



Grayston Preparatory School

Code of Conduct

SECTIONS

- **A - Agreement form**
- **B - Code of Conduct**
- **C - Disciplinary Procedure**
- **D - Infringement Levels and Related Sanctions**

Junior Prep and Senior Prep

(hereinafter collectively referred to as ~~the Agreement~~)

This Agreement is applicable to all pupils attending Grayston Preparatory School (hereafter referred to as ~~the School~~ or ~~the School~~). The parent(s) or guardian(s) of every pupil attending the School are required to read all the included documents, fill in any information requested, sign the Agreement form in full, where required, and return the Agreement form to the School.

CONTENTS

Section A - Agreement Form

Section B - Code of Conduct

1. Introduction and objectives
2. General conduct expected of parent(s)/guardian(s)
3. General conduct expected of pupils
4. General conduct expected of teachers
5. Positive development and reinforcement
6. Rights and responsibilities of pupils
7. School rules
8. Dispensation for compliance with the Code of Conduct
9. Procedure for dispensation for compliance with the Code of Conduct

Section C - Disciplinary Procedure

1. General approach
2. Infringements
3. Disciplinary action
4. Formal disciplinary process
5. Review process
6. Collective disciplinary action
7. Disciplinary infringements and recommended sanctions

Section D - Infringement Levels and Related Sanctions

Junior and Senior Preparatory infringements and corrective measures

Section A

Agreement Form

I / We the parent(s) / legal guardian(s) of

Full name and surname of pupil

- confirm the admission of the pupil named above to Grayston Preparatory School.
- confirm that the information supplied by us in this Agreement is complete and accurate.
- have read, understood and agree to all the rules and conditions as contained in this Agreement including the Code of Conduct and Disciplinary Procedure.
- This Agreement shall take effect immediately upon signature hereof and shall continue for the duration of the enrolment of the pupil at Grayston Preparatory School.

Signatories – parent(s)/guardian(s) (Please Print)

1.

Relationship to pupil

ID No.

Signature

2.

Relationship to pupil

ID No.

Signature

Full Name

Date

Full Name

Date

Domicilium Citandi et Executandi

(The address to which documentation may be sent)

Tel: _____

Fax: _____

Email: _____

DECLARATION OF CHILD

I, _____, declare that I shall do my utmost to uphold both the letter and the spirit of this contract.

Declaration made on (day and month) _____

20_____, in the presence of my parent(s)/guardian(s)

Signature: _____

For Grayston Preparatory School

Date

Name

Signature

Section B

Code of Conduct

1. Introduction and objectives

A certain standard of conduct is expected from the parent(s)/guardian(s) and the pupils. To sustain a healthy learning environment it is important that these parties to the education relationship acknowledge their respective responsibilities and conduct themselves accordingly.

The Code of Conduct strives to provide a framework for orderly and purposeful education, but with enjoyment and fellowship with peers as an added advantage. Through this Code of Conduct Grayston strives to develop and grow all its pupils in an environment of positivity and acknowledgement. Children are recognised and rewarded in many ways thus allowing our focus to be on positive reinforcement, development and growth rather than on disciplinary action and remediation.

It indicates the broad standards of behaviour that are expected of all parent(s)/guardian(s) and pupils at the School and encourages a responsible and self-disciplined approach, rather than a punitive one based on fear.

It should also be noted that the Code of Conduct may also have a bearing on the behaviour of the pupil outside of normal school hours, should the pupil's conduct impact negatively on the teacher/pupil relationship or reflect badly on the School.

2. General conduct expected of parent(s)/guardian(s)

The School strives to develop and maintain good relations with the parent(s)/guardian(s) of pupils. While parent(s)/guardian(s) must expect the School and its teachers to provide the best education possible with the resources available to Grayston, parent(s)/guardian(s) must also accept responsibility to help Grayston achieve this goal.

Without doubt, more than ever before, parents must play an active role in their child(ren)'s development. The view that the school is paid school fees and is hence fully responsible to educate and discipline, to set all the rules and determine the consequences for pupils, is unfounded. A pupil spends a maximum of 14% of his / her school going years at school.

The School's role is to educate within the time spent at school, but it is equally the parent(s)/guardian(s) responsibility to carry this through. Parents must instil the same discipline and standards, identify, correct and guide their children in making right choices and achieving desired outcomes. Teachers cannot replace the love, nurturing, listening ear and advice of a parent. Children spend only some of their time within the school environment . the rest of their growing-up happens in the home environment and in other social contexts.

Parent(s)/guardian(s) are required to:

- Ensure that the pupil understands the Code of Conduct and complies with the terms thereof accordingly
- Actively support the efforts of the School and its teachers to teach the pupil
- Involve themselves to the fullest possible extent in the School's education process and the learning environment
- Encourage the pupil to participate fully in the School and extra-mural activities
- Participate in the learning process and assist the pupil with homework, provide encouragement, check results
- Communicate freely and promptly with the School
- Not expect the School to meet the pupil's every need
- Work with the School to overcome any behaviour of the pupil which negatively impacts on the learning environment

- Ensure that the pupil is in attendance at all compulsory functions and activities and that the School's timekeeping requirements are observed
- Support the disciplinary structures and procedures of the School in the interests of maintaining an orderly and positive educational environment
- Never openly slate, criticise or ridicule any staff member, particularly in front of a child
- Sports Fixtures: Parents/guardians are expected to conduct themselves courteously and refrain from making disparaging remarks about referees, judges or players. Coaching from the side or interfering with the coaches is not permitted and good play is expected to be applauded and encouraged by both sides
- Ensure that children are delivered to school on time for all school functions as well as the school day

3. General conduct expected of pupils (Pupils to review)

Pupils are required to:

