

FUNANANI
Christian School



Code of Conduct

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I. INTRODUCTION

With the Code of Conduct for learners, we aim to promote an orderly and effective teaching environment and also to guide the learner towards the development or acquisition of self-discipline, values, morals and acceptable behaviour. Discipline is therefore an educational concern and disciplinary measures should at all times be justifiable.

To discipline a child is a *controlled process* forming the *attitudes* and *values* of a child to what is *acceptable* to *God* and *society*. The attitude of a person disciplining a child must always be:

POSITIVE

ENCOURAGING

FAIR

FIRM

CONTROLLED

The exercise of discipline must satisfy the educational demands of insight, confidence and authority. It is important that the teacher, in a professional manner, maintains a proper educational detachment with the learner. It must be kept in mind that the teacher is the adult, and that the child, as a learner, is on the path to adulthood.

According to the principle of cause and effect, certain behaviour can lead to punishment or to reward. Punishment, however, should always be used as a tool to correct behaviour and **not to cause hurt**, either physical or emotional.

Discipline is primarily the parents' responsibility which is delegated to the teachers of the school. It is therefore essential that the teachers and parents have the same objectives in mind and co-operate to achieve them. This Code of Conduct serves as a guideline for parents, teachers and learners of Funanani Christian School and also aims to build and protect relationships between parents, teachers and learners.

Disciplinary measures applied in response to learner misconduct will require that the teacher or school officials involved exercise their own judgement in deciding on the appropriate and fair action to be taken. The action taken must reflect the severity of the misconduct and must be progressive. Informal action for minor transgressions is generally applied at educator level.

Informal action includes: counselling by the educator, head of department or school principal; detention or time punishment; community service or other action that may be deemed appropriate.

Formal action includes: a warning or demerit recorded; parental contact and interview; daily or weekly report; disciplinary hearing and suspension; disciplinary hearing and expulsion.

II. SCHOOL VISION

To provide a firm foundation for lifelong learning and leadership, through quality education that models biblical values, character building and a commitment to excellence.

III. MISSION STATEMENT

In order to realise our vision, we are committed to:

- Providing a physically and emotionally safe environment where children can learn and develop.
- Attracting, retaining and developing quality staff who are dedicated to delivering quality education.
- Maintaining high levels of discipline, with a strong focus on self-discipline.
- The implementation of an academic and extra-curricular programme that stimulates the intellectual, physical, emotional and spiritual development of learners; and which challenges learners to achieve and to excel.
- Incorporating positive attitudes and modelling of biblical values to develop integrity, respect and a sense of social responsibility.
- Developing leadership skills at every level of our organisation.
- Maintaining class sizes that allow learners to receive personal attention.
- Working as a team with educators, parents and learners to extend our reach and impact in the Mamelodi community.
- Equipping learners to take their place in a technologically competitive world.

IV. VALUES OF FUNANANI CHRISTIAN SCHOOL

VALUE:	Behaviours that demonstrate we are living this value are:
<p>1. RESPECT</p> <p>‘Demonstrate respect for God, for others, for self and for the property of the school and of others’.</p>	<p>a. Show respect and encourage others to show the necessary reverence for God during all devotional periods (e.g. assembly) and when praying. Refrain from using God’s name in vain. [Respect for God]</p> <p>b. Treat teachers, peers, parents and visitors with courtesy and consideration. [Respect for others]</p> <p>c. Act in a manner that affirms a positive sense of self-worth. [Self-respect]</p> <p>d. Appreciate and look after the resources and assets of the school; and respect the property of others.</p>
<p>2. INTEGRITY</p> <p>‘Act in good faith’.</p>	<p>a. Act in a manner that is trustworthy.</p> <p>b. Be reliable and honest.</p> <p>c. Walk our talk. (Be consistent in what we say and do.)</p> <p>d. Be accountable.</p> <p>e. Maintain confidentiality.</p>
<p>3. EXCELLENCE</p> <p>‘Determine to maintain and/or improve standards in all aspects of our school performance’.</p>	<p>a. Perform to the best of our ability in academics, sport and culture.</p> <p>b. Take responsibility for our performance.</p> <p>c. Approach tasks with diligence and a positive attitude.</p> <p>d. Be punctual, helpful and efficient.</p> <p>e. Take pride in ourselves and in all aspects of our work.</p> <p>f. Accept correction and discipline so as to develop to our full potential.</p>
<p>4. HUMILITY</p> <p>Have an attitude of ‘You first’.</p>	<p>a. Put God and others ahead of our own interests.</p> <p>b. Behave in a manner that is courteously respectful of others.</p> <p>c. Do not behave in a manner that is aggressive, arrogant, boastful or vain.</p> <p>d. Appreciate the dignity and worth of all people.</p>
<p>5. COMPASSION</p> <p>Move from emotion to action in order to provide help.</p>	<p>a. Act in response to the emotion felt when confronted with the suffering/hurt/hardship of others.</p> <p>b. Go the extra mile to help another who is in physical, spiritual or emotional pain.</p>

