

Paarl School

CODE OF CONDUCT FOR LEARNERS

POLICIES



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SECTION A

1 INTRODUCTION

Section 8 (1) of the South African Schools Act 84 of 1996 stipulates that the School Governing Body (SGB) must adopt a code of conduct after consultation with the learners, parents and teachers at the school. Paarl School follows a Participatory Behavioural Modification Model (Appendix A) that is adapted to the school's unique and special learner needs. This code of conduct is subject to the Constitution of the Republic of South Africa, 1996, South African Schools Act 84 of 1996, national and provincial legislation.

2 DEFINITION

Paarl School's Code of Conduct for Learners:

- 2.1 Is the policy document that directs the actions of learners, as well as those responsible for learners' behaviour in the school and hostel;
- 2.1 Acknowledges, respects and supports a participatory behavioural modification model in the management of learner behaviour within the school.

3 PURPOSE

The purpose of Paarl School's Code of Conduct for Learners is to explain the rules governing learner behaviour, and to describe disciplinary actions that may result in violation of the rules to:

- 3.1 Promote the rights and safety of all learners, staff and parents;
- 3.2 Encourage learners to take responsibility for their own actions and behaviour;
- 3.3 Eliminate all forms of discrimination, intolerance, disruptive and abusive conduct;
- 3.4 Establish a structured, disciplined and healthy school and hostel environment.

4 TERMINOLOGIES

4.1 Behaviour modification

Interventions to increase desired behaviour and/or reduce unwanted behaviour. These interventions can be:

- strengthening (positive discipline) to encourage good behaviour, and/or
- correcting (negative/punitive discipline) to discourage unwanted behaviour.

4.2 Behaviour modification file/book

All learner behaviour is recorded in this file/book and stored per phase.

4.3 Case Manager

At Paarl School every learner is assigned to a psychologist. The psychologist functions as the learner's case manager and will take charge during evaluations, learner discussions and the compilation of the learner's individual intervention plan (IIP). The case manager must always be consulted/informed regarding learner matters (e.g., disciplinary matters of recurrent or serious nature) where he is not directly involved.

4.4 Disciplinary Committee

When an offense leads to a disciplinary hearing, the SGB establishes an *ad hoc* committee to take responsibility for the hearing.

4.5 WCED

The Western Cape Education Department

4.6 IIP

The individual intervention plan with specific support goals compiled annually for each learner.

4.7 Multidisciplinary team

The academic staff involved in the compilation and implementation of the learner's individual intervention plan (IIP).

4.8 Participatory Behaviour Modification Model

A participatory behavioural modification model is used in Paarl School. The model is set out in Appendix A.

4.9 Pearl Club

The Pearl Club focuses to act reinforcingly regarding positive/desired learner behaviour. Learners gain membership through their good behaviour, positive attitudes or actions (by means of a Pearl Club card and signatures). The purpose of this motivational reinforcement is to support and encourage good behaviour. Recognition is also given to learners who demonstrate the values of the school. The Pearl Club aims to establish positive behaviour patterns in the learners of Paarl School by means of recognition and reward days. A special award can be earned by meeting certain conditions. This award is known as *the principal's award*.

4.10 SGB

The officially elected School Governing Body of Paarl School.

4.11 SMT

Paarl School's school management team.

4.12 Staff/staff member

In this policy document, the terms "staff/staff member" refers to one or more individuals working at the school, either appointed by the Department of Education or SGB, academic as well as non-academic.

4.13 Support team staff

All therapists, the social worker and the school nurse.

4.14 Therapeutic

Behaviour modification will be achieved through therapy rather than the disciplinary process. The learner's case manager will make recommendations as to who will be responsible for the therapy.

4.15 Therapists

Psychologists, learning support teachers, occupational-, physio- and speech therapists.

4.16 Timeout

Timeout is a form of behavioural modification where the learner is temporarily removed from the environment where unacceptable behaviour occurs.

5 LEGAL FRAMEWORK

LAWS	POLICIES/ CORRESPONDENCE FROM THE EDUCATION DEPARTMENT	OTHER DOCUMENTS
The Constitution of RSA, 1996 (Act 108 of 1996) http://www.justice.gov.za/legislation/constitution/SACConstitution-web-afr.pdf	Draft National Strategy on Discipline in schools –September 2015	Guidelines for Consideration by Governing Bodies in Accepting a Code of Conduct for Learners (published under General Notice 776 in Government Gazette 18900 of 15 May 1998)
The SA Schools Act, 1996 (Act 84 of 1996) – http://www.education.gov.za/LinkClick.aspx?fileticket=alolZ6UsZ5U%3D&tabid=185&mid=1828 also available in Paarl school's legislative file	Regulations for Security Measures at Public Schools	Draft code of conduct for learners of public schools - FEDSAS
Western Cape Provincial School Education Act (Act 12 of 1997) https://www.westerncape.gov.za/text/2005/1/wcape_provincial_school_education_act12-97.pdf	Learner Discipline and School Management – WCED 2007 wced.school.za > learner discipline	
Criminal Procedure Act 1977 (Act 51/1977)	Convention on the Rights of the Child	
National Education Policy Act (Act 27 of 1996)	Policy on Learner Attendance, 2011	
The Drugs and Drug Trafficking Act, 1992 (No. 140 of 1992)	SAHRC Charter of Children's Basic Education Rights	
Abolition of Corporal Punishment Act, 1997	WCED Circular 0024/2016	
SA Council of Educators Act (Act 31 of 2000)	African Chapter on the Rights and Welfare of the Child	
Employment of Educators (Act 76 of 1998) http://wced.school.za/documents/legislative_acts/a76-98.pdf	WCED Circular 0016/2017: The establishment of a School Assessment Irregularity Committee (Annexure A)	
Children's Act (Act 38 of 2005) http://www.justice.gov.za/legislation/acts/2005-038%20childrensact.pdf	WCED Circular 0035/ 2016	
Child Justice Act (Act 75 of 2008) https://www.google.co.za/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=child%20justice%20act%2020	Provincial Notice 6939 of 2011	