- Recognise that they have responsibilities to their parent(s)/guardian(s), the school, teachers, their fellow pupils and themselves
- Comply with the school rules and instructions given by the teachers and headmaster of the school
- Behave responsibly and not endanger the safety and welfare of others
- Respect and care for the property of the school and others and not take things that do not belong to them
- Maintain sound relations with others at the school, be courteous and respect the dignity and self-worth of others
- Be punctual and observe the timekeeping practices of the school
- Demonstrate a positive attitude towards learning and be diligent in their efforts to learn
- Behave honestly and conduct themselves with integrity
- Accept legitimate punishment and disciplinary action taken against them as being both necessary and corrective
- Take care of their environment

4. General conduct expected of teachers

Teachers are expected to:

- Be consistent and fair in their treatment of all children
- Communicate clearly, promptly and openly with parents
- Treat all children with respect and dignity
- Show kindness and empathy
- Support the child and ensure that they are enjoying a positive learning experience
- Be available to the child to help and ensure understanding of work being covered . if necessary . after school.
- Maintain a thoroughly professional attitude and work ethic at all times and functions relating to the school.

5. Positive development and reinforcement

The focus at Grayston is positive development and reinforcement of everything done and achieved by the children. Children must be rewarded and acknowledged for what they do on a continual basis.

Opportunities for recognition

In the Junior Prep:

- Children will be rewarded with smiles for doing the right things. honesty, responsible behaviour, taking care of the environment, caring for school property, working hard, pride in personal appearance, courtesy, being a good friend, kind and helpful behaviour, co-operative behaviour, effort in the classroom and good behaviour on the sportsfield.

- Teachers and coaches will award these 'smiles' which must be signed and dated. The child will store these in a box/bag/file system as devised by the class teacher.
- Every time the child accumulates five 'smiles', they will receive a 'happygram'.
- The accumulated 'smiles' will be placed in a plastic folder with the 'happygram'.
- The 'happygram' system is to be used in addition to the house point and individual class motivational schemes and runs in tandem with the 'blotch' system.

'Smiles' do not cancel out 'blotches'.

In the Senior Prep:

- Merits are awarded for all positive actions and behaviour deemed worthy by the teacher.
- 2 Merit points for minor achievements
- 5 Merit points for major achievements and positive actions
- Good-work stamps . children sent to Head of Subject, Department or Pastoral Care for acknowledgement of good work completed in class or at home.
- Children with exceptional work can be sent to the Headmaster.
- Merits accumulate and merit point certificates are awarded by the Headmaster once a cycle in assembly for accumulated points. Points are accumulated in groups of 25.
- 'Awesome Slip' given to children to acknowledge a positive achievement, good behaviour or exceptional work in class and sent to the Deputy Head for acknowledgement and recognition. This slip translates to a 5 point merit.
- Continuous verbal recognition by staff and management acknowledges the children in all aspects of their school lives.
- External awards and achievements may be handed out in assembly on a Friday morning.
- Ad Futura programme in Grade 6 and 7 . develops, grows and acknowledges the senior children in all aspects of their school lives. Criteria are set and achievements are acknowledged and rewarded.
- Sports achievements at school are announced in assembly by the Headmaster and the child/ren are acknowledged.

6. Rights and responsibilities of pupils (Pupils to review)

PUPIL'S RIGHTS	PUPIL'S RESPONSIBILITIES
<ul style="list-style-type: none"> ▪ I have the right to move about the School without being laughed at, pushed, threatened or harmed in any way, either verbally or physical. 	<ul style="list-style-type: none"> ▪ I am responsible for seeing that I do not laugh at, hit, push, or in any way harm, verbally or physically, other people in the School.
<ul style="list-style-type: none"> ▪ I have the right to be treated in a courteous manner. 	<ul style="list-style-type: none"> ▪ It is my responsibility to treat others in a courteous manner.
<ul style="list-style-type: none"> ▪ I have the right to be treated with respect and fairness, irrespective of my race, creed, intelligence, gender, physical prowess, language, shape, size, whether or not I may be different from the majority. 	<ul style="list-style-type: none"> ▪ I am responsible for seeing that I treat all people with respect and fairness even though they may differ in some way from me or the majority.
<ul style="list-style-type: none"> ▪ I have the right to expect my property to be safe within the School. 	<ul style="list-style-type: none"> ▪ I am responsible for seeing that I treat other people's property with respect and that I do not damage, remove, use without permission or steal the property of others. I must look after my own property responsibly.

<ul style="list-style-type: none"> ▪ I have the right to learn in pleasant, well kept surroundings that are free from noise and litter pollution. 	<ul style="list-style-type: none"> ▪ I am responsible for seeing that I treat my surroundings with respect, and that I do not contribute to any kind of pollution within the School.
<ul style="list-style-type: none"> ▪ I have the right to attend to my school work without interference of any kind from other pupils. 	<ul style="list-style-type: none"> ▪ It is my responsibility to see that I do not interfere with or distract other pupils from their work.
<ul style="list-style-type: none"> ▪ I have the right to be taught by teachers who are fair, competent and sympathetic to my needs. 	<ul style="list-style-type: none"> ▪ It is my responsibility to co-operate and comply with the instructions of the staff.
<ul style="list-style-type: none"> ▪ I have the right to be treated in an appropriate way by all members of the Grayston community at all times. 	<ul style="list-style-type: none"> ▪ It is my responsibility to act in an appropriate way at all times. I will treat others as I would like to be treated myself.
<ul style="list-style-type: none"> ▪ Should I feel unhappy or concerned about some person in or aspect of, the School, I have the right to approach someone in authority about my concerns and to expect some action to be taken, if deemed necessary by the School. 	<ul style="list-style-type: none"> ▪ It is my responsibility to approach someone in authority should I have concerns about someone in, or some aspect of the School, rather than to take my own, independent action.
<ul style="list-style-type: none"> ▪ I have the right to wear the School uniform. 	<ul style="list-style-type: none"> ▪ It is my responsibility to wear the School uniform with pride, in good repair and in the correct manner at all times.
<ul style="list-style-type: none"> ▪ I have the right to use the School's facilities during term time. 	<ul style="list-style-type: none"> ▪ I have the responsibility to look after and respect all the facilities that the School offers me.