In addition to these core values, we will strive to uphold the following:

- a) **Orderliness:** For the sake of efficiency and clarity we believe that activities should be planned and structured. All stakeholders in the school community are therefore responsible to contribute to orderliness.
- b) **Learner-centred education:** Learner-centred education focuses on the individual's needs and abilities and allows diversity to be recognised within a spirit of discipline and acceptance, without compromising the integrity of the school.
- c) **Biblical stewardship:** Out of our relationship with God flows our responsibility to be good stewards of all our resources.

V. COMMITMENT

To give effect to these values and aims, all staff, learners and parents make a commitment to abide by and support this Code as adopted by the Board of Trustees.

Management and Staff of the School are committed to:

- Instilling into each learner a sound spiritual and moral attitude, based on the values of love, justice, compassion, respect, honesty, acceptance, empathy and tolerance.
- Developing a curriculum of excellence.
- Setting the highest standards of work and behaviour for all learners.
- Protecting the dignity of all who are a part of our school community.
- Creating a loving and caring environment for the learners.
- Fostering strong communication with parents as the basis for close co-operation.
- Conducting ourselves in accordance with the Code of Professional Ethics of the South African Council for Educators.
- Listening to parents and learners and understanding any concerns raised.
- Providing the appropriate time and place for full and confidential discussion.
- Establishing reasonable expectations for solving any issues or problems.
- Establishing a written action plan for any proposed or agreed solution.
- Reporting on and reviewing the action plan.
- Providing an opportunity to a parent or learner to work towards a solution.
- Recognising that:
 - Parents have a depth of experience with the learner.
 - Parental and educator perspectives may justifiably differ.
 - Parents have multiple time commitments.

Parents/Guardians are committed to:

- Helping and encouraging children to develop strong spiritual and moral values.
- Taking an active and supportive interest in the School's aspirations.
- Taking an active interest in children's work and progress and in this regard attending parents' meetings.
- Supporting the values, authority and discipline of the school.
- Ensuring children abide by the school rules.

- Fostering strong communication with educators as the basis for close co-operation.
- Listening to educators.
- Holding discussions with educators at a time and place that permits full and confidential exploration of issues:
 - Concerns will be directed at the educator only.
 - The issue / problem will be articulated clearly and fully.
 - Educators will be afforded the opportunity to work towards a solution, which will require sufficient time.
- Recognising that:
 - Educators are trained professionals.
 - Educators' perspectives may differ from parents' perspectives.
 - Educators have multiple time commitments.

Learners are committed to:

- Behaving and acting in a manner which reflects the values of the school.
- Respecting and being courteous and co-operative with educators, other school staff, other learners and visitors, at all times.
- Attending school regularly, and on time.
- Aiming to achieve their highest standard in all areas of school life.
- Completing all homework and assignments with pride and to their highest level of competence.
- Wearing the correct school uniform and appearing smart at all times.
- Respecting the feelings and property of other people, both in school and in the community.
- Caring for the buildings, furniture, equipment and grounds of the school.
- Supporting and abiding by the school rules that apply.

The absence of a specific guideline in this Code of Conduct does not relieve an individual of his or her responsibility to behave in what would be considered a fair and reasonable manner in all situations related to the school.

VI. SCHOOL RULES AND REGULATIONS

1) GENERAL SCHOOL RULES

- 1.1) Each person associated with the school has the right to:
 - a) work and to learn without any disturbances.
 - b) be treated with courtesy and respect.
 - c) work in a clean, safe and orderly environment.
 - d) a fair hearing on alleged offences.
- 1.2) Both learners and staff are expected to be punctual and on time with regard to responsibilities and instructions.
- 1.3) Buildings, furniture and equipment must be treated with respect.
- 1.4) Foul language is inadmissible. Ethical and moral values must be impressed upon the child and firmly laid down at home and at school.
- 1.5) Each person's language, culture and religious convictions must be respected.
- 1.6) Politics may not be practised in the school.
- 1.7) A learner must at all times be neat in his/her appearance.
- 1.8) Learners, parents and staff must be motivated to be proud of their school.