6 LIST OF SCHOOL POLICIES/SYSTEMS THAT HAVE COMMONALITY WITH THE CODE OF CONDUCT

- 6.1 Time-out practice
- 6.2 Learner Attendance Policy

- 6.3 Assessment Policy
- 6.4 Abuse No More Policy
- 6.5 Pearl Club
- 6.6 Leadership election and development policy
- 6.7 Demerit system (see Appendix B)
- 6.8 Policy regarding random searching and drug testing
- 6.9 Information systems, communication and public and social media policy
- 6.10 Assessment and moderation policy
- 6.11 Health, safety and security policy

7 SCOPE OF THIS CODE OF CONDUCT

As a gauge for fair and reasonable actions, the Code of Conduct is binding for every learner of the school. The school's Code of Conduct is applicable:

- on school premises, before, during and after school hours;
- during all school activities - on or off school property;
- outside the school property when the learner is identifiable because of school uniform and/or insignia.

8 AMENDMENTS

This Code of Conduct must be reviewed by the SGB in consultation with parents and teachers, annually, or whenever necessary. This Code may be amended only after consultation with the educators, parents and learners of the school.

Amendments will take effect upon adoption and ratification thereof by the SGB and the publication thereof to the educators, parents and learners of the school by written notice. A copy will be posted on the school notice board and will be made available on the website.

SECTION B

RULES OF CONDUCT

1 INTRODUCTION

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

The school recognizes that there may be religious and/or cultural circumstances that necessitate an exemption from provision/s of the Code of Conduct. A parent or a learner who, on religious and/or cultural basis wishes to apply for an exemption, must follow the procedures in Appendix C.

2 GENERAL PRINCIPLES

Learners are expected at all times to behave in a courteous and considerate manner towards each other, the prefects, class leaders, all members of staff, parents/guardians and visitors to the school.

No learner has the right at any time to behave in a manner that will disrupt the learning activity of other learners or cause another learner physical or emotional harm.

3 CLASSROOM RULES

The class teacher will, after consultation with the learners, draw up class rules in writing. This will be posted in a prominent place in the classroom in clearly legible writing and made available to all learners and their parents.

Learners must comply with the class rules as well as any oral instructions given by the class teacher or any member of staff.

Any violation of the class rules will be considered a violation of this Code of Conduct.

4 SCHOOL- AND CLASSROOM ATTENDANCE

Parents/guardians, learners, teachers and SGB members are jointly responsible for ensuring that all learners attend school.

Monday to Friday: 07:55 to 14:00

Breaks: 10:30 to 10:50

12:50 to 13:10

4.1 Learners are expected to be punctual for school. Learners who arrive late, must report to reception (to confirm that they are present but late), before proceeding to class. They must hand over a late coming slip from the secretary to the teacher as proof that the learner reported to reception.

4.2 Attendance of school is compulsory. In case of absence, the school must be informed of the learners' absence before 09:00 on the given day.

4.3 When a learner is absent for a period of three or more consecutive days, a medical certificate from a doctor will be required. If an extended period of absence is required, for example medical procedures, the school must be informed well in advance and relevant documentation handed in.

4.4 Medical and other appointments must be arranged, if possible, after school hours.

- 4.5 Absence from a class, without the permission of the relevant register or subject teacher, is prohibited.
- 4.6 Any legal absence from a formal assessment, test or task must be supported by a medical certificate from a doctor or a death certificate. Without valid proof the learner will forfeit marks for that assessment.
- 4.7 Learners may not leave the school premises without permission.

5 SCHOOL UNIFORM AND GENERAL APPEARANCE

5.1 SCHOOL UNIFORM: See Appendix E

5.2 APPEARANCE AND ACCESSORIES

5.2.1 General

No hot water bottles, bean bags or hot water in flasks are allowed. Bean bags are only allowed with permission from medical staff, who will warm it up.

