike action/meeting/campaign on school premises • Any learner who, in or outside of the buildings, or on or off the premises of the school, whilst under the control of school authorities, intentionally conducts himself in a manner which is or could be seriously detrimental to the maintenance of order or discipline at the school • Violating the rights of other learners to receive education by disrupting classes, preventing other learners from attending classes, preventing teachers from providing teaching, or in any other manner • Violating the rights of the teacher to carry out his/her tasks, to the school, the
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<p>jersey or tracksuit top as an outer garment; incorrect coloured socks or belt; wearing of jewellery</p> <ul style="list-style-type: none"> • Failure to wear the correct full school uniform when in a public place, including the wearing of unauthorized items • Failure to wear the correct sport kit for a match or practise • Disruptive behaviour in class • Spitting in public • Failure to: <ul style="list-style-type: none"> - Do class work set and submit homework - To bring the required textbooks, notes - To bring the required textbooks, notes, stationary, or equipment to a lesson - Hand work in on time • Copying another learner's class work or homework • Defacing school property • Reporting late for class, 	<p>controlled testing (class tests, term tests, internal exams). This includes any form of communication, verbal or non-verbal, with another learner</p> <ul style="list-style-type: none"> • Copying of computer exercises, projects or any other work intended for the year mark • Truancy from any contact time 	<p>staff, the teacher, of fellow learners</p> <ul style="list-style-type: none"> • Repetition of a Grade 2 offence. • Theft, robbery, breaking and entering • Malicious damage/injury to property of the school, staff members, fellow learners or any other person or body • Rape, attempted rape, or sexual assault • Physical assault that result in bodily harm • Sedition or inciting any form of illegal strike action/meeting/campaign on school premises • Any offence punishable under common law
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relief or to the Learner Support Centre <ul style="list-style-type: none"> • Use of offensive material to cover books or files • Possession and/or use of a cell phone, computer games, iPod and similar electronic devices, during all contact time • Arriving late for school without an excuse note 		
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List of the possible disciplinary sanctions to be applied for Grade 1, 2 and 3 offences, respectively:

Each case must be evaluated on its own merits and must be provided with a sanction justifiable for that specific case. The recommended sanctions provided in this table are guidelines for the Disciplinary Committee

Grade 1: Offence	Recommended Corrective Sanctions
1. Academic: Books/work material left at home; homework not done on time/copied 2. Extra-mural activity: Non-attendance of practises and matches (without a valid excuse to teacher/coach) 3. Personal conduct in classroom/on playground: Inappropriate displays of affection between learners, late arrival for class; uncooperative behavior; discourteous behaviour/insolence/temper tantrum; foul language; defacing desks/walls/books/cases with graffiti; eating/chewing in class; littering; and cell phone ringing 4. Dress code: Untidiness/unkept appearance; school dress code not followed	Corrective actions/sanctions are carried out by the individual teacher and may include the following: <ul style="list-style-type: none"> • Verbal reprimand • Forfeiting or excluded from next match • Detention at break • Temporary confiscation for two weeks (e.g. clothing, jewellery, cell phones, bags and cases) • Removing graffiti from bags and cases at break • Notify parent

Grade 2: Offence	Recommended Corrective Sanctions
1. Plagiarism of any work or cheating/attempted cheating in class test/ assignment	SMS, call parents, extended opportunity
2. Damage to property/possession of other learners' property	Repair/replacement and Learner Support Centre detention
3. Defiance/disregarding of an authority figure's instructions	Suspension from class, warning letter and Learner Support Centre detention
4. Detention – non-attendance	Making up missed detention, warning letter and demerits
5. Disregarding test/examination procedures	Learner Support Centre detention and demerits
6. Disruptive/uncooperative in class	Identification of culprit(s) and grade teacher to organize corrective measures
7. Disruptive behaviour frustrating teaching and learners in the classroom	Learner Support Centre detention, time-out and demerits
8. Repeated dress code infringements (including hair and personal grooming)	After (3) three warnings, Learner Support Centre detention
9. Fighting	Parent interview, detention and demerits
10. Fire-crackers	Parent interview, detention and demerits
11. Forgery e.g. parent/guardian's signature	Parent interview, detention and demerits
12. Gambling on or off school property	1 st offence: Learner Support Centre detention 2 nd offence: Learner Support Centre detention, parental involvement and demerits 3 rd offence: Learner Support Centre detention, professional counselling (all money to be confiscated) and parental involvement
13. Graffiti: Books, case, desks, walls, etc	Removal, Learner Support Centre detention
14. Late for school – three (3) days	Phone call to parents, Learner Support Centre detention and demerits
15. Late arrival at school	Phone call to parents and detention