2) SPECIFIC SCHOOL RULES

2.1) Times

- ⇒ Learners must be at school at 07H30 every morning.
- ⇒ Grade R, 1, 2 and 3 close at 13H00 on Monday to Friday.
- ⇒ Grade 4 to 7 close at 14H00 on Monday to Thursday and at 13H00 on Friday.
- ⇒ Office hours: 07H30 to 15H00 Monday to Friday

2.2) Uniform Purchases

2.2.1. The following uniform items can be bought at school during office hours:

- Girls dresses with school badge
- Boys shirts with school badge
- Boys and Girls Golf T-shirts with school badge
- School Tracksuits

2.2.2. Boys grey shorts, grey socks, black school shoes, navy shorts (sport), takkies and navy jerseys may be purchased at any uniform stockist or clothing store which stocks school uniform.

2.2.3. Girls white socks, navy/black stockings, black school shoes, navy shorts (sport), takkies and navy jerseys may be purchased at any uniform stockist or clothing store which stocks school uniform.

2.3) Announcements

- ⇒ Announcements will be made by the class teacher on all days except the days when assemblies are held.
- ⇒ On assembly days, announcements will be made by the person responsible for conducting the assembly.
- ⇒ All announcements must be recorded in the Assembly Announcements Book.

2.4) Class interchanging

- ⇒ During class interchanging (for PE, Sepedi, Afrikaans, Computers) the learners must move quickly and quietly to their classes.
- ⇒ Learners may not speak or be boisterous during this time.
- ⇒ Learners must see to it that they do not arrive late for the following class.
- ⇒ No learners may be in the classroom during break without the permission of the teacher.

(Due to Covid, learners currently remain in their classrooms and the Teachers move between classes.)

2.5) Lining up for Assembly

- ⇒ On assembly days learners must line up at the assembly area.
- ⇒ Learners stand in orderly lines and all teachers to maintain control.

(Due to Covid, assemblies are held in the quad between the Foundation and Intersen Phase classrooms.)

2.6) Assembly

- ⇒ Assembly is a devotional period and the necessary reverence and respect should be maintained.
- ⇒ Teachers are to ensure that order is maintained.
- ⇒ After the prayer, message and worship, learners and/or teachers may be given the opportunity during assembly to report back on excursions or school activities.
- ⇒ Medals and certificates may also be handed out during assembly to learners who have achieved well in activities both in and out of school.

2.7) Extra-Curricular activities

- ⇒ During extra-curricular activities the general and specific school rules (where applicable) apply to all learners.

2.8) Sports Events

- ⇒ After sports events the learners must leave the fields clean. The sports organisers and teachers involved are responsible for organising the cleaning up.
- ⇒ Learners who participate in the sports meetings must handle the equipment with responsibility and under no circumstances is the equipment to be damaged.
- ⇒ Learners representing the school on the sports field must at all times be clothed in the correct sports attire.
- ⇒ Learners should strive after a healthy sporting spirit at all times. Misconduct on or next to the sports field will not be tolerated.

2.9) Permission to leave class

- ⇒ During periods, a learner may not leave the classroom without the permission of the teacher.
- ⇒ Learners who have been allowed to leave the class during periods must quickly and quietly do what they need to e.g. visit the bathroom/run an errand for the teacher; and go immediately back to class.

2.10) Classroom Library

- ⇒ Learners who are able to read and have the necessary responsibility to care for books, may be allowed to take books out.
- ⇒ A learner who borrows a book must see that the book is returned as per the teacher's instruction.

3) GENERAL APPEARANCE

3.1) Hair—Girls

- ⇒ Hair touching the collar must be tied back.
- ⇒ Neatly braided hair that is tied back is allowed.
- ⇒ Elastics, ribbons or other clips must be white, black or navy.
- ⇒ Hair adornments must suit the school uniform; no coloured beads allowed in the hair.
- ⇒ Hair must always be neat and tidy.
- ⇒ Fringes may not hang over the eyebrows.
- ⇒ Extravagant styles and/or coloured hair is not permitted. No gelled hairstyles permitted.
- ⇒ As head lice are highly contagious, a girl with this problem must remain at home until the matter has been attended to.

3.2) Hair—Boys

⇒ Hair must be short, neat and clean.

3.3) Jewellery

⇒ Learners may not wear chains, bracelets, beads or rings (unless prescribed for medical purposes).

⇒ Only girls may wear earrings - Only small gold/silver studs or small gold/silver sleepers may be worn as earrings.