5.2.2 School uniform

- School uniforms must be always neat and tidy.
- No learner may wear a combination of uniform items and non-uniform items when entering the school grounds.
- The bottom of the hem of the dress may be a maximum of four fingers (5 to 7 cm) above the knee when the learner is standing up straight.
- No shirts that deviate from the prescribed school uniform may be visible under the school shirts.
- Learners may display all acquired lapel badges (acquired through performance e.g., prefect, library prefect, bus prefect etc.) on their lapel (right side).
- Gloves, blankets, scarves and *beanies* for winter: dark blue only. Blankets, scarves and *beanies* are available at the clothing bank.
- In winter no vests may protrude from school uniforms (neck and sleeves).
- Learners wearing the long sleeve jersey/navy Drimac may not pull up the sleeves. The white long-sleeved shirt's sleeves may be neatly rolled up.
- White socks must be folded over once and must not be higher than 5cm above the ankles.
- Grey socks must be folded over and must stop directly below the knees.
- Learners that obtained provincial or national colours are allowed to wear their acquired clothes on a Thursday only for a year after it has been obtained.

5.2.3 Jewellery and accessories

- No pendant, ring, bracelet or plastic ear fillings are allowed, except bracelets that indicate a medical condition.
- One set of round ear studs of 2mm in diameter or small earrings 1½cm in diameter (silver or gold) are allowed. Only one in each earlobe and in no other place in the ear.
- No nose ring, tongue ring, ring through eyebrows, etc. may be worn.
- Watches may be worn, but no *smart watches*.
- No coloured contact lenses are allowed.

5.2.4 Skin and nails

- No make-up with school uniform, thus no foundation, false eyelashes or false eyelash implants, eye pencil, mascara, lip gloss, etc.
- No nail polish, nails on both hands must be short, not visible from the hand palm at eye level and of the same length.
- Tattoos must be concealed under clothes or in other ways of concealment (e.g. plasters) and should not be visible with the school uniform or with a sports uniform (including swimwear).
- No pen marks may be drawn on the learner's skin.

5.2.5 Hair

- Clip back long hair, a wig, hair extensions, braids or dreadlocks near the face.
- Dark blue/black alic bands and headbands may be worn in the hair.
- When the hair, wig, hair extensions, braids or dreadlocks fall on the shoulders and below, it must be tied back with dark blue/black hair ties, rubber bands hair accessories.
- Fine hairs on the forehead should be combed/flattened/fixed in line with the hairline.
- Short hair must be kept back from the face and clipped back if necessary. Fringes may not obscure the learner's eyes and must be above the eyebrows.
- May not use unnatural colour rinses, dyes, bleaches on hair or on hair extensions or braids. Examples of these colours: pink, blue, bleached blonde, bright red, purple, etc.
- Hair extensions are allowed only if it is the same colour as the hair.
- Eyebrows must have a natural shape and may not be dyed (tinted) or shaved in a vertical cut (eyebrow slits).

- Mohawks (or similar half-shaved, half-long styles) are not appropriate for the school setting and are not permitted.
- No shapes, patterns or stripes may be shaved into the hair.
- Shaved heads or shaved parts of it are only permissible if supported by a health condition.
- An obvious difference in length of hair between the top of the head and along the side or back is not allowed.
- Sideburns must not extend below the middle of the ear.
- Beards must always be cleanly shaven. As soon as moustaches or beards darken or become noticeable, they must be shaved.

6 DRESS CODE FOR SPORT CLOTHING

- Senior Phase learners are allowed to wear a school tracksuit on Thursdays.
- All sport clothes should be worn with tackies.
- Each sport code has an appropriate dress code for that type of sport.
- No jeans/denim will be allowed.
- No civvies (lace trims/revealing or skimpy/poorly fitting clothes) are allowed.
- Sport clothing should be appropriate and conventional e.g., modest tackies or togs, a tracksuit with shorts and a full T-shirt, ski pants with a T-shirt that covers the buttocks or a crop top with a T-shirt over it.
- Spaghetti strap tops may not be worn.
- No jewellery is allowed.
- Swimming: Full fit costume must be worn (navy blue or black). Swimming cap is compulsory to protect the pool. Swimming goggles is strongly advised to protect eyes from pool chemicals.

7 DRESS CODE FOR CASUAL WEAR

During events that allow the wearing of casual wear, learners should wear neat, presentable clothing suitable to a school environment.

- Clothing, hair, shoes and accessories must fit neatly and underwear may not show.
- If a theme is stipulated, learners may dress according to the theme.
- No beachwear, pyjamas, *onesies*, spaghetti straps, tight-fitting clothes, see-through clothes or clothes that are revealing are allowed.
- Hair may be worn loose but should be kept out of the face.

- Jewellery must be limited and worn in such a way that it will not be a hindrance during schoolwork.
- Caps and hats are not allowed inside the school building, but may be worn on the buses and on the school grounds.
- Nail polish is allowed only on casual days.

General

All personal belongings and items of clothing, including shoes, must be clearly marked with the owner's name. The school is not responsible for loss or theft of any personal property.