7. School rules

The School rules set out certain specific behaviour/conduct expected of pupils and should be read in conjunction with the general conduct expected of pupils set out in section B3 above.

The School rules attempt to instil orderliness, safety awareness, self-discipline, honesty, commitment, respect, fair play and responsibility.

Maintaining discipline and ensuring orderly classroom behaviour is an integral part of every teacher's job. The onus therefore lies with the School's management and/or teachers to apply the rules in an effective and equitable manner, in the interests of the well-being of the School and all its stakeholders.

The following specific rules are not exhaustive and define the behaviour expected of pupils. Pupils must be advised of these rules and are bound to comply with the rules.

- **Behaviour of pupils towards teachers and all other adults**

- It is expected that pupils show appropriate respect and good manners to all adults and, in particular, their teachers.
- Children are to greet all adults that they see, walk past or come in contact with when on the campus.
- Courteous and sensible behaviour is expected at all times, in and out of the School.
- Children are to ask for assistance where and whenever necessary.

- **Behaviour of teachers towards pupils**

- Teachers are to treat all pupils with respect and dignity.
- Teachers are not to mock or tease children in a malicious or harmful way.
- Teachers are to ensure that pupils understand work being covered to a reasonable level and provide support and extra time (by arrangement) to help children grasp concepts being covered.
- Teachers are to reinforce good behaviour and positive actions and attitudes and reward in one of the many ways as set out above.
- Teachers are to act in a professional manner whenever they are viewed by members of the Grayston community . children, parents, staff etc.

- **Timekeeping and being on time**

- All pupils are expected to start the school day promptly at 07:30 and all pupils are expected to start each lesson or co-curricular activity at the designated time, unless otherwise approved by a member of staff.

- **Assembly**

- Assemblies are compulsory for all pupils in the relevant grades, unless otherwise approved by the Headmaster. Participation is encouraged, but tolerance is shown towards pupils who must attend the assemblies, and respect the occasion, but need not themselves participate.

- **Maintenance of property and tidiness**

- All pupils are expected to look after school property and to respect the property of others. School desks and lockers should be kept tidy. Litter may not be dropped anywhere.
- No ball games may be played in the vicinity of any building or parking area. Trees may not be climbed at any time.
- All clothing and any personal belongings brought to School are to be clearly and regularly marked.
- On no account may any large sums of money, radios, iPods, MP3 players, tape recorders, computers, computer games or any other expensive items be brought to School unless required for School purposes (e.g. cameras, laptops).

- **Cellular Telephones**

- Cell phones are not permitted at school in Grades 000 to 3 under any circumstances.
- Cell phones are strongly discouraged at school but may be brought to school in Grades 4 to 7. However, they must remain off and in the child's school bag or locker during the school day.
- Cell phones may only be used after school for necessary contact with the parent or guardian and may not be used for any other purpose whatsoever.
- Should a cell phone be found on the child, switched on during school time, it will be confiscated and returned to the parent by the Deputy Head.

- Should a cell phone be used in an inappropriate manner at school it will be confiscated and returned to the parent after a parent meeting has taken place. Further investigation and action may be necessary based on the circumstances.
 - The school is not responsible under any circumstances for loss or damage to phones on the school campus.
- **Absence from school**
 - No pupil may be wilfully absent from School without the prior permission of a member of the Executive. In the event of illness, the School must be notified before 08:00 that morning and a letter or doctor's note must be sent on his/her return to School, should absence exceed one day.
 - Absence from School on account of holiday arrangements is not encouraged, although the Headmaster, or Executive member, as the case may be, may be approached where special reasons pertain.
 - Parent(s)/guardian(s) are requested to notify the School if their son/daughter has an infectious illness; in these circumstances, s/he will only be allowed to return to School when s/he has been away for the full period recommended by a Medical Officer of Health and a certificate of recovery must be presented to the school obtained from the health practitioner.
- **Participation**
 - It is the School's policy to encourage all pupils to participate fully in the life of the School: academically, extra-murally and culturally.
 - Pupils are acknowledged for their participation and involvement in extramural activities at the end of a season or term.
 - All pupils are expected to participate in at least one sport and one cultural activity per term.
 - There are some school sports that are compulsory throughout the year for the senior school pupils. This may involve a practice and a match on a weekday afternoon and/or a Saturday morning.
 - When pupils have opted to attend games or any other school activity, they will be deemed to have made a commitment and may only be excused by a note from their parent(s)/guardian(s) which has been duly approved by a member of the Executive in the School.
 - If games or activities are interrupted because of bad weather, the pupils will be supervised until the normal finishing times, or may be fetched early by arrangement with the staff member in charge.
- **Breakages and damages**
 - Any wilful damage to, or breakage of the school property, or the property of others at the School, is a serious offence and will incur appropriate punishment. Any accidental breakage must be reported immediately to a member of staff.
- **Eating and breaks**
 - Eating and drinking may only take place during the designated break times and outside the classrooms, unless permission has been given by a staff member.