⇒ Confiscated jewellery will be held back for the day and the learner may thereafter retrieve such from the teacher concerned.

⇒ Earrings must be worn on the lobes and not on the auricles. A learner may only wear ONE pair of earrings at any time.

3.4) Nails and Make-up

⇒ Nails must be kept short and neat and may not be longer than the finger tips.

⇒ Learners may not wear nail varnish.

⇒ No make-up is allowed.

4) SCHOOL UNIFORM

4.1) Grade 1—5

4.1.1. Summer Uniform

○ Girls

(i) Light blue pinafore (available at school), short-sleeved open-neck white shirt, navy or black ski-pants (tights), short white socks, black school shoes. If it is cold, a plain navy jersey or Funanani tracksuit jacket may be worn.

○ Boys

(i) Grey shorts, light blue open-neck short-sleeved shirt, grey socks and black school shoes. If it is cold, a plain navy jersey or Funanani tracksuit jacket may be worn.

4.1.2. Winter Uniform

○ Girls

(i) Funanani school tracksuit, golf t-shirt and takkies. A plain navy jersey may be worn under the tracksuit top if it is very cold.

(ii) Light blue pinafore with long-sleeved white shirt underneath. Black/navy winter stockings, black school shoes. A tracksuit jacket, and if necessary, a navy jersey under the jacket.

○ Boys

- (i) Long grey pants, long sleeved light blue shirt and tracksuit jacket. A plain navy jersey may be worn under the tracksuit jacket if it is cold. Black shoes with grey socks.
- (ii) Funanani school tracksuit with golf t-shirt and takkies. A plain navy jersey may be worn under the tracksuit top if it is very cold.

4.1.3. Sport Uniform—Girls and Boys

- Funanani golf t-shirt, navy shorts, school socks (white for girls and grey for boys) and takkies.
- Takkies worn for sport must be black, white, navy, grey or any combination of these colours.

5) SCHOOL BAGS

- ⇒ School bags of an appropriate size and quality should be used to ensure that books are not damaged.
- ⇒ In the mornings the school bags must be placed outside the classroom where the first lesson will be given.
- ⇒ A learner may under no circumstances tamper with another learner's bag.
- ⇒ School bags should be marked clearly with the learner's name and surname.

6) TOILETS

- ⇒ Each learner has a responsibility with regard to the neatness and cleanliness of the toilets.
- ⇒ Learners who notice problems in the toilets must report these to their class teacher immediately.

7) SCHOOL GROUNDS

- ⇒ Keep the grounds clean at all times. No littering allowed. Papers/Rubbish should be thrown into the bin.
- ⇒ Flowers may not be picked. Trees, shrubs and other plants may not be damaged.
- ⇒ Children are not allowed to climb into trees.
- ⇒ A learner may not leave the school grounds during school hours without the necessary permission from the Principal or his/her representative. Parents/Guardians who collect learners during school hours, must sign the register at the admin office.

8) SICK LEARNERS

- ⇒ It is the responsibility of the parent(s) to notify the school should a learner be sick.
- ⇒ A note of absence (signed by the parent) must be written in the homework book /diary once the learner has returned to school. Parents may also notify the school regarding learner absence via sms, whatsapp or telephonically.

- ⇒ Should a learner become ill at school, then an administrative assistant will notify the parent(s) to fetch him or her at school.
- ⇒ A learner who leaves school during school hours must be fetched (by the person accepting responsibility for him/her) from the administrative office with the necessary permission. The register must be signed at the admin office.

9) DEPARTING LEARNERS

- ⇒ Learners who are leaving the school to attend another school, must bring a letter from his/her parent(s) to confirm that he/she is leaving the school.
- ⇒ Once all fees due have been paid, a transfer card is given to the parents of the learner concerned.

10) CELL PHONES

- ⇒ Cell phones are not allowed at school.
- ⇒ Cell phones are expensive items which the school cannot undertake to replace if stolen.
- ⇒ Learners may use the office telephone in case of emergency.
- ⇒ If learners choose to bring their cell phones to school, they do so at their own risk. No cell phone theft will be investigated.

VII. SUMMARY

One of the most difficult issues for educators to deal with is unacceptable learner conduct. Although the law has always recognised the school principal and the teacher's authority to discipline children and to punish offenders, educators must see that there is a balance between the creating of a secure environment and the learner's right not to be exposed to unfair discipline.

Good discipline depends upon good management, in the school as a whole and in particular, the classroom. As primary educators the parents also have the responsibility to guide their children toward proper adulthood. As partners in education the parent remains a role player who must at all times be involved with the positive development of his/her children and should work hand in hand with the school as an educational establishment.