8 BUS RULES

Learners must submit to the supervision and discipline of supervisors or bus prefects. The school reserves the right to access the buses, subject to the following rules:

- Each learner will get his seat on the bus.
- No moving around on the bus.
- No playing on the bus.
- Suitcases are not opened on the bus.
- No eating or drinking on the bus.
- No littering or messing on the bus.
- No mocking or improper language on the bus.
- No noise on the bus.
- No fighting on the bus.
- No remarks, signalling or throwing objects at people outside.
- Each learner must wear his seat belt.

The bus driver must keep his eyes on the road and cannot keep track of the learners, so learners must comply with the rules.

Take care to keep the bus in good condition. Handle bags with care inside and outside of the bus and work carefully with the doors and windows – the clips can break easily.

9 RULES ABOUT CELL PHONES AND ELECTRONIC APPLIANCES

9.1 General rules for personal cell phones (including tablets, wearable technology or any device that can connect to another device or the internet)

- Cell phones and smart watches (used for medical reasons) are only allowed after the parent/guardian has applied in writing and permission has been granted by the departmental head / phase head / cell phone monitors.

- It is the responsibility of the parent/guardian to ensure that no unwanted material (e.g., pornography) is stored on the learner's cell phone.
- According to the Film and Publication Act, 65 of 1996 and the Sexual Offences Amendment Act, 32 of 2007, it is regarded as a violation if a person under 18 watches pornography, possesses pornography, downloads pornography from the internet, deals with pornography or exposes others under 18 to pornography.
- All devices are stored safely during school hours in the different phases as agreed per phase.
- Emergency calls will be handled by staff members according to the situation. In some cases, a staff member may, by his discretion, grant a learner use of his own cell phone for the following reasons:
 - ✓ In case of an emergency to contact parent/guardian
 - ✓ As multimedia support in educational situations (e.g., for presentations and school projects), but only under permanent supervision of the relevant staff member in the classroom or therapy room.
- No cell phone may be used as a calculator.
- The school cannot be held responsible for lost, stolen or damaged cell phones.

9.2 Electronical devices

- No electronic device is allowed during school hours, except when recommended by the multidisciplinary team.
- It is the responsibility of the parent/guardian to see to it that no unwanted material is stored on the electronic device of the learner.
- The school cannot be held responsible for lost, stolen or damaged electronic devices.

9.3 Cell phone rules

- All cell phones, smart watches, tablets or wearable technology must be clearly marked and used at own risk.
- Cell phones must be switched off and put away as soon as the learner enters the school grounds until it is taken by the cell phone monitors / designated educator and stored for safekeeping.
- The cell phone monitors or designated educator will hand out the phones from 13:52. Phones may be turned on only when the learner leaves the school grounds.

- If a learner without cell phone authorization, in an exceptional situation would need to bring his/her phone to the school, the parent/guardian must inform the class teacher in writing.

10 PLAYGROUND RULES

10.1 SUPERVISION TIMETABLE

Before school: 06:30 – 07:30 (in hall, 2 supervisors plus 1 educator from 7:00 – 7:30)

Before school: 7:00 – 7:30 (1x educators/therapist)

Before school: 07:30 – 7:55 (Staff member on duty)

First break: 10:30 – 10:50 (Staff member on duty)

Second break: 12:50 – 13:10 (Staff member on duty)

Learners who arrive at school before 7:30 must wait in the small hall. No learners may wander in the corridors. A defined area is allocated to each phase, where learners should be before school and during breaks. The boundaries of these sites are clearly conveyed by the staff to the learners.

No learner is allowed inside buildings before school and during breaks without permission.

10.2 PHASE-SPECIFIC ROLES, RULES AND RESPONSIBILITIES

10.2.1 Preschool phase

- Parents are requested not to leave their children alone in class in the mornings, but to leave them with a supervisor (in the playroom or outside).
- In the playroom learners may not play roughly, kick balls or ride bikes.
- Learners may only go outside when an adult is already there.
- Outdoors, learners should also avoid rough play, throwing sand, walking around with sticks, running on tarred roads or pushing others on bicycles/wheelchairs.
- Learners are encouraged to help tidy up after free play.

10.2.2 Foundation phase

- Supervision starts in the morning from 7:30 under the roof at the foundation phase playground.
- When the first bell rings, learners' medication will be handed out.
- When the second bell rings, learners line up in grade groups underneath the roof.
- Routine before school and after every break:
 - ✓ When the bell rings, everyone stops playing and immediately moves to the lines. No chatting or pushing while in lines.

- ✓ Only learners designated as "helpers" may push the wheelchairs.
- ✓ Learners move row by row to their classes.
- ✓ No chatting or running in the corridors.

General rules

- ✓ In the morning or during breaks no learners are allowed in the bus area next to the tennis courts.
- ✓ Learners may not play between the buses.
- ✓ No running around with learners in wheelchairs.
- ✓ No chewing gum.
- ✓ No littering.
- ✓ No foul language.
- ✓ No rough play.
- ✓ No physical contact games (e.g., wrestling, holding hands, hugging, etc.).
- ✓ Soccer can only be played on the tennis court and on lawn and only with a soft ball. Learners are not allowed to kick to balls higher than shoulder height.
- ✓ No ball games on rainy days.
- ✓ No bullying among peers.
- ✓ All serious incidents will be listed in *the playground incident book* and signed by the *time-out tannie*. It will be discussed during meetings of the emotional support team. If a learner has been hurt to such an extent that he must be taken to the school nurse, the latter records the incident in the book. Otherwise, the staff member who witnessed the incident must record it in the book.