- All classrooms are out of bounds at break-times and between 15:00 and 07:00 unless a member of staff is present.
- All pupils are to keep within the School boundaries during school hours.
- **Transport and travelling**
 - Pupils are expected to act sensibly when travelling to and from School, or while travelling on School business. Seat belts must always be worn where available.
- **Classroom behaviour**
 - Pupils are expected to present a positive work ethic in the classrooms. Courteous and sensible behaviour is expected at all times.
 - A list of expected classroom behaviour is displayed. These criteria must be adhered to at all times.
- **Bags and containers**
 - School bags should be named and stored appropriately in lockers or other specified areas. They may not be left lying around the classrooms or grounds.
- **Behaviour in the School grounds**
 - There may be no running between any buildings.
 - Earth, stones, sticks etc may not be thrown.
 - Litter must not be dropped. Pupils are expected to keep the grounds tidy.
 - Pupils are not allowed in the hall, or staffroom without permission.
 - In summary, pupils are expected to behave sensibly and courteously in and around the School grounds.
- **Behaviour of pupils towards teachers**
 - It is expected that pupils show appropriate respect and good manners to all adults and, in particular, their teachers. Courteous and sensible behaviour is expected at all times, in and out of the School.
- **Books and homework**
 - When homework is set, pupils are expected to make a note of it in their homework diaries.
 - They are also expected to complete the work timeously, properly and neatly.
 - All books belonging to the pupils should be covered, named and well looked after.
- **Hairstyles and personal hygiene**
 - Pupils are expected to start each half of term with a haircut. Hair should be kept neat and short. Faddish hairstyles are not permitted. Hair colouring and hair products (gel, paste etc) are prohibited.
 - Braids are not permitted unless culturally accepted.
 - Girls hair must be tied up, away from the collar and out of the eyes. Correct, school colour elastics are to be used. Ears are not to be used as hair clips.

- Uniforms must be washed regularly and children are to wear clean clothes every day.
- Children are to bath or shower every day and where applicable (older children) deodorant is to be used.
- **Jewellery and dress**
 - Pupils are expected to look smart at all times when wearing the Grayston uniform or sports attire on or off campus.
 - Blazers are to be worn for assemblies (Grade 4-7) and any formal functions. Blazers should be buttoned up when worn.
 - Hats are to be worn for all outdoor activities and breaks.
 - At all official School functions, full school uniform must be worn.
 - Only religious symbols may be worn on chains, but these must be out of sight.
 - Only girls are permitted to wear gold or silver studs or sleepers in pierced ears (only one per ear).
 - Watches may be worn, but no rings or bracelets.
- **Bathrooms and hygiene**
 - Pupils are expected to use the bathrooms sensibly and to leave them in good order.
 - Pupils are not to loiter or play in these areas.
- **Initiation Practices**
 - The School will not tolerate initiation practices.
- **Erotic material and undesirable material**
 - It is a serious offence and possibly illegal for a pupil to be in possession of any erotic, pornographic or other undesirable material or objects on the School grounds or while wearing their school uniform.
- **Alcohol or other substances**
 - It is illegal for any pupil to drink alcohol or partake of any illegal substances while on the School grounds or while wearing their school uniform. Appropriate action will be taken in the event.
- **Smoking**
 - It is a serious offence (Type 3) for any pupil to smoke on the School grounds or while wearing their school uniform. Appropriate action will be taken in the event.
- **Weapons**
 - It is a serious offence for any pupil to have a weapon at school, unless specifically approved by the Headmaster as it relates to some school activity. Appropriate action will be taken in the event.
- **Intimidation**
 - Intimidation or bullying of any sort - physical or emotional, using social media or any other means - is a serious offence and will be punished accordingly.

8. Dispensation for compliance with the Code of Conduct

Whilst the School values form the basis of the Code of Conduct, the religious beliefs and culture of all pupils will be respected.

On the grounds that any practice or rule set out in this Code of Conduct conflicts with the religious and/or cultural practices of a particular pupil, dispensation may be sought for such pupil not to be required to comply with such practice in terms of the procedure set out below.

9. Procedure for dispensation for compliance with the Code of conduct

The parent(s)/guardian(s) wishing to request dispensation must motivate their request in writing, detailing in full their grounds for the dispensation. The request for dispensation must be submitted to the School addressed for the attention of the Headmaster.

A parent(s)/guardian(s) seeking dispensation for a pupil not to comply with any rule/ practice set out in the Code of Conduct, must acknowledge that no dispensation can be granted if by virtue of the granting of such dispensation it places any concomitant obligation(s) on the School, the management, the teachers or the staff.

The Headmaster will respond to the parent(s)/ guardian(s) in writing confirming whether the dispensation sought has been granted or not. The Headmaster's decision in this regard is final.

Section C

Disciplinary Procedure

1. General approach

To ensure that the School has a consistent and fair approach to pupil discipline, the School has developed the following Disciplinary Procedure for pupils.

While discipline is intended to correct inappropriate behaviour, positive recognition and reward is acknowledged as the first resort for sustained acceptable behaviour and achieving potential. The School fully supports the principles of fair discipline and the consistent application of appropriate and corrective disciplinary measures where necessary.

Should expected norms of conduct not be met by any pupil, corrective action will be initiated by the School's management and/or teachers as set out in the Disciplinary Procedure. The Disciplinary Procedure is issued to ensure that corrective action and discipline is administered consistently, promptly and fairly. Corrective action may or may not include the application of formal disciplinary measures; any formal steps only being applied in order to prevent further occurrences of unacceptable behaviour or to restore the teacher/pupil relationship.

The teacher(s) and the Headmaster, or their delegates, as the case may be, are entitled to apply action that they believe is appropriate in the circumstances, within the guidelines provided by this Agreement. The disciplinary measure or penalty applied in response to the pupil's misconduct will therefore generally require the teacher or Headmaster to exercise judgement in deciding on the appropriate and fair action to be taken.

It is impossible to list every possible rule infringement in this Agreement. This Agreement therefore sets out the broad principles of fair discipline at the School.

The Code of Conduct and Disciplinary Procedure is not intended as an exhaustive guideline of the conduct / rules with which a pupil is intended to comply, or the steps to cope with all disciplinary-related issues. Rather, it is intended to indicate fundamental values and principles according to which pupils are expected to conduct themselves, as well as a framework within which corrective action and discipline can effectively be implemented by the School.

2. Infringements

Various types of disciplinary infringements and the sanction recommended to be taken when such infringement occurs have been categorised into type 1, 2, and 3 infringements and are set out in section C7 below.

3. Disciplinary action

Various forms of informal and formal disciplinary measures may be initiated by the School. The severity of the action taken by the School will depend on the circumstances, the seriousness of the infringement and any mitigating or aggravating factors.