16. Lying	Demerits and Learner Support Centre detention
17. Offensive material	Demerits, Learner Support Centre detention and meeting with parents
18. Smoking – possession of cigarette/holding cigarette/caught in the act on/off school property	1 st offence: Learner Support Centre detention, meeting with parents and demerits 2 nd offence: Learner Support Centre detention, meeting with parents and demerits 3 rd offence: Formal Disciplinary Hearing, detention and professional counselling (all cigarettes and lighters to be confiscated)
19. Smoking – selling cigarettes on/off school property	1 st offence: Learner Support Centre detention, demerits and meeting with parents 2 nd offence: Formal Disciplinary Hearing, warning letter and special detention
20. Spitting	Demerits, detention by teacher
21. Sticking a sharp objects, e.g. pin, pen, nib, etc into a fellow learner	Learner Support Centre detention
22. Substance abuse – possession/sniffing of authorized substance, e.g. meths, benzene, thinners, etc	Meeting with parents, demerits, intervention i.e. social workers, counselling, etc
23. Threatening assault/intimidation of a fellow learner	Phone call to parents, demerits and Learner Support Centre detention
24. Truancy – bunking a lesson	Demerits, Learner Support Centre detention
25. Truancy – bunking a day or part of a day	Phone call to parents and Learner Support Centre detention
26. Vandalism – defacing/damaging/breaking school property	Phone call to parents, repairs/payment of damages, demerits and detention
27. Verbal abuse of a fellow learner	Phone call to parents, demerits and detention
Grade 3: Offences	Recommended Corrective Sanctions
1. Alcohol – possession at school or on a school premises/smelling of liquor/under the	Disciplinary Hearing, demerits, community service

influence at school of on school outing	and detention
2. Assault on a fellow learner (causing bodily harm)	Suspension from class/school. Disciplinary Hearing, community service and detention
3. Bullying/intimidation	Community service, demerits and detention
4. Cheating/attempted cheating in examination/cycle test/portfolio work	Parental involvement, demerits and Learner Support Centre detention
5. Possession/distribution of test or examination material prior to test or examination being written	Disciplinary Hearing, parental involvement, community service, detention/official GDE procedures.
6. Ongoing disruptive behaviour in classroom (frustrating school's educational programme)	Suspension from class/school. Disciplinary Hearing, parent meeting, community service and detention
7. Disruptive behaviour on school property or on school sponsored fixture/outing/trip/tour (frustrating school's educational/ extracurricular programme)	Suspension from class/school. Disciplinary Hearing, parent meeting, demerits, community service and detention
8. Drugs – consumption not associated with school	Interview with parents, professional intervention and SGB Disciplinary Hearing
9. Engaging in a conspiracy to disrupt the proper functioning of school through collective action	Suspension from class/school. Disciplinary Hearing, community service and detention
10. Gangs – promoting formation forming of/associating with/furthering activities of school gangs/"social groups"	Suspension from school. Disciplinary Hearing and detention
11. Involving/attempting to involve outsiders in disputes between learners	Disciplinary Hearing, warning, community service and detention
12. Pornography – distribution at school	Meeting with parents, community service and detention
13. Public indecency	Disciplinary Hearing, community service and detention
14. Racist conduct that defames a learner/ teacher	Suspension from class/school. Disciplinary Hearing, parent meeting, community service and detention