VIII. LEARNER DISCIPLINARY CODE

Learner Code of Conduct

Examples of Infringements and Recommended Sanctions

Every matter shall be dealt with on its own merits and the offences and sanctions below are guidelines that may/ may not be followed by the School.

VERY SERIOUS MISCONDUCT

1. Violent, abusive, intimidating or threatening behaviour (verbal or physical) and/or
Fighting, assault (threatened or actual) and/or
Victimisation, bullying or initiation of any sort including cyber bullying or intimidation, regardless of the electronic platform used and/or
Transferring, selling or distributing, using or being in possession of a dangerous object including but not restricted to weapons (including guns, ammunition, knives, clubs, or screwdrivers), fireworks, explosives or any object that may be considered as being potentially dangerous, (at school or at school events) and/or
Inciting, advising or rewarding others to perform violent, offensive or threatening acts and/or
Any “gang” related activity that may threaten the safety or welfare of others (at school or at school events, or in relation to school) and/or
Harassment (sexual or racial or religious or other grounds) and/or
Discrimination against another (sexual or racial or religious or other grounds) and/or
Issuing a bomb threat or arson (attempted or actual) and/or
Behaviour that may pose a danger to the safety and welfare of others (at school or at school events).

First Offence	Hearing with Suspension and/or Expulsion and/or Alternative Sanction.
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<p>2. Being in possession of or under the influence of alcoholic, hallucinogenic or dangerous/prohibited substances that produce a psychoactive effect, or distributing, storing or consuming any of these substances (at school or at school events) and/or</p> <p>Strong suspicion of habitual use (abuse) or regular use of medication, drugs or alcohol at school or at school events.</p>	
First Offence	<p>Hearing with Suspension and/or</p> <p>Expulsion and/or</p> <p>Alternative Sanction.</p>

<p>3. Being in possession of another's property without their knowledge or consent, or attempting to remove another's property without consent or their knowledge and/or</p> <p>Theft or attempted theft and/or</p> <p>Sale of another person's stolen property.</p>	
First Offence	<p>Hearing with Suspension and/or</p> <p>Expulsion and/or</p> <p>Alternative Sanction.</p>

<p>4. Committing an act of insubordination or continual insubordination or gross insubordination and/or</p> <p>Cheating, plagiarising, copying or tampering with test or exam results, or reports or assignments and/or</p> <p>Being in possession of or distributing material or information that may give an advantage in a test or an exam and/or</p> <p>Extortion, bribery, corruption or fraud (attempted or actual) and/or</p> <p>Being an accomplice to, colluding, conspiring, assisting, abetting or instigating dishonesty, or fraud, or theft and/or</p> <p>Inciting, advising or rewarding others to commit a dishonest act and/or</p> <p>Serious breach of school security procedures, or unreasonably refusing to submit to a search and/or</p> <p>Off-site criminal misconduct that disrupts or substantially damages the school/learner relationship and the educational process.</p>	
First Offence	<p>Hearing with Suspension and/or</p> <p>Expulsion and/or</p> <p>Alternative Sanction.</p>

<p>5. Obscene, indecent or sexually explicit behaviour or gestures, or attempts to make unwanted physical contact and/or</p> <p>Sexual harassment, inappropriate sexual innuendos or graphic comments and/or</p> <p>Committing a sexual offence and/or</p> <p>Intentional and offensive, insulting, abusive, racist or lewd behaviour and/or</p> <p>Storage, creation, sale or distribution of pornographic, or obscene, or offensive material, publications, symbols, email, text/SMS/MMS, cartoons or objects, or material that incites violence.</p>	
First Offence	<p>Hearing with Suspension and/or</p> <p>Expulsion and/or</p> <p>Alternative Sanction.</p>

<p>6. Sabotage, malicious or wilful damage to school or others' property and/or</p> <p>Unauthorised occupation of any school property or facility, or having the effect of depriving others from using this property or facility. Preventing or seeking to prevent free assembly by others on the school's property, without school permission and/or</p> <p>Blocking off any entrances or exits to or from the school premises, with the intention or effect of interfering with free access/egress by others and/or</p> <p>Participating in or supporting industrial or protest action which prevents learners from attending school/ school activities.</p>	
First Offence	<p>Hearing with Suspension and/or</p> <p>Expulsion and/or</p> <p>Alternative Sanction.</p>

<p>7. Actions that expose others to serious danger or injury, or expose the school to potential accidental loss or damages--whether due to wilful, grossly negligent or unintended acts and/or</p> <p>Unsafe acts or behaviour that endangers the safety and welfare of others.</p>	
First Offence	<p>Hearing with Suspension and/or</p> <p>Expulsion and/or</p> <p>Alternative Sanction.</p>

8. Serious misconduct or actions that may bring the reputation of the school, learners or other stakeholders into disrepute.