Informal disciplinary action

Informal disciplinary action that may be applied by the School, in order of severity, includes:

- reprimand or counselling by a teacher, or a member of the School Executive
- detention or time punishment

Infringements that are not considered serious or do not require formal disciplinary action in the opinion of the pupil's responsible teacher can be dealt with directly by the teacher, without the consent of the Executive or the Headmaster, as the case may be.

Informal disciplinary action is not generally recorded on the pupil's record but may still require communication with the pupil's parent(s)/guardian(s).

Formal disciplinary action

Formal disciplinary action that may be applied by the School, in order of severity, includes

- a recorded warning or demerit
- an accumulation of demerit points will result in a Friday afternoon detention supervised by a member of staff
- parental/guardian contact and an interview with parent(s)/guardian(s), after the conducting of an investigation by the School
- removal of a privilege
- suspension for a period from class or from attending the School, pending the convening of a formal disciplinary hearing and/or as a form of corrective action
- expulsion, as a last resort in the case of serious or repeated misconduct - again only after the conducting of a disciplinary hearing, unless a hearing is declined by the parents.

Discipline will, wherever feasible and effective, be applied progressively. Repeated committing of a similar or related offence will result in progressively more severe action being taken, particularly where a clear pattern or trend is indicated by the pupil's continued misconduct. A serious first incident may, however, justify a severe penalty and necessitate against the imposition of a lesser form of action.

Warnings/demerits issued by the School will be noted on the pupil's record. Copies of warnings/demerits issued, wherever appropriate, will also be provided to the parent(s)/guardian(s) wherever possible.

4. Formal disciplinary process

The following is a summary of the disciplinary process that will be followed by the School when more formal disciplinary action is considered appropriate.

Notice of complaint

When an infringement occurs which requires formal disciplinary action, the teacher concerned (or any third party affected by the alleged infringement) will initiate the disciplinary process by completing a Notice of Complaint. This document may be supplemented by any additional information or statements to clarify or adequately detail the facts surrounding the infringement.

Please note that the Notice of Complaint itself is not a warning or disciplinary action. Its purpose is solely to summarize details pertaining to the alleged incident and to act as an indication of the possible need for investigation of an incident to ascertain whether any disciplinary action is appropriate.

The teacher, and the Executive if required, must investigate the complaint and alleged infringement to gather information and to decide on the necessity for corrective measures. This assessment usually takes the form of an informal investigation, which generally includes an opportunity for the pupil to ~~state~~ state his/her case in response to the complaint.

If, after investigation, the infringement is confirmed but is considered to be of a nature which does not indicate that severe action may be appropriate, the responsible teacher / Deputy Head may counsel the pupil and issue an appropriate warning or demerit or Friday afternoon detention to the pupil(s) concerned.

It should be pointed out that the investigation to be conducted is an informal one and that suspension or expulsion is not considered as appropriate action to take at this point.

Formal disciplinary hearing

When a type 3 infringement or a repeated type 1 or 2 infringement occurs and informal disciplinary action/s do not have their expected effect, a notification of a Disciplinary Hearing may be given to the parent(s)/guardian(s) of the pupil concerned. This notification must provide sufficient information to ensure that the pupil and parent(s)/guardian(s) are properly informed of the alleged complaint, the seriousness of the allegations and the School's intention to convene a formal hearing to investigate the infringement.

The pupil's parent(s)/guardian(s) will, wherever possible, be notified of the hearing at least 48 hours (two working days) before the scheduled hearing.

Please note that -

- the pupil may be suspended pending the hearing, if this is considered appropriate, bearing in mind the circumstances, the right to education and the seriousness of the alleged misconduct. The suspension of the pupil should be indicated in the notification to the parent(s)/guardian(s), and the period of suspension should preferably not exceed a period of 5 school days;
- the pupil and his parent(s)/guardian(s) must be advised that they are expected to attend the hearing, as their non-attendance may prejudice their case, resulting in the hearing being held in their absence and a decision being made without their involvement;
- the pupil and parent(s)/guardian(s) must also be advised of the serious nature of the allegations and the possibility of formal and severe disciplinary action being taken should the pupil be found guilty of the allegations made against him/her;
- legal representation at disciplinary hearings is not generally permitted, unless both the School and the parent(s)/guardian(s) agree that it is appropriate for both parties to be professionally represented.

The conducting of the formal disciplinary hearing is of great importance and must be chaired by an objective member of the Executive of the School, or a suitably qualified or experienced third party. The hearing chairperson will be responsible for leading and managing the hearing process and making the critical decisions as to:

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

To ensure that this crucial procedure is properly and fairly conducted, all disciplinary hearings should be conducted in such a way as to ensure that the rules of natural justice are complied with. In order to achieve this the pupil and parent:

- must properly understand the allegations being made before commencing with the hearing
- should be presented with all the relevant facts and information relating to the allegations
- must be given the opportunity to question information provided and evidence led
- are entitled to present their own perspective and explain/defend the pupil's actions and, if appropriate, lead evidence in support of the pupil's defence
- must be treated with dignity and respect throughout the hearing
- are to be assured of the greatest confidentiality possible, within the context of the best interests of the School
- must be advised of the outcome/verdict of the hearing, the decision made regarding the penalty/ penalties and the reasons for such decisions
- must be offered the right to appeal against any decision made by the chairperson.

After the completion of the disciplinary hearing, any penalty decision made (i.e. whether to impose disciplinary action or not) should be formally communicated to the parent(s)/guardian(s) and supported in writing by the hearing chairperson. This notification must include a reminder that the pupil has the right to appeal against any action decided upon, within 5 days of the hearing's outcome being communicated.

NB. Copies of all disciplinary documentation will be retained by the School for record and safekeeping purposes.

5. Review process

The pupil's parent(s)/guardian(s) have the right to request a review against any formal disciplinary action imposed by the School.