15. Improper suggestions of a sexual nature.	Disciplinary hearing, parent meeting, community service and detention
16. Sexual harassment of teacher/learner	Parent meeting, Disciplinary Hearing, community service and detention
17. Threatening to assault/intimidating a teacher	Suspension from school. Disciplinary Hearing, parent meeting, community service and detention.
18. Verbal abuse of a teacher	Suspension from school. Disciplinary Hearing, community service and detention or recommendation of expulsion
19. Alcohol – drinking/drunk at school or on school outing	Suspension from school, Disciplinary Hearing, community service and detention/expulsion
20. Alcohol – drinking in public	Suspension from school, Disciplinary Hearing, counselling, etc, community service and detention/expulsion
21. Assault on a learner causing serious bodily harm	Suspension from school, Disciplinary Hearing and recommendation of expulsion
22. Assault of a teacher	Suspension from school, Disciplinary Hearing and recommendation of expulsion
23. Bribery/attempted bribery of any person respect of any test/examination material	Suspension from school, Disciplinary Hearing, community service and detention/expulsion
24. Dangerous weapon or object e.g. knife – possession at school	Suspension from school, Disciplinary Hearing, appropriate punishment, e.g. community service, detention/expulsion
25. Dangerous weapon or object, e.g firearm – possession at school/on school outing	Suspension from school, Disciplinary Hearing, appropriate punishment e.g. expulsion
26. Drugs/illegal substances – possession at school/on school outing	Suspension from school, Disciplinary Hearing, community service and detention
27. Drugs/illegal substances – consumption/ under the influence at school/on school property	Suspension from school, Disciplinary Hearing, community service, detention and professional counselling
28. Drugs/illegal substances – dealing (“pushing”) at school/on school outing	Suspension from school, Disciplinary Hearing and expulsion

29. Forgery of any document or signature to the potential/actual prejudice of the school	Suspension from school, Disciplinary Hearing, community service and detention/expulsion
30. Fraud (financial)	Suspension from school. Disciplinary Hearing, compensation, community service and detention/expulsion
31. Hostage taking	Suspension from school, Disciplinary Hearing and recommendation of expulsion
32. Satanic practices that damage property or cause harm to people or any other living creature	Suspension from school, Disciplinary Hearing, community service, detention and professional counselling/expulsion
33. Sexual assault/rape	Suspension from school, Disciplinary Hearing and expulsion, Social worker
34. Theft/dishonest conduct to the prejudice of another person	Disciplinary Hearing/replacement of stolen articles, community service and detention/expulsion
35. Trading in test/examination for personal monetary gain	Disciplinary Hearing, warning letter, community service, detention/expulsion
36. Vandalism – malicious damage to school/teacher's property	Disciplinary Hearing, repair damage, community service and detention/expulsion

INTERSEN PHASE

The merit system:

Positive reward sheet

Reward mileposts for positive points

- Verbal recognition - constant
- 100 positive points - 1st certificate at assembly & privilege pass
- After 100 positive points - start again at number 1, but certificates get grander and rewards get more tangible.
- After 200 points - A tuck shop voucher.
- After 300 points – a free movie ticket.
- After 400 points (4th certificate) a learner is issued with a merit badge, which allows them other privileges, like extra access to the computer centre, going through out of bounds areas, etc.

- At 500 merit points or more, the learner is awarded an Ambassador badge and s(he) is allowed to represent the school at auspicious occasions.

These do not cancel any demerit points, but are recorded as separate entries for good behaviour.

Code	Positive behavior	Merit points
P01	Assisting teacher / staff member	20
P02	Assisting at events	20
P03	Bringing along material to enhance lesson	20
P04	Cleaning class / grounds / recycling	20
P05	Community Service	20
P06	Dedicated duty to scholar patrol	20
P07	Dedication to choir / extra murals	20
P08	Good behavior / winning the order chart	20
P09	Good effort on academics / homework / assignments / classwork	20
P10	General sportsmanship	20
P11	Good test scores	20
P12	Honesty	20
P13	Media Centre participation	20
P14	Positive feedback – group work / participation	20
P15	Receiving reply slips / correspondence timeously	20
P22	No demerits for the whole of the previous term	20

Demerit points shall accumulate and shall not be carried over from term to term. Record will be kept until such time that the learner concludes his/her education at Glenstantia Primary School. The nature of the conduct shall determine the manner in which the incident shall be dealt with. The Principal together with the member of staff in charge of discipline shall confer and determine the appropriate course of action to be taken. The School Governing Body member who is the designated chairperson of the SGB Discipline Committee may also be consulted for input and opinion.

The following Guidelines shall prevail with regard to demerit points:

SMS notifications will be sent out to parents at intervals of 25 notifying parents that 25 negative points have been accumulated.