10.2.3 Intermediate and senior phase

- BEFORE SCHOOL

- ✓ IP and SP learners who arrive at school before 7:30 in the morning will go to the hall or small hall for supervision.
- ✓ At 7:30 the SP learners, gathered in the hall/small hall, move to the carport area (*) where they all line up. The other SP learners (using private transport/buses) move outside around the school (path next to the IP and FP classes) and pass through the entrance closest to the deputy head's office (at the small hall) and move along the corridors to the carport area*.
- ✓ At 07:30 the IP learners, gathered in the hall, move to the rugby field or covered area behind the staff room or small hall's bathrooms.

- ✓ At 7:55, when the second bell rings, learners line up in grade groups (IP: 4A, 4E, 5A, 5E, 6A, 6E, wheelchairs and SP: 9A, 9E, 8A, 8E, 7A, 7E) for school.
- ✓ The IP learners using medication before school, adjourn orderly under the supervision of an allocated monitor/prefect.
- ✓ The SP learners using medication will line up in the passage after they entered the school in the morning where they will receive medication.
- ✓ The monitors/prefects go to their duty points and help the educators on duty to let the learners adjourn orderly to the classes.
- ✓ **Bathrooms:** SP learners ask permission from the educator on duty to visit the bathrooms (in the SP corridor). IP learners use the bathrooms at the small hall.
- ✓ **Hostel:** Hostel students adjourn 07:30 from the dining room back to their rooms to brush their teeth and get their school bags, after which:
 - IP joins the other IP learners on the rugby field/the covered area next to the staff room/small hall's bathrooms.
 - SP joins the other SP learners (*)
- **BREAKS**
 - ✓ Rainy days
 - IP: Hall and covered area next to small hall's bathrooms.
 - SP: Sheltered area (*) and inside the passage.
 - The allocated prefect is on duty during both breaks at hall/sheltered area next to small hall's bathroom. Should the prefect suspect any irregularities in the bathrooms, he reports the incident to the educator on duty.
 - ✓ Rules
 - Rain during breaks: SP learners go to the covered area (*). When the bell rings learners form a long line in grade groups at the covered area (*). IP learners go to the hall where no running, pushing or ball sports are allowed. Learners need permission from the educator on duty to leave the hall. After break, learners adjourn orderly to their classes.
 - IP and SP divide the rugby field/covered area of small hall's stoep in two. An imaginary line divides the areas of the two phases

(rugby field) where learners may move around during breaks. No interaction between learners from different phases is allowed.

- IP and SP: playground ends at the long jump pit. No playing on benches, pavilions, wooden posts and trees. No physical contact e.g., holding hands, hugging, embracing or linking arms, pushing or shoving.
- With the bell at the end of a break, learners line up as follows:
 - IP:** Covered area next to staff room/small hall 's bathrooms.
 - SP:** Area behind staff room / next to small hall's kitchen. Learners move in class groups outside around the school, pass the principal's office and enter the gate near SP's corridor. Prefects ring manual bell two minutes before the school bell.
- Monitors/prefects go to their duty points.
- Tuck shop: The SP learners ask the educator on duty permission to visit the tuck shop during breaks. The educator on duty will confirm whether the learner has some money. The IP learners may go to the tuckshop but are not allowed to play there.
- Bathrooms: The SP learners ask the educator on duty permission to visit the bathrooms (at the small hall) during breaks. The IP learners use the bathrooms of the small hall.
- Library: The IP and SP learners ask the allocated educator(s) on duty at the IP and SP permission to visit the library during second break.
- Hostel: Learners in the hostel adjourn after lunch (2nd break) from the dining room back to the allocated areas on the rugby field.

- **AFTER SCHOOL**

The IP and SP learners move along the corridors to the exit nearest to the deputy principal's office (near the small hall) and go outside around the school (path beside classrooms of the IP and FP) to the buses/around the small hall (rugby field side) to the small gate closest to Rogland Street. Only learners in wheelchairs may be lifted into a vehicle on the school premises (inside the school gates).

During heavy rain, all learners go to the buses via the Functional Phase corridor.

- **GENERAL RULES**

- ✓ Learners may not play among the buses.
- ✓ No running around pushing learners in wheelchairs.

- ✓ No chewing gum.
- ✓ No littering.
- ✓ No foul language.
- ✓ No rough play.
- ✓ No physical contact games (e.g., wrestling, holding hands, hugging, etc.).
- ✓ Soccer can only be played on the field.
- ✓ No ball games at the carport area (*where the buses are parked at night) at Senior Phase.
- ✓ No bullying among peers.
- ✓ All serious incidents will be reported and recorded in the incident book.
- ✓ If a learner has been hurt to such an extent that he must be taken to the school nurse, the latter records the incident in the medical incident book. The parents will be informed accordingly.