Lodging a review against a decision to suspend or expel the pupil, after a disciplinary hearing has been conducted, only entitles the pupil to a review of the finding of the hearing and no new information may be introduced. Typical grounds for such a review may include:

- the disciplinary procedure was not properly followed
- the decision on guilt was not considered correct or fair
- the decision regarding action to be taken was considered inappropriate
- mitigating factors were not properly considered
- the enquiry chairperson was considered to be biased, did not apply his/her mind, or supposedly made a subjective decision
- the pupil was not in a position to properly present his/her case
- new and relevant evidence can be presented which may affect the decisions made.

The parent(s)/guardian(s) wishing to request a review must motivate their request in writing, detailing in full their grounds for the review. The request for the review must be submitted to the School within 5 days of the hearing chairperson's decision having been communicated to the parent(s)/guardian(s) so as not to delay proceedings.

If the pupil has been suspended pending the completion of the hearing process, the submission of the request for a review will not affect the suspension which will remain in effect until the review process has also been concluded. In the case of any other formal disciplinary action being imposed by the hearing Chairperson, the imposition of such action will be held in abeyance pending the review process.

The pupil's basic right to request a review against disciplinary action does not mean that all the matters raised at the disciplinary hearing will be re-heard. The review procedure is generally limited to only reviewing the decisions made and is based on the grounds and motivations lodged in the appeal motivation. A full appeal re-hearing is only necessary when the disciplinary hearing process is considered to have been materially defective by the person responsible for presiding over the review or if the decisions reached at the hearing are considered to be potentially suspect.

Should it become obvious that a full re-hearing is required, usually due to a defective disciplinary hearing process or substantial new evidence having come to light after the hearing, a full Appeal [Re]Hearing should be conducted in accordance with the principles highlighted in 5 above, chaired by a new chairperson.

The School will elect an appropriate person or panel to conduct the appeal review or re-hearing if considered necessary. The review or re-hearing, should, wherever possible be conducted within 5 school days of receipt of the appeal motivation.

When a decision has been made by the review or hearing Chairperson/panel, after consideration of the matters raised in the appeal, a written finding must be provided to the parent(s)/guardian(s) within a further 5 days and a copy of the finding placed on the pupil's file for safekeeping. The finding should indicate the reviewer's response to the specific matters raised in the appeal motivation.

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

6. Collective disciplinary action

The disciplinary procedure is principally designed to deal with instances of misconduct by individual pupils. Alleged misconduct by a group of pupils, usually acting in concert with one another, or where the infringements are of a similar nature or objective is considered as being collective misconduct.

Generally, collective misconduct is more effectively dealt with on a collective basis. An investigation into the alleged misconduct is conducted with all of the pupils concerned. A single disciplinary hearing can then be conducted with the pupils concerned, with their parent(s)/guardian(s) present.

The same procedures as provided for above are followed in a collective situation. In a collective disciplinary hearing, however, individual pupils must still be provided (during or immediately after the hearing process) with the opportunity of demonstrating that their own circumstances may be different to that of other pupils or the group involved and of showing why they should be treated differently.

In certain cases, however, it might be considered appropriate by the School to conduct separate investigations or hearings with individual pupils. The School reserves its right to exercise its option to conduct individual or collective procedures. Any differences in verdict or penalties imposed, between different pupils involved in the same incident / infringement, will obviously also have to be justified if the School is called upon to do so.

Section D

Disciplinary infringements and recommended sanctions

1. JUNIOR PREPARATORY

Corrective consequences

1. Children earn spots or blotches when they behave inappropriately . see below.
2. Each child will have an individual record card. When a spot or blotch is received, the child has to take his card to the teacher/coach for her to record the reason for this.
3. Once it becomes necessary, a spot or blotch letter will be sent home to inform the parents of the situation.

JUNIOR PREPARATORY MISDEMEANOURS AND CONSEQUENCES

<u>Irresponsibilities</u> Incur a black spot	<u>Misdemeanours</u> Incur a blotch	<u>Major misdemeanours</u> Incur five blotches
<p><u>Consequences</u></p> <p>After three black spots a letter is sent home to parents asking for assistance in helping child to develop the necessary independence and /or responsibility</p>	<p><u>Consequences</u></p> <ol style="list-style-type: none"> 1. Five blotches will result in a letter to the parents calling for an interview with the teacher and withdrawal of break privileges for a week. 2. Ten blotches will result in a letter to the parents calling for an interview with the teacher, withdrawal of break privileges for two weeks and the institution of daily report. 3. Fifteen blotches will result in a letter to the parents calling for an interview with the Deputy Head, withdrawal of break privileges for two weeks and the institution of daily report. 4. Twenty blotches will result in referral to the Headmaster, the institution of daily report and after school detention. 5. Twenty-five blotches will result in referral to the Headmaster, the institution of daily report and after school detention and possible 	<p><u>Consequences</u></p> <ol style="list-style-type: none"> 1. A major misdemeanour will result in five blotches immediately, a letter to the parents calling for an interview with the teacher and withdrawal of break privileges for a week. 2. A second major misdemeanour will result in five blotches immediately, a letter to the parents calling for an interview with the Deputy Head, the institution of daily report and withdrawal of break privileges for two weeks. 3. A third major misdemeanour will result in five blotches immediately, a letter to the parents calling for an interview with the Headmaster, the institution of daily report and after school detention.