- At 25 demerits a sms will be sent to parents notifying them that 25 or more demerits have been accumulated.
- At 50 demerits a sms will be sent out to parent notifying them that 50 or more demerits have been accumulated.
- At 75 a “first offence letter” is issued and the learner attends a detention (date and times as stipulated on the letter). The learner may also perform community service at Glenstantia Primary School.
- At 100 a reminder letter is issued and a request is made for the parents to meet with the member in charge of discipline as well as the grade leader.
- At 125 a second letter is issued for detention as well as summoning the parents to an interview with the member in charge of discipline as well as the Principal.
- At 150 the learner is brought together with his/her parents to a meeting with the Chairperson of the External Disciplinary Committee of the School Governing Body.
- At 175 a 3rd detention letter is issued.

The above guidelines aims to establish a disciplined and purposeful school environment dedicated to improving and maintaining the quality of education at Glenstantia Primary School.

Learners who have attained 50 demerits will be suspended from Extramurals for a week.

Learners attaining 100 demerits or more for behaviour will be excluded from tours and year end outings.

14.1 Schedule of acts of Serious Misconduct

This schedule is not an exhaustive list of types of serious Misconduct. Learners, parents and educators accept that civil standards of behavior and socially acceptable conduct are required and the breach of a social or behavioral norm may amount to Serious Misconduct even if it is not listed in this schedule.

The following are considered acts of Serious Misconduct (As per the South African Schools Act, Act 84 of 1996):

SCHEDULE 1

(SERIOUS MISCONDUCT THAT MAY LEAD TO SUSPENSION)

A learner will be guilty of serious misconduct if he or she, intentionally and without just cause-

- a) Seriously threatens, disrupts or frustrates teaching or learning in a class;

- b) Engages in a conspiracy to disrupt the proper functioning of the school through collective action;
- c) Insults the dignity of or defames any learner or any other person, which includes racist remarks;
- d) Distributes, or is in the possession of any test or examination material that may enable another person to gain an unfair advantage in a test or examination;
- e) Cheats in a test or examination or any other form of assessment such as assignments;
- f) Engages in any act of public indecency;
- g) Sexually harasses another person;
- h) Is found in possession of or distributes pornographic material; or
- i) Is under the influence or in the possession of alcohol;

SCHEDULE 2

(SERIOUS MISCONDUCT THAT MAY LEAD TO EXPULSION)

A learner will be guilty of serious misconduct if he or she-

- a) Is found guilty of misconduct as contemplated in Schedule 1 after having been found guilty of the same or similar misconduct on two previous occasions;
- b) Fails to comply with a punishment of suspension as a correctional measure; or
- c) Intentionally and without just excuse-
 - 1) Forges any document or signature to the potential or actual prejudice of the school;
 - 2) Trades in any test or examination question paper or in any test or examination material;
 - 3) Attempts to bribe or bribes any person in respect of any test or examination to enable himself or herself or another person to gain an unfair advantage therein;
 - 4) Engages in fraud;
 - 5) Engages in theft, or otherwise acts dishonestly to the prejudice of another person;
 - 6) Is in possession of, consumes or deals in any illegal substance or other harmful substance;

- 7) Is in possession of, uses or transmits narcotic or unauthorized drugs or on visible evidence of such possession, use or transmission;
- 8) Is in possession of any dangerous weapon;
- 9) Assaults or threatens to assault another person;
- 10) Holds any person hostage;
- 11) Murders any person;
- 12) Rapes any person; or engages in any sexual activity which amounts to an offence in law; or
- 13) Maliciously damages property.

14.2 The investigation process

14.2.1 A member of staff will be appointed as an investigator by the Principal to investigate allegations of acts of Serious Misconduct

14.2.2 The school may suspend a learner in accordance with the provisions of the South African Schools Act during the course of the investigation

All involved in acts of Serious Misconduct will be expected to disclose the truth. Any deceit may be considered an aggravating factor in the administration of punishment, if guilt is established. A learner may decline to answer questions on the grounds that the answer may be self-incriminating.

14.2.3 Any notes taken by the investigator and/or a witness present during the investigation will form part of the official record of any proceedings.

14.2.4 Learners may be asked to make written statements, with the knowledge of their parents, which will be signed and dated. Such statements may be used later in any proceedings that follow the investigation. Any person who makes a statement as provided for in this paragraph shall be entitled to read it before signing it and shall be given a personal copy to keep.