First Offence

Counselling/ Hearing with Suspension and/or
Expulsion.

9. Any other misconduct considered to be very serious and possibly justifying expulsion as a first offence.

First Offence

Counselling/ Hearing with Suspension and/or
Expulsion.

SERIOUS MISCONDUCT

Continual repetition of any of the below misconduct may result in a hearing.

10. Being absent from school without a valid reason. The learner will be considered to be playing truant.

First Offence	Parental Contact and/or Final Warning
Second/ Repeated Offence	Hearing with Suspension and/or Expulsion and/or Alternative Sanction.

11. Playing of dangerous, obscene, insulting or demeaning games and/or
Malicious teasing and/or
Partaking in any form of gambling or similar gaming activities while on the school premises or
in school uniform.

First Offence	Parental Contact and/or Final Warning
Second/ Repeated Offence	Hearing with Suspension and/or Expulsion and/or Alternative Sanction.

12. Inappropriate behaviour or comments in public or at school events that bring the school into
disrepute and/or

Abuse of school privileges or seniority / status, abuse of position of authority.

First Offence	Parental Contact and/or Final Warning
Second/ Repeated Offence	Hearing with Suspension and/or Expulsion and/or Alternative Sanction.

13. Smoking or being in possession of tobacco or cigarettes (on the school premises or at official school events).	
First Offence	Parental Contact and/or Final Warning
Second/ Repeated Offence	Hearing with Suspension and/or Expulsion and/or Alternative Sanction.

14. Forgery or falsification of school documents and reports and/or Lying/dishonesty and unfair behaviour (with less serious initial consequences).	
First Offence	Parental Contact and/or Final Warning
Second/ Repeated Offence	Hearing with Suspension and/or Expulsion and/or Alternative Sanction.

15. Vandalising property or equipment (school or others) including but not limited to damaging, marking, defacing, improper use and/or not taking due care of property or equipment and/or Accidental damage to property and/or Removing any school property from the school premises without the prior consent of the Executive Head/Educator.	
First Offence	Parental Contact and/or Final Warning
Second/ Repeated Offence	Hearing with Suspension and/or Expulsion and/or Alternative Sanction.

16. Acts or behaviour designed to create a hostile or threatening school environment, and/or
 Wilful disruption of school activities, interference with school authorities and/or
 Conduct designed to be prejudicial to good order or discipline at the school.

First Offence	Parental Contact and/or Final Warning
Second/ Repeated Offence	Hearing with Suspension and/or Expulsion and/or Alternative Sanction.

17. Any misconduct by the learner that is considered by school authorities to warrant more than a verbal reprimand or an ordinary warning.

First Offence	Parental Contact and/or Final Warning
Second/ Repeated Offence	Hearing with Suspension and/or Expulsion and/or Alternative Sanction.

MINOR TRANSGRESSIONS

18. Disregard for rules, directions, instructions or for any persons in authority and/or

Defiance, disrespect, and/or discourtesy toward school authorities, parents, visitors or learners and/or

Being unreasonably intolerant of others, and their personal beliefs, traditions, appearance or of diversity and/or

Persistent violation of School Rules (with less serious initial consequences).

First Offence	Counselling and/or Reprimand and/or Warning and/or Demerit
Second/ Repeated Offence	Parental Contact and/or Final Warning
Subsequent Offence	Hearing with Suspension and/or Expulsion and/or Alternative Sanction.

19. Use of excessive force when playing games or during sporting events and/or

Playing games in an area where others may be injured or where property may be damaged and/or

Riding skateboards, wheelies, bicycles or motorbikes in areas where such activities are prohibited, or in a manner that may cause injury to others or damage to property.

First Offence	Counselling and/or Reprimand and/or Warning and/or Demerit
Second/ Repeated Offence	Parental Contact and/or Final Warning
Subsequent Offence	Hearing with Suspension and/or Expulsion and/or Alternative Sanction.

20. Noisy or disruptive behaviour, disturbing the activities of others and/or

Highly disruptive or unruly classroom behaviour which may include walking around the classroom without permission from the educator and/or

Trespassing or entering school premises without permission or without supervision, and/or after school hours and/or

Refusing to identify oneself upon request by a school authority.