	suspension.	4. A fourth major misdemeanour will result in five blotches immediately, a letter to the parents calling for an interview with the Headmaster, the institution of daily report, after school detention and possible suspension.
<p><u>Irresponsibilities</u></p> <ul style="list-style-type: none"> • Incorrect school / sports uniform • Punctuality • Unsigned homework / reading • Overdue library books • Lost property • Reply slips / assessment tasks not returned to school • Chewing / eating in class or at line-up 	<p><u>Misdemeanours</u></p> <ul style="list-style-type: none"> • Littering • Non-arrival at afternoon activities • Riding bicycles, scooters, skateboards or playing with roller skates/blades on school premises • Maltreating school / sports equipment • Incomplete homework • Lack of courtesy • Disruptive classroom behaviour • Playing with balls or other forbidden objects on the playground • Bringing toys, electronic equipment or cell phones to school 	<p><u>Major misdemeanours</u></p> <ul style="list-style-type: none"> • Teasing • Bullying • Swearing / using foul language • Hitting, kicking, scratching, spitting or biting • Disrespectful / inappropriate behaviour • Lying • Graffiti on school campus • Playing in out of bounds areas • Stealing • Cheating • Destruction of school property • Truancy • Substance abuse • Misbehaving on school transport • Leaving school premises without permission • Use of non-school software • Computer hacking • Dangerous weapons / tools / objects brought to school • Inappropriate cell phone usage • Distribution of inappropriate images

The above are guidelines. The teachers will use their discretion in dealing with misdemeanours.

SENIOR PREPARATORY

LEVEL 1 INFRINGEMENTS

- All Level 1 offences are dealt with by the staff member concerned.
- The staff member must make sure that the corrective action/ sanction is carried out by the pupil.
- Should the particular Level 1 offence recur after disciplinary intervention has occurred, the staff member, in consultation with the class teacher and Deputy Head, must arrange a meeting with the parents or at the very least contact them.
- All relevant documentation relating to the offences and the disciplinary measures imposed must be kept on the child's record.
- Counselling and remediation will be the first option.

TYPE OR NATURE OF INFRINGEMENT/MISCONDUCT	GUIDELINE: RECOMMENDED PENALTY		
	First Offence	Second / Repeated Offence	Subsequent Offence
LEVEL 1 INFRINGEMENTS			
<ul style="list-style-type: none"> • Disregard for rules, directions, instructions or for any persons in authority • Defiance or disrespect towards School authorities, parent(s)/guardian(s), visitors or peers • Being discourteous towards School authorities, adults or peers, or displays of insolence • Being unreasonably intolerant of others and their religion, personal beliefs, cultural traditions, appearance or of diversity <p>Persistent violation of School rules (with less serious initial consequences)</p>	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact Possible Friday afternoon detention	Suspension and hearing followed by suspension or expulsion
<ul style="list-style-type: none"> • Use of excessive force when playing games or during sporting events • Playing games in an area where others may be injured or where property may be damaged • Riding skateboards, bicycles or motorbikes and doing wheelies in areas where such activities are prohibited, or in such a manner as may cause injury to others or damage to property 	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact Possible Friday afternoon detention	Suspension and hearing followed by suspension or expulsion
<ul style="list-style-type: none"> • Noisy or disruptive behaviour, disturbing the activities of others • Highly disruptive or unruly classroom behaviour 	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact Possible Friday afternoon	Suspension and hearing followed by suspension or expulsion

	<ul style="list-style-type: none"> • Trespassing or entering School premises without permission or without supervision, and/or after school hours • Refusing to identify oneself upon request by a School authority 		detention	
	<ul style="list-style-type: none"> • Swearing and use of vulgar, profane (foul) language 	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact Possible Friday afternoon detention	Suspension and hearing followed by suspension or expulsion
	<ul style="list-style-type: none"> • Tardiness, littering and poor housekeeping • Poor grooming, unhygienic personal habits, improper use of school facilities or ablutions • Hair, dress or apparel that is not in accordance with School standards or rules • Eating or drinking during class or School events / activities when consumption is not permitted 	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact Possible Friday afternoon detention	Suspension and hearing followed by suspension or expulsion
	<ul style="list-style-type: none"> • Tampering with the possessions or equipment of others • Use of School equipment without permission (with no serious consequences) 	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact Possible Friday afternoon detention	Suspension and hearing followed by suspension or expulsion
	<ul style="list-style-type: none"> • Refusal or repeated failure to complete homework or assignments • Refusal to deliver or return reports, reply slips or letters to parent(s)/guardian(s) or to the School • Unreasonable and unexplained refusal to attend or participate in School activities or compulsory events • General lack of co-operation and / or being wilfully obstructive • Poor application to studies, schoolwork or assignments 	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact Possible Friday afternoon detention	Suspension and hearing followed by suspension or expulsion
	<ul style="list-style-type: none"> • Truancy, poor timekeeping practices • Unexplained absences from classes or from compulsory events or activities • Leaving class or School premises without permission • Persistent late-coming or early unauthorised departure from class / School 	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact Possible Friday afternoon detention	Suspension and hearing followed by suspension or expulsion

	<ul style="list-style-type: none"> Persistent misuse of personal communication devices during School activities 	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact Possible Friday afternoon detention	Suspension and hearing followed by suspension or expulsion
	<ul style="list-style-type: none"> Any other infringements that may be considered serious enough to warrant the implementation of corrective action and taking of disciplinary measures 	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact Possible Friday afternoon detention	Suspension and hearing followed by suspension or expulsion

LEVEL 2 INFRINGEMENTS

- All Level 2 offences will immediately be referred to the Deputy Head.
- The offender will be interviewed by the Deputy Head.
- A written warning will be issued and disciplinary action applied.
- When a second Level 2 offence occurs after a written warning has been issued for the first offence, a final written warning will be issued and disciplinary action applied.
- Should the particular Level 2 offence recur after the issuing of a final warning letter and disciplinary action imposed, a disciplinary hearing will be convened and parents will be advised in writing.
- The outcome of a disciplinary hearing could include sanctions such as community service or internal suspension.
- All relevant documentation relating to the offences and the disciplinary measures imposed will be kept on the child's record.