14.2.5 Once a matter has been investigated as fully as possible and in accordance with the time frame stipulated in the South African Schools Act, the investigator will proceed as follows:

- a. Refer the matter to the Disciplinary Committee of the School Governing Body for further investigation and/or a determination of an appropriate sanction resulting from a formal Disciplinary Hearing; or
- b. Refer the matter to the Principal for discussion with the parents.

14.3 Disciplinary Committee ('DC')

14.3.1 The investigator will present the school's case to the DC

14.3.2 The DC is constituted as follows:

14.3.2.1 Chairperson nominated by the School Governing Body or a person with such delegated authority.

14.3.2.2 A learner is allowed a parent **OR** legal guardian **OR** legal representative with him/her at the DC. A friend, family member or teacher, chosen by the learner to be present in a supportive capacity may not form part of the Disciplinary Hearing and will only have observer status.

14.3.3 Any other person or persons who may be of assistance to the DC, at the discretion of the School Governing Body Chairperson.

14.3.4 The investigator is only present to present the case and is not involved in the deliberations of the DC.

14.3.5 Legal representation of the learner is permissible

14.3.6 The decisions taken will be expressed by the Chairperson of the DC. Other members are present to assist the Chairperson to make a decision both to the guilt and appropriate sanction of the learner

14.3.7 The Chairperson may impose any sanction he/she considers appropriate for the purposes of progressive discipline or reform of the learner concerned as long as it does not infringe on his/her Constitutional rights and provisions of the South African Schools Act

14.3.8 The Chairperson may refer the matter back to the investigator for further investigation, in which case the DC will reconvene at a later date set by the Chairperson to hear further evidence

14.3.9 The DC will deal with the matter if the guilt of the learner may be determined without resolving complex issues of fact or law or both, and the punishment contemplated is not likely to be expulsion or suspension from school for more than five days

14.3.10 If the learner is found guilty, the Chairperson will recommend an appropriate sanction.

14.4 Expulsion of the learner from the school

14.4.1 If the punishment contemplated is expulsion from the school, the School Governing Body and principal must refer the sanction to the Head of Department, Gauteng Department of Education.

14.5 Formal disciplinary hearing

- 14.5.1 If the alleged offence is a matter of Serious Misconduct, and/or if the guilt of the learner cannot be determined without resolving complex issues of fact or law or both, and/or the learner faces expulsion, or suspension from school for longer than five days, the investigator may request that a disciplinary hearing be convened to deal with the matter. The procedures for such a hearing are dealt with below:
- 14.5.2 Depending on the seriousness of the alleged offence, considerations of fairness to all concerned and the interest of investigation, the Principal may suspend a learner from school activities pending the outcome of the investigation
- 14.5.3 Factors that will be considered in the convening and outcome of the disciplinary hearing are:
- a. The learner's best interest must be considered at all times (perpetrator and victim). This must be tempered by the responsibility of the Chairperson of the hearing to the rest of the school community
 - b. The strictest confidentiality must be adhered to, as most hearings will be dealing with minors.

14.6 Procedures of a formal disciplinary hearing

- 14.6.1 The hearing will be conducted in English. If the learner or his/her parents require any translation or interpretation, this will be provided by the school
- 14.6.2 Separate hearings may be convened to hear the case of different learners involved in the same alleged act of Serious Misconduct. This will be the decision of the Chairperson of the DC and School Governing Body. The Chairperson of the DC may determine otherwise at the start of the Hearing dealing with the matter.
- 14.6.3 The investigator will inform the learner(s) and the parents in writing of the complaints against the learner and impending Disciplinary Hearing five working days prior.
- 14.6.4 Details of the time and venue of the hearing will also be provided. All arrangements will be made on reasonable notice, to allow all, parties to prepare for the hearing.
- 14.6.5 The hearing will be convened within five (5) school days of the disciplinary notice being issued.
- 14.6.6 Every learner has the right to the presence of one or both parents. If this is impossible, the parents may request in writing that another adult be present in their place. Their absence, unless with good cause will not be allowed to delay the hearing indefinitely.