First Offence	Counselling and/or Reprimand and/or Warning and/or Demerit
Second/ Repeated Offence	Parental Contact and/or Final Warning
Subsequent Offence	Hearing with Suspension and/or Expulsion and/or Alternative Sanction.

21. Swearing and use of vulgar, profane (foul) language.

First Offence	Counselling and/or Reprimand and/or Warning and/or Demerit
Second/ Repeated Offence	Parental Contact and/or Final Warning
Subsequent Offence	Hearing with Suspension and/or Expulsion and/or Alternative Sanction.

22. Tardiness or littering and/or

Failure to have the correct learning materials during lessons and/or

Poor grooming, unhygienic personal habits, improper use of school facilities or ablutions and/or

Hair, dress or apparel that is not in accordance with school standards or rules and/or

Eating or drinking during class or school events / activities when consumption is not permitted.

First Offence	Counselling and/or Reprimand and/or Warning and/or Demerit
Second/ Repeated Offence	Parental Contact and/or Final Warning
Subsequent Offence	Hearing with Suspension and/or Expulsion and/or Alternative Sanction.

23. Tampering with the possessions or equipment of others and/or

Use of school equipment without permission (with no serious consequences).

First Offence	Counselling and/or Reprimand and/or Warning and/or Demerit
Second/ Repeated Offence	Parental Contact and/or Final Warning
Subsequent Offence	Hearing with Suspension and/or Expulsion and/or Alternative Sanction.

24. Failure to keep the school premises (including but not limited to) toilets, classrooms, hall, playground and/or sports fields in a clean and neat state and/or

Blocking the drain and/or toilet pan with paper or any other material or substance and/or leaving the bathroom taps running and/or

Placing posters and/or stickers and/or graffiti on any school surface/property without the written authority of the Executive Head.

First Offence	Counselling and/or Reprimand and/or Warning and/or Demerit
Second/ Repeated Offence	Parental Contact and/or Final Warning
Subsequent Offence	Hearing with Suspension and/or Expulsion and/or Alternative Sanction.

25. Refusal or failure to complete homework tasks and/or assignments on the due date and/or

Failure keep and maintain a homework book and/or

Refusal to deliver or return reports, reply slips or letters to parents or to the school and/or

Unreasonable and unexplained refusal to attend or participate in school activities or compulsory events and/or

General uncooperativeness and/or being wilfully obstructive and/or

Poor application to studies, schoolwork or assignments.

First Offence	Counselling and/or Reprimand and/or Warning and/or Demerit
Second/ Repeated Offence	Parental Contact and/or Final Warning
Subsequent Offence	Hearing with Suspension and/or Expulsion and/or Alternative Sanction.

26. Truancy, poor timekeeping practices and/or

Unexplained absences from classes or from compulsory events or activities and/or

Failing to make prior arrangements and/or receive prior permission when absent from school and then on return to school failing to present a note from the learner's parents explaining the absence, regardless of the reason for absence and/or

Leaving class or school premises without permission and/or

Persistent late-coming or early unauthorised departure from class/school.

First Offence	Counselling and/or Reprimand and/or Warning and/or Demerit
Second/ Repeated Offence	Parental Contact and/or Final Warning
Subsequent Offence	Hearing with Suspension and/or Expulsion and/or Alternative Sanction.

27. Persistent misuse of personal communication devices during school activities (use of electronic devices is only permitted when an educator grants the learner permission).

First Offence	Counselling and/or Reprimand and/or Warning and/or Demerit
Second/ Repeated Offence	Parental Contact and/or Final Warning
Subsequent Offence	Hearing with Suspension and/or Expulsion and/or Alternative Sanction.

28. Bringing a motor vehicle or motorcycle onto school property without written consent from the Executive Head or an educator nominated by the Executive Head and/or failure to follow any instructions given by the Executive Head when granting permission and/or

Driving a motor vehicle or motorcycle in a manner that creates a risk and/or harm to other persons on/around school property and/or

Failing to produce the learner's valid driver's licence on request from an educator/staff member.

First Offence	Counselling and/or Reprimand and/or Warning and/or Demerit
Second/ Repeated Offence	Parental Contact and/or Final Warning
Subsequent Offence	Hearing with Suspension and/or Expulsion and/or Alternative Sanction.

29. Failing, when in the classroom during lessons, to:

Greet the educator and each other and/or

Leave the learner's desk neat and tidy when leaving the classroom and/or

Maintain silence when requested to do so and/or

Be well mannered, disciplined, co-operative, attentive and/or responsive.