10.2.4 Functional Phase

- **BEFORE SCHOOL AND AFTER EACH BREAK**
 - ✓ Learners arriving at school before 07:30 will go to the small hall for supervision.
 - ✓ First bell: Learners who must go to the school nurse line up and are accompanied by the class assistant on duty.
 - ✓ Second bell: All learners line up under the covered area at the Functional Phase.
 - ✓ When the bell rings, everyone stops playing and moves immediately to the lines. No chatting or pushing in lines.
 - ✓ Every Friday (when it is assembly) learners in wheelchairs and “helpers” take the front place in the lines. Only learners appointed as “helpers” may push wheelchairs. Two prefects are on duty in the corridor and a monitor is on duty at the lines.
- **RAINY DAYS**

During rainy days learners stay underneath the Functional Phase covered area. In case of very bad weather the educator on duty takes the learners to their classes. In this case, learners will be under supervision of their class assistant until the school day starts.

- **GENERAL RULES**

- ✓ No wheelchairs on the lawn.
- ✓ No chewing gum.
- ✓ During breaks no learner may cross the bus road in the direction of the tennis court or between the buses – only in the area as far as the cricket nets and open field in front of the Functional Phase covered area.
- ✓ No running while pushing learners in wheelchairs.
- ✓ No littering.
- ✓ No foul language.
- ✓ No rough play or running about on tar or cement.
- ✓ No physical contact e.g., holding hands, hugging, embracing or linking arms.
- ✓ No balls or skipping rope under the covered area.
- ✓ No ball games during rainy weather. Ball games only on lawn and tar surface and only with soccer balls.
- ✓ No bullying with the excuse of “just playing”.
- ✓ Facilitators stay with their learner groups during breaks.

11 CAMPING RULES

11.1 Criteria

In cases where a learner has already been found guilty of sexual misconduct or pornography related misconduct or of using or supplying prohibited drugs, it will be discussed by the principal, the social worker as well as staff members directly affected to determine whether the learner will be allowed on the camp.

Fully completed application forms must be handed in by the learner before he may attend the camp.

Each parent/guardian is responsible for the camping costs of his/her child. If the parent/guardian is unable to settle the camp fees in full, it may be discussed with the camp organizer.

11.2 Rules before or during the camps

Before each camp there will be supervision at the school during which learners are expected to listen to the supervisors and to follow the school's Code of Conduct.

Bus rules must be adhered to during bus trips to and from the campsite.

Any offence is handled according to the guidelines in the school's Code of Conduct.

The following rules apply during the camp:

- Each group will have a group leader (supervisory staff member) which should be obeyed.
- Learners may not enter each other's rooms.
- Boys and girls may not enter each other's sections.
- Cell phones are taken at own risk and will be handed in at lights out time.
- No other electronic equipment will be allowed on the campsite.
- Rooms must be kept tidy and clean.
- No damage may be caused to the property on the campsite. Parents will be held responsible for the repair of damaged property.
- Learners may swim only in the presence of adult supervision. (Completed swimming forms or parental permission will be checked).
- Bullying will not be tolerated.
- Under no circumstances may the campsite be left without the camp organizer's permission.
- Learners are expected to participate in the activities planned for the day.
- No contact of a sexual nature is allowed between learners.

Rules can be adjusted or added according to the nature of the campsite and will be communicated to the learners accordingly.

Parents will be notified immediately when his/her child breaks the rules. If the offence is cell phone related, the cell phone will be confiscated. In cases where the misconduct is of such a nature that the child cannot be accommodated (see serious misconduct 12.1 – 12.12) at the camp anymore, the parent/guardian will be asked to fetch his/her child from the camp.

12 SERIOUS MISCONDUCT

- 12.1 The possession, threat or use of dangerous objects are prohibited unless authorised by the principal for educational purposes. Dangerous objects include knives, firearms or any item that could harm a person.
- 12.2 The possession and/or smoking of cigarettes (including e-cigarettes and vaping) is prohibited.
- 12.3 The possession, use or evidence of the use of narcotics (unless medically prescribed), unauthorized drugs, alcohol or any other intoxicant. Prescribed

WCED protocols and Paarl School policy regarding random searching and drug testing will be followed during searching and drug testing.

- 12.4 Sexual harassment or sexual assault. This includes sexting. (See Paarl School Policy on information systems, communications and public and social media policy.)
- 12.5 Pornography. (See Paarl School Policy on information systems, communications and public and social media policy.)
- 12.6 Serious assault.
- 12.7 Serious bullying (victimization, bullying and intimidation of other learners). This includes cyberbullying: Spreading lies about or posting embarrassing photos of someone on social media.
- 12.8 Serious dishonesty/fraud. This includes dishonesty during formal assessments. The School Assessment Irregularity Committee will handle the situation according to the school's assessment and moderation policy.
- 12.9 Stealing or the possession of stolen goods.
- 12.10 Damaging of property or any other criminal behaviour.
- 12.11 Continuous and deliberate contempt of the Code of Conduct and other school rules.
- 12.12 Any other offense considered by the Education Department as serious (e.g. gang activities, gambling, satanism, damaging and illegal trade).

SECTION C

DISCIPLINARY ACTIONS AND PROCEDURES

1 VIOLATION OF RULES

See appendix B for point system (applicable for Foundation, Functional, Intermediate and Senior Phase).

Refer to appendix A, Paarl School's Participatory Behaviour Modification Model. The learner's level of development, abilities and Individual Intervention Plan (IIP) are determining factors in subsequent movements within the model.

See appendix D for consequences of points.

2 DISCIPLINARY HEARING

2.1 SGB HEARING ACCORDING TO THE SCHOOLS ACT AS LAST MEASURE

The disciplinary hearing will only be considered as the last resort when all other behaviour modification efforts have failed or when the violation is too serious (type 5) to be dealt with in the usual manner.

2.2 PURPOSE OF SGB DISCIPLINARY HEARING

The aim is to give the learner offender an opportunity to state his case. If the learner is found guilty, the following three factors will be considered when determining the punishment.

- The learner offender's welfare
- The protection of the school community
- The severity and nature of the offense

The purpose of a punishment is always to either remedy the learner's behaviour or to protect the other learners in the school.

2.3 PHASES

2.3.1 Notification

Notification will be given to the parties described in section B.

2.3.2 The investigation

The person to whom the serious violation is reported will notify the principal. The principal, in consultation with the executive committee, will decide whether the matter is serious enough for a disciplinary hearing or whether it should rather be dealt with according to the ordinary behaviour modification system or therapeutically.

2.3.3 Proof of progressive discipline requested

The principal or his delegate, who will be the investigator during a disciplinary hearing, will request evidence from the staff members involved with the learner, to prove that the learner was previously disciplined.

2.3.4 The principal decides whether a disciplinary hearing is necessary

The principal may use his/her discretion to cancel a disciplinary hearing. If the hearing is cancelled, the principal will refer the case for normal behaviour modification or therapeutic intervention. If the disciplinary hearing continues, the principal will inform the Department of Education of his/her decision.

2.3.5 SGB establishes a disciplinary committee

If the disciplinary hearing continues, the principal will involve the SGB that will establish a disciplinary hearing committee to conduct the hearing. A chairperson, prosecutor, secretary, emotional support and observer will be appointed.

2.3.6 Notification of the role players

The chairperson of the Disciplinary Hearing Committee will notify the learner, the learner's parents/guardians and the school's witnesses seven school days prior to the date of the disciplinary hearing. In serious cases the learner may be

suspended, pending the hearing. The notice must include a date, time and place, but also a complete description of the accusation against the offender. The accused and his parents must also be informed of all their rights.

2.3.7 Decision on representation

Usually the parents/guardians of the accused learner will represent their child. However, if the parents/guardians wish to appoint a legal expert, permission must be obtained from the chairperson.

2.3.8 Disciplinary committee meets for pre-disciplinary hearing meeting

The committee will meet in advance to determine the role of each committee member, to question the school's witnesses and to discuss the school's strategy and outcome as well as to determine the order of the disciplinary hearing.

2.3.9 Day of disciplinary hearing

2.3.9.1 Attendance

2.3.9.2 Chairperson explains procedure

2.3.9.3 Prosecutor reads complaint

2.3.9.4 Witnesses leave room

2.3.9.5 The accused pleads guilty or innocent

A. **Guilty plea**

STEP 1: Explanation of Plea

The chairperson questions the accused to make sure he pleads guilty for the correct reasons. If there is uncertainty as to whether the accused understands his/her plea of guilt, a plea of innocence must be recorded and the disciplinary hearing must continue.

STEP 2: Finding

The chairperson then finds the accused guilty.

STEP 3: Penalty consideration

During the hearing, the chairperson must hear arguments for mitigation as well as increasing the severity of the punishment from the various parties. The chairperson can immediately determine the punishment or consult with the multidisciplinary team after the disciplinary hearing in order to decide on a suitable punishment.

STEP 4: Punishment announced

The chairperson must inform the parents/guardians of the punishment in writing. No proceedings for appeal will be considered in a plea of guilt. The principal will inform the Department of Education regarding the punishment.

B Innocent plea

- STEP 1: Prosecutor sets out the complaint and calls witnesses
- STEP 2: Examination and cross examination by the prosecutor
- STEP 3: Representative/accused conducts the case on behalf of the learner and calls witnesses
- STEP 4: Examination and cross examination
- STEP 5: Summary of arguments: Both parties
- STEP 6: Chairperson makes his finding or reserves the right to a verdict
- STEP 7: Mitigation and increasing the severity of the punishment is heard
- STEP 8: Punishment announced, or announced at a later stage
- STEP 9: Procedure to appeal

The parents/guardians have 24 hours to appeal against the decision or punishment. It must be done in writing with a full explanation as to why they contest the chairperson's finding and/or punishment. The SGB may decide whether to maintain or reject the appeal. If they maintain it, they can adjust the chairperson's recommendation or, in extreme cases, request a new hearing. If they reject the appeal, they must inform the parents in writing and proceed with the execution of the punishment. The principal will keep the Department of Education informed.

If the punishment is expulsion, the parents have *fourteen* days to appeal against the department of Education's ratification of the punishment.

2.4 CHAIRPERSON'S ROLE

The chairperson is appointed by the SGB and may not be a staff member of the school but must be a member of the SGB. The chairperson must be impartial and fair in his decision. The chairperson must also decide on a suitable punishment, preferably after consultation with the multidisciplinary team. He must lead the disciplinary hearing and call parties who act disorderly to order. The chairperson will only hear arguments related to the current matter. Only when the severity of punishment is increased may other offences be considered. The school or staff is not being heard and any arguments that tend to shift the blame must be rejected. After the hearing the chairperson must motivate his finding in writing. The principal will be responsible for all communication with the Department of Education. The principal will rely on and always support the chairperson's written motivation.

Punishment that can be considered:

- a) Community Service
- b) Loss of privileges

- c) Suspension for a maximum of seven days
- d) Any creative punishment that will correct the accused's behaviour
- e) In extreme cases: A recommendation for expulsion. (Only the Department of Education can ratify an expulsion.) The learner can be suspended for fourteen days pending the Department of Education's decision.

2.5 PROSECUTOR'S ROLE

The prosecutor must present the charge against the accused. He must call witnesses to set the school's case. He must also cross examine the accused's witnesses and argue the school's case. When punishment is considered, he must argue for the increase in severity of the punishment.

2.6 SECRETARY'S ROLE

The secretary takes the minutes during the disciplinary hearing and administers all communication pertaining to the hearing.

2.7 THE OBSERVER

The observer can be used to receive the witnesses and accompany them to and from a separate room when the person is called to witness. He can also assist the prosecutor in handling evidence. His function will be to listen carefully to the proceedings to be consulted on the correctness of the minutes.

2.8 WITNESSES' ROLE

The witnesses must explain what they personally heard, saw or experienced. Hearsay facts are irrelevant and must be ignored by the chairperson.

2.9 PARENT / REPRESENTATIVE'S ROLE

The learner's parents, guardians or representatives must call witnesses to set the accused's case. He must also cross-examine the school's witnesses. He must argue the accused's case. When punishment is considered, he must argue for mitigation of the punishment.

2.10 EMOTIONAL SUPPORT'S ROLE

The role of the emotional support is to ensure that the learner is always treated in a manner that is expected of a WCED educational facility. He may also act as a mediator if it appears that the accused learner is being traumatized by the hearing procedure. The emotional support may at any time request the chairperson to interrupt the disciplinary hearing so that terminology and developments can be explained to the accused in simpler language.

2.11 ROLE OF THE ACCUSED

The accused himself can testify and answer the chairperson or prosecutor's questions, but only if his representative, parent or guardian agrees to it.

2.12 THE SGB AS FINAL DECISION MAKER

The chairperson makes a finding and motivates his decision in writing. The SGB reserves the right to ratify or reject the finding. The SGB will communicate the outcome to all parties. The principal will be responsible for all communication to the Department of Education.

2.13 COMPULSORY DOCUMENTATION

The following documentation must be sent to all parties: Full knowledge of the disciplinary hearing, attendance list, full set of minutes, chairperson's report and a written statement that includes the punishment in the event of a conviction.

2.14 EDUCATION DEPARTMENT'S ROLE AND RIGHTS

All disciplinary hearings take place under the auspices of the Department of Education and therefore the principal must keep them informed of all decisions. Expulsion as a punishment can only be ratified by the Department of Education. If they reject such a recommendation, the disciplinary hearing committee may put an alternative punishment in place. Internal findings and punishment that meet the following requirements cannot be contested by the Department of Education:

- 2.14.1 Procedurally correct
- 2.14.2 Substantially justified
- 2.14.3 Transparent
- 2.14.4 In line with the constitution, other legislation and departmental policies
- 2.14.5 In line with the school's Code of Conduct
- 2.14.6 Non-humiliating
- 2.14.7 In the best interest of the child and all children of the school

APPENDICES

Appendix A: Paarl School's Participatory Behaviour Modification Model

Appendix B: Paarl School Demerit System

Appendix C: Procedure for an exemption of the code of conduct

Appendix D: Consequences of Demerits

Appendix E: School uniform

SIGNED AT Brackenfell ON THE 20th DAY OF November



CHAIRPERSON OF THE GOVERNING BODY
MR G HEWITT

DATE	SIGNED AND APPROVED
24 January 2018 (First time)	SGB: 2015-2018 Mr SI Cronje
24 October 2018 (Revised)	SGB: 2018-2021 Mr JP Yzelle
26 November 2021 (Revised)	SGB: 2021- 2024 Mr JP Yzelle
31 Mei 2023 (Revised)	SGB: 2021- 2024 Mr JP Yzelle
Revised 20 Nov 2024	SGB: 2024 0 2027 Mr G Hewitt