	LEVEL 2 INFRINGEMENTS	First Offence	Second Offence	
	<ul style="list-style-type: none"> Playing of obscene, insulting or demeaning games Dangerous horseplay Malicious teasing 	Counselling/ Final Warning/ Parental Contact. Possible Friday afternoon detention	Suspension and hearing followed by suspension or expulsion	
	<ul style="list-style-type: none"> Inappropriate behaviour or comments in public or at School events that brings the School into disrepute Abuse of School privileges or seniority / status, abuse of position of authority 	Counselling/ Demerit/ Final Warning/ Parental Contact. Possible Friday afternoon detention	Suspension and hearing followed by suspension or expulsion	
	<ul style="list-style-type: none"> Smoking or being in possession of tobacco or cigarettes (on the School premises or at School events) 	Counselling/ Demerit/ Final Warning/ Parental Contact. Possible Friday afternoon detention	Suspension and hearing followed by suspension or expulsion	
	<ul style="list-style-type: none"> Forgery or falsification of School documents and reports Lying and unfair behaviour (with less serious initial consequences) 	Counselling/ Demerit/ Final Warning/ Parental Contact. Possible Friday afternoon detention	Suspension and hearing followed by suspension or expulsion	

<ul style="list-style-type: none"> • Vandalising property or equipment (School or others), improper use or not taking due care of property or equipment • Intentional damage to property 	<p>Counselling/ Demerit/ Final Warning/ Parental Contact.</p> <p>Possible Friday afternoon detention</p>	<p>Suspension and hearing followed by suspension or expulsion</p>	
<ul style="list-style-type: none"> • Acts or behaviour designed to create a hostile or threatening school environment, or that may reasonably have resulted in such an environment • Wilful disruption of School activities, interference with School authorities • Conduct designed to be prejudicial to good order or discipline at the School 	<p>Counselling/ Demerit/ Final Warning/ Parental Contact.</p> <p>Possible Friday afternoon detention</p>	<p>Suspension and hearing followed by suspension or expulsion</p>	
<ul style="list-style-type: none"> • Any misconduct by the pupil that is considered by School authorities to warrant more than counselling, a verbal reprimand or an ordinary warning 	<p>Counselling/ Demerit/ Final Warning/ Parental Contact.</p> <p>Possible Friday afternoon detention</p>	<p>Suspension and hearing followed by suspension or expulsion</p>	

LEVEL 3 INFRINGEMENTS

- All Level 3 offences will immediately be reported to Deputy Head and the Headmaster.
- The Deputy Head will convene a disciplinary hearing.
- The parent/legal guardian will be advised via telephone and in writing.
- The Deputy Head will refer the matter to the Headmaster who may file a report with the SAPS and convene a tribunal hearing.

LEVEL 3 MISCONDUCT	First Offence		
(Zero Tolerance Offences which could lead to immediate expulsion)			
<ul style="list-style-type: none"> • Violent, abusive or threatening behaviour (verbal or physical) • Fighting, battery or assault (threatened or actual) • Repeated victimisation, bullying or initiation of any sort • Transferring, using or being in possession of a dangerous weapon, fireworks, explosives or any object that may be considered as being potentially dangerous (at School or at School events) • Intimidating or wilfully interfering with others (attempted or actual) • Inciting, advising or rewarding others to perform violent, offensive or threatening acts • Any gang-related activity that may threaten the safety or welfare of others (at 	<p>Suspension and hearing followed by suspension or expulsion</p>		

<p>School or at School events, or in relation to School)</p> <ul style="list-style-type: none"> • Harassment (sexual, racial or religious) • Issuing a bomb threat or arson (attempted or actual) • Behaviour that may pose a danger to the safety and welfare of others (at School or at School events, or in relation to School) 			
<ul style="list-style-type: none"> • Being in possession of, or under the influence of alcoholic, hallucinogenic or dangerous / prohibited substances, or distributing, storing or consuming any of these substances (at School or at School events) • Strong suspicion of habitual use (abuse) or regular use of medication, drugs or alcohol at School or at School events 	Suspension and hearing followed by suspension or expulsion		
<ul style="list-style-type: none"> • Being in possession of another's property without their knowledge or consent, or attempting to remove another's property without consent or their knowledge • Theft or attempted theft • Sale of another's / stolen property 	Suspension and hearing followed by suspension or expulsion		
<ul style="list-style-type: none"> • Serious dishonesty (actual or intended) • Cheating, copying or tampering with test or exam results, reports or assignments • Being in possession of or distributing material or information that may give an advantage in a test or an exam • Extortion, bribery, corruption or fraud (attempted or actual) • Being an accomplice to, colluding, conspiring, assisting / abetting or instigating dishonesty, fraud, or theft • Inciting, advising or rewarding others to be dishonest or to cheat • Serious breach of school security procedures, unreasonably refusing to submit to a search • Off-site criminal misconduct that disrupts or substantially damages the School/pupil relationship and the educational process 	Suspension and hearing followed by suspension or expulsion		
<ul style="list-style-type: none"> • Obscene, indecent or sexually explicit behaviour or gestures, or attempts to make unwanted physical contact • Sexual harassment, inappropriate sexual innuendos or graphic comments 	Suspension and hearing followed by suspension or expulsion		

<ul style="list-style-type: none"> • Intentional and offensive, insulting, abusive, racist or lewd behaviour • Storage, creation, sale or distribution of pornographic, obscene or offensive material, publications, symbols, email, text / SMS / MMS, cartoons or objects 			
<ul style="list-style-type: none"> • Sabotage, malicious or wilful damage to School or others property • 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 property, without School permission • 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 • Participating in or supporting industrial or protest action, preventing pupils from attending School activities 	Suspension and hearing followed by suspension or expulsion		
<ul style="list-style-type: none"> • 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 • Unsafe acts or behaviour that endanger the safety and welfare of others 	Suspension and hearing followed by suspension or expulsion		
<ul style="list-style-type: none"> • Serious misconduct or actions that may bring the reputation of the School, pupils or other stakeholders into disrepute 	Suspension and hearing followed by suspension or expulsion		
<ul style="list-style-type: none"> • Any other misconduct considered to be very serious and possibly justifying expulsion as a first offence. 	Suspension and hearing followed by suspension or expulsion		