First Offence	Counselling and/or Reprimand and/or Warning and/or Demerit
Second/ Repeated Offence	Parental Contact and/or Final Warning
Subsequent Offence	Hearing with Suspension and/or Expulsion and/or Alternative Sanction.

30. Any other infringement not mentioned herein that may be considered serious enough to warrant the implementation of corrective action and taking of disciplinary measures.

First Offence	Counselling and/or Reprimand and/or Warning and/or Demerit
Second/ Repeated Offence	Parental Contact and/or Final Warning
Subsequent Offence	Hearing with Suspension and/or Expulsion and/or Alternative Sanction.

IX. DISCIPLINARY HEARING AND APPEALS PROCESS

DISCIPLINARY HEARING/ENQUIRY

When a serious infringement occurs, or in the case of repeated lesser infringements and formal disciplinary action is required, a notification of a DISCIPLINARY ENQUIRY is given to the parents of the learner concerned. This notification must provide sufficient information to ensure that the learner/parents are properly informed of the School's intention to convene a formal hearing to investigate the infringement.

Please note that:

- The learner's parents should wherever possible be notified of the hearing enquiry at least 48 hours (two working days) before the scheduled hearing.
- The learner may be suspended until the hearing is conducted if this is considered appropriate bearing the alleged misconduct in mind. The suspension of the learner should be indicated in the notification.
- The learner/parents must be advised that they are expected to attend the hearing being held. They should also be notified that in the event that they do not attend, then the hearing will be held in their absence, and a decision will be made without their involvement.
- The learner/parents must be advised of the serious nature of the allegations, and the possibility of serious disciplinary action being taken should they be found guilty of the allegations made against them.
- Legal representation at disciplinary enquiries is NOT generally permitted, unless both the School and the parents agree that it is appropriate for BOTH parties to be professionally represented.

The conducting of the formal Disciplinary enquiry is of great importance and must be chaired by an objective Senior School Official/School Labour Consultant. The hearing chairperson will be responsible for leading and managing the hearing process, and making the critical decisions to:

- The guilt or innocence of the learner relative to the allegations made;
- The appropriate penalty/action to be taken, after due consideration of mitigating and aggravating factors.

To ensure that this crucial procedure is properly and fairly conducted, all disciplinary enquiries should be conducted in such way as to ensure that the rules of natural justice are complied with, i.e. the learner/parent:

- Must properly understand the allegations being made.
- Should be presented with all facts and information relating to the allegations.
- Must be given the opportunity to question evidence led and be heard by an impartial chairperson.
- Is entitled to present their own perspective and explain/defend their actions.

- Must be treated with dignity and respect throughout the hearing.
- Is to be assured of the greatest confidentiality possible.
- Must be offered the right to appeal against any decision made by the chairperson.

After the completion of the enquiry, any decision made [whether to impose disciplinary action or not] should be formally communicated and supported by the hearing chairperson. This notification must include a reminder that the learner has the right to appeal against any action decided upon, within 5 days of the hearing.

APPEAL PROCESS

The learner/parents have the right to appeal against any formal disciplinary action imposed by the School. Lodging an appeal against a decision to expel a learner, after a disciplinary enquiry has been conducted, entitles the learner to an appeal review. Typical grounds for such an appeal review may include:

- The disciplinary process was not properly followed.
- Decision on guilt was not considered correct.
- Decision regarding action to be taken was considered inappropriate.
- Mitigating factors were not properly considered.
- Enquiry chairperson was considered biased or made a subjective decision.
- Learner was not in a position to properly present his/her case.
- New evidence can be presented which may affect the decisions made.

The learner/parents wishing to appeal must motivate their appeal in writing, detailing in full their grounds for appeal. The request for appeal must be submitted to the School within 5 days of hearing the chairperson's decision. This needs to be done so as not to delay proceedings.

The learner's basic right to an appeal against disciplinary action does not ordinarily mean that all the matters raised at the disciplinary enquiry will be "re-heard". The appeal procedure is generally limited to reviewing the decisions made, based on the grounds for appeal lodged. A full appeal re-hearing is ONLY necessary when the disciplinary hearing process was materially defective and the decisions reached at the enquiry are highly suspect.

Should it become obvious that a full re-hearing is required for a fair appeal, usually due to a defective disciplinary enquiry process or substantial new evidence has come to light after the enquiry, then an Appeal Hearing should be conducted in accordance with the principles highlighted above (appeal process). A copy of the finding must be placed on the learner's file for safekeeping.

The conclusion of the School's appeal process is the final procedure in the disciplinary process and marks the exhaustion of internal disciplinary measures.