- 14.6.7 The School Governing Body designated Chairperson of the Disciplinary Hearing must request the help of no more than two other School Governing Body members to assist him/her during the hearing.
- 14.6.8 At the start of the hearing, the Chairperson will ask the investigator to present the charge sheet. This will involve stating the nature of the transgression and charges leveled and specify the act or omission in question. The written notice of the hearing will be tabled.
- 14.6.9 The learner(s) will then be asked by the Chairperson to plead “guilty” or “not guilty” to the charges put to him/her/them.
- 14.6.10 The learner or the learner’s representative shall then state the defense (if any) and furnish such information as he/she may consider helpful to the hearing in clarification of the learner’s case.
- 14.6.11 If a “guilty” plea is entered, the hearing will proceed as follows:
- a. The learner will be asked by the Chairperson to state in his/her/their own words why they are guilty of misconduct
 - b. The investigator and/or Chairperson may question the learner(s) to ensure the full facts of the matter are disclosed.
 - c. The Chairperson will then establish whether or not the learner(s) is guilty of the alleged misconduct with the assistance of the other members.
 - d. If the finding is one of “guilty” the hearing will then proceed to hear in aggravation or mitigation.
- 14.6.12 If a “not guilty” plea is entered, the hearing will proceed as follows:
- a. The investigator will present the evidence of the alleged act of misconduct
 - b. The investigator may call witnesses and present documentary or physical evidence to substantiate the allegation against the learner(s)
 - c. The learner(s) will then be given an opportunity to present evidence in person and/or through witnesses and present documentary or other physical evidence in support of the learner’s case
 - d. After each of the learners and any witnesses have testified they may in turn be cross-examined by the investigator and DC members to obtain further clarity on the matter.
- 14.6.13 The Chairperson may also request any other witness not called by either party, to give evidence after both the investigator and the learner(s) have presented their evidence and witnesses.

- 14.6.14 Once the evidence has been heard, the Chairperson will make a finding as to the guilt or innocence of the learner(s).
- 14.6.15 The hearing may be adjourned for no more than 3 working days to enable the Chairperson to make a finding.
- 14.6.16 In the case of a “guilty” finding by the Chairperson, evidence in mitigation and aggravation may then be led. The process for leading such evidence will be the same as that outlined above. The hearing may be adjourned to allow a reasonable amount of time for such evidence to be prepared.
- 14.6.17 Factors that could be considered include the level of remorse shown by the learner(s) whether or not the learner was co-operative or deceitful in uncovering the truth of the matter, previous record, relevant precedents and/or any other personal, psychological, medical and/or family circumstances.
- 14.6.18 The findings will be reduced in writing by the Chairperson and communicated to the learner as soon as possible.
- 14.6.19 These procedures do not in any way limit the rights of the learner and his/her parents provided for in the Constitution of the Republic of South Africa.
- 14.6.20 Any person who is aggrieved with the outcome of a hearing in which her or his rights were affected may appeal to the School Governing Body or HOD within 5 days of receipt of a ruling by the DC.

14.7 The appeal process

- 14.7.1 Appeals to the School Governing Body and HOD shall be in writing and shall state:
 - a. the full names of all parties to the hearing
 - b. the disciplinary complaint
 - c. the facts and the grounds for appeal.
- 14.7.2 The appeal shall enclose a copy of the ruling or finding made by the Chairperson of the DC.
- 14.7.3 The School Governing Body or designated members other than those that were on the DC, will hear the appeal at a time and place communicated in writing
- 14.7.4 All appeals shall be decided on the record of the hearing of the first instance.
- 14.7.5 A party wishing to bring new evidence to the appeal shall be required to explain why that evidence was not available at the hearing of the first instance and School Governing Body may decide to admit or decline such new evidence.

14.7.6 Legal representation may be permitted by the School Governing Body and DC, with due regard to the complexities of the matter.

I have read the Code of Conduct and understand same.

I have discussed the Code of Conduct with my child.

I undertake to obey the School rules at all times and comply with this Code of Conduct in all respects. Yes/No

THUS DONE AND SIGNED AT _____ ON THIS ____ DAY OF _____

LEARNER’S SIGNATURE _____ DATE _____

PARENT’S SIGNATURE _____ DATE _____

15. CONCLUSION

The Governing Body of Glenstantia Primary School may, from time to time, amend this Code of Conduct after due consultation with all stake holders.

SIGNED BY

Chairperson of the SGB: _____ Date:

The Principal: _____ Date:

IDSO: _____ Date: