



CODE OF CONDUCT FOR LEARNERS

PREAMBLE

Rustenburg Girls' Junior School is committed to providing an environment for all learners to thrive in all aspects of school life. This Code of Conduct seeks to provide the framework for the School's motto, vision and mission to be realised.

MOTTO

***Palmam qui meruit ferat:** Let the one who deserves it have the honour.*

VISION

Rustenburg Girls' Junior is a school leading the way in preparing girls to embrace the challenges of the present confidently and courageously and to excel in a continuously changing world.

MISSION

Our mission is to:

- ❖ *provide opportunities for learning the values of independence, critical thinking, innovation, self-belief, honesty, integrity, commitment, respect, pride and loyalty.*
- ❖ *ensure that each girl is exposed to a wide variety of inspirational opportunities so that she may explore her unique, individual and special talents.*
- ❖ *provide a well-balanced, up to date programme and advanced resources to ensure excellence in academics, sports, cultural and socially responsible activities, so that our girls learn to become contributing and compassionate citizens of South Africa and the world.*
- ❖ *provide a stimulating, neat, tidy and well-maintained caring environment which is safe for learning and playing.*

Rustenburg Girls' Junior School aims to provide a caring environment in which learning, working and playing together is important and where respect for people and property is encouraged. We wish to emphasize a positive and consistent approach and encourage individuals to take responsibility for their part in the smooth running of the school. Every staff member is responsible for discipline and has the full authority and responsibility to correct the behaviour of learners whenever such correction is necessary.

The practical framework for correcting inappropriate work habits or behaviour is provided in the Code of Conduct, which seeks to set out clear expectations of behaviour, recognition and sanctions. Any corrective measure or disciplinary action will correspond with and be appropriate to the offence. The School will contact parents/guardians when an individual's behaviour becomes a cause for concern and will endeavour, in a spirit of constructive partnership, to resolve the problem.

The Code of Conduct applies to all individuals while they are on the school premises or when they are away from the School, representing it, or attending a school function. Section 8(4) of the South African Schools Act provides that all learners attending a school are bound by the Code of Conduct of that school.

All parents and guardians are expected to sign a statement committing to the Code of Conduct found in the Conduct Declaration paragraph in the Appendix C of the Application process. Parents of all individuals also acknowledge receipt of the Code of Conduct policy at the start of each academic year via an electronic declaration form.



The administration of the Code of Conduct is the responsibility of the Disciplinary Committee of the School and the Code of Conduct must be read in conjunction with relevant school policies.

1. PURPOSE OF THE CODE

- 1.1 This Code is aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process and to ensure that the education of learners proceeds without disruptive behaviour and offences. Its goal is to teach and lead learners to self discipline.
- 1.2 This Code seeks to make clear to all members of the school community the expectations of the School regarding the conduct of learners and the rights and responsibilities of parents, the principal, SGB members and educators.
- 1.3 The Code informs all members of the school community of the principles, policy and procedures which will inform all matters related to the Code and processes conducted in terms of the Code.

2. PRINCIPLES OF THE CODE

- 2.1 The following must be observed in all matters concerning the Code:
 - 2.1.1 Democratic values which include the right of learners to participate in decision-making about matters affecting them at school and to have their views heard.
 - 2.1.2 Non-discrimination and equality
 - 2.1.3 Privacy, respect and dignity
 - 2.1.4 Non-violence and the freedom and security of person
 - 2.1.5 Freedom of expression and right to demonstrate and present petitions. This right may be limited.
 - 2.1.6 Safe and clean environment conducive to education
- 2.2 The school values are to be respected in all conduct and rules.
- 2.3 Corporal punishment and initiation practices are not permitted by law.
- 2.4 The school has adopted a restorative approach to discipline.
- 2.5 Punishment, when necessary, should be corrective and not punitive as far as possible.
- 2.6 In all disciplinary matters, due process must be followed.
- 2.7 Incidents of serious misconduct will be managed using the processes prescribed in the provincial department of education regulations on Learner Misconduct.
- 2.8 Serious misconduct that also constitutes a criminal offence will be referred to the police for investigation and thereafter to the courts if necessary.
- 2.9 All learners, parents and educators will have access to the Code and all changes will be brought to their attention using an appropriate method. Younger learners will be assisted to understand the content of the Code.

3. DEFINITIONS AND ACRONYMS

The following definitions and acronyms refer:

- 3.1 Code refers to the Code of Conduct for Learners at Rustenburg Girls' Junior School
- 3.2 School refers to Rustenburg Girls Junior School
- 3.3 School community refers to all learners, all members of staff, all parents, all visitors to the school



- and residents in the school neighbourhood
- 3.4 Parent refers to the biological or adoptive parent or legal guardian of a learner, the person legally entitled to custody of a learner, or the person who undertakes to fulfil the obligations towards the learner's education at school (as defined in the South African Schools Act of 1996)
 - 3.5 WCED refers to the Western Cape Education Department
 - 3.6 HOD refers to the Head Of Department at the WCED
 - 3.7 MEC refers to the Member of the Executive Council
 - 3.8 SGB refers to the School Governing Body
 - 3.9 SMT refers to the School Management Team

4. APPLICABLE LEGISLATION

This Code is compiled in accordance with the relevant sections of the following legislations and amendments:

- 4.1 Constitution of the Republic of South Africa Act 108 of 1996
- 4.2 The South African Schools Act 84 of 1996, as amended (SASA)
- 4.3 National Education Policy Act 27 of 1996
- 4.4 The Employment of Educators Act 76 of 1998
- 4.5 The Personnel Administration Measures (GN 170 in GG 39684 of 2016)
- 4.6 Promotion of Access to Information Act 2 of 2000
- 4.7 Promotion of Administrative Justice Act 3 of 2000
- 4.8 Regulations for Safety Measures at Public Schools (GN 1040 in GG22754, 2001, as amended by GN R1128 in GG 29376 of 2006)
- 4.9 National Policy on Management of Drug Abuse, and Devices to be used for drug testing (GN 3427 in GG 24172, 2002)
- 4.10 Devices to be used and procedure to be followed for drug testing (GN 1140 in GG 31417, 2008)
- 4.11 Policy on Learner Attendance (GN 361 in GG 33150, 2010)
- 4.12 Guidelines for the Consideration of Governing Bodies in Adopting a Code of Conduct for Learners (GN 776 in GG 18900 of 15 May 1998) (Guidelines for a Code of Conduct)
- 4.13 National strategy on discipline in schools (DBE, 2015)
- 4.14 Western Cape Province School Education Act
- 4.15 Relevant provincial regulations on Misconduct of Learners at Public Schools and Disciplinary Proceedings
- 4.16 Relevant provincial policies, circulars, or manuals

5. APPLICATION AND SCOPE

- 5.1 This Code applies to all learners of the school without exception (SASA s. 8(4)).
- 5.2 Applications for exemption from a particular item in the Code must be made according to the procedure specified.
- 5.3 Educators, other staff, the SGB and parents must perform the functions and responsibilities assigned to them, respectively, in this Code.
- 5.4 This Code is applicable
 - 5.4.1 on school property.
 - 5.4.2 on a school outing/excursion/tour/camp
 - 5.4.3 at extra-curricular activities off the school property.
 - 5.4.4 on or in any mode of transport while the learner is in school uniform.
 - 5.4.5 at any time or place where the learner can be identified with the school.



6. RIGHTS AND RESPONSIBILITIES OF THE SGB

- 6.1 The SGB is responsible for maintaining discipline in the school.
- 6.2 The SGB must adopt a Code of Conduct for Learners after consultation with the learners, parents, and educators of the school which should set moral values, norms, and principles, directed at a culture of mutual respect, tolerance, and peace.
- 6.3 Following referral to them by the principal, the SGB must conduct disciplinary hearings for learners charged with serious misconduct. The SGB must follow the process prescribed in the provincial regulations.

7. RIGHTS AND RESPONSIBILITIES OF THE PRINCIPAL

- 7.1 The principal must ensure that good discipline in a safe learning environment is maintained in the school.
- 7.2 The principal must ensure that all learners and their parents have a copy of the Code and sign acknowledgement thereof.
- 7.3 The principal must ensure that the Code is implemented and take disciplinary action where it is breached.
- 7.4 The principal will determine whether a breach of the Code constitutes serious misconduct that must be referred to the SGB for their action.
- 7.5 The principal (or his/her delegate) may conduct random searches of groups of learners or the property of a group of learners for any dangerous object or illegal drug if there is fair and reasonable suspicion. Any object found, may be seized.
- 7.6 The search and seizure process will be conducted as provided for in the SASA and policy and notices in terms thereof.

8. RIGHTS AND RESPONSIBILITIES OF EDUCATORS

- 8.1 Every educator is responsible for discipline at all times at the school and at school related activities. They have the responsibility in terms of the Personnel Administrative Measures of the Employment of Educators Act "to assist the principal in overseeing learner counselling and guidance, careers, discipline and the general welfare of all learners."
- 8.2 An educator at the school shall act 'in loco parentis' to control and discipline a learner according to the Code during the time the learner is in attendance at the school, any classroom, school function or school excursion or school related activities.
- 8.3 Educators have full authority and responsibility to correct the behaviour of learners whenever such correction is necessary in terms of this Code.
- 8.4 Serious misconduct must be referred to the principal of the school.

9. RIGHTS AND RESPONSIBILITIES OF PARENTS

- 9.1 The ultimate responsibility for learners' behaviour rests with parents.
- 9.2 It is expected that parents will support the school and require learners to observe school rules and accept responsibility for any misbehaviour on the part of their children.
- 9.3 Parents are expected to cooperate with the school and attend meetings and/or disciplinary hearings concerning the conduct of their children when required to do so.



- 9.4 Parents have the right to take action against any learner or person, with the assistance of the principal or a member of the SMT, who unlawfully violates the rights of his/her child.

10. RIGHTS AND RESPONSIBILITIES OF LEARNERS

- 10.1 Learners are required to adhere to this Code.
- 10.2 Learners enjoy the protection of this Code.
- 10.3 Learners are expected to respect the authority of those entitled to take disciplinary action in terms of this Code.
- 10.4 Learners have the right to (limited by this Code):
- 10.4.1 Education in a clean, safe environment
 - 10.4.2 The freedom to express views about matters affecting them at school
 - 10.4.3 Non-discrimination and equality
 - 10.4.4 Democracy
 - 10.4.5 Privacy, respect and dignity
 - 10.4.6 Acceptance
 - 10.4.7 Freedom of association
 - 10.4.8 Protection from maltreatment, neglect, abuse or degradation, including the use of corporal punishment
 - 10.4.9 Due process in all disciplinary matters.

11. POLICY DETAIL

- 11.1 Restorative discipline principles and procedures:
- 11.1.1 Pastoral care at the School entails the following -
 - 11.1.1.1 Pastoral Intervention: This includes the individual work with pupils who are having problems be that of an academic, social, emotional or behavioural nature.
 - 11.1.1.2 Pastoral Curriculum: This includes both the 'hidden curriculum' that is the ethos of the school, the day-to-day relationships between staff and pupils, the value system of a school, and the opportunities for moral, spiritual, social and cultural development.
 - 11.1.1.3 Pastoral Control: That is the discipline system in the school. The good discipline which is consistent, affirms the pupils' value, which builds rather than crushes, and encourages individuality, but all within an orderly environment, is an essential ingredient of effective pastoral care.
 - 11.1.2 The pastoral aims are -
 - 11.1.2.1 To enable each pupil to fulfil their own potential both academically and socially.
 - 11.1.2.2 To ensure that each pupil has access to personal and academic guidance and support where necessary.
 - 11.1.2.3 To provide opportunities for and encourage pupils to exercise individual and social responsibility.
 - 11.1.2.4 To promote in pupils the self-awareness and self-confidence that they need to face the challenges, both academic and personal, that are placed on them.
 - 11.1.2.5 To establish and maintain relationships with every parent, so that together we can help to prepare the pupils for the opportunities, responsibilities and experiences of High School.



- 11.1.2.6 To create a caring environment where pupils are valued for who they are, not just for what they can do.
- 11.1.2.7 To recognise and affirm positive behaviour, self-discipline and exemplary conduct in various ways which includes, but is not limited to, bug stickers, house points and commendation.
- 11.1.3 The School envisages that a holistic approach to pastoral care will have a positive impact on discipline at the school. As the quality of Pastoral Care improves, there are likely to be a number of positive outcomes:
 - 11.1.3.1 Improving the quality of Pastoral Care is an important factor in helping to prevent problems both personal and academic from arising.
 - 11.1.3.2 However good the preventative work at school is, inevitably when dealing with children with all the pressures that they are under internally as well as from home and society at large, problems will still arise, but good quality Pastoral Care will mean that pupils are better prepared to deal with problems when they do arrive.
 - 11.1.3.3 Good Pastoral Care will raise the standards of behaviour in school. All research clearly suggests that pupils with high self-esteem on average behave better than those with a low self-image. Good Pastoral care defuses rather than escalates situations and leads to enhanced relationships between staff and pupils.
 - 11.1.3.4 Improving Pastoral Care in a school will lead to higher academic performance. There is no question that pupils with high self-esteem who are essentially content and well-motivated will work better.
 - 11.1.3.5 Improving Pastoral Care will improve the marketing prospects of a school. Parents want to send their children to a school where they will be cared for, where individuals matter, where each child is known and where the children feel that they can talk to the teachers and where the school sees itself in genuine partnership with parents.
 - 11.1.3.6 Improving Pastoral Care will have a significant impact on staff morale as staff work together as a team with a common purpose.
- 11.1.4 Responsibility for Pastoral Care:

It cannot be over-stressed that the pastoral care of all our pupils is the responsibility of the whole community. The way we treat, talk to, interact with and indeed teach pupils will all contribute to the quality of our pastoral care. However, the main focus for Pastoral Care for particular pupils will be their Class Teacher or Mentor Teacher. At Rustenburg, every pupil's pastoral and academic performance is primarily the responsibility of her Class Teacher or Mentor Teacher. They will then discuss important issues with the Grade Leader. The team will then meet with the Deputy Principal on a regular basis.
- 11.2 General behaviour expectations in accordance with the ethos of the school:
 - 11.2.1 Every learner is an ambassador of the school and will not do anything that will damage the reputation of the school.
 - 11.2.2 Every learner embraces the uniqueness, diversity, beliefs, culture, rights, property and privacy of others.
 - 11.2.3 Every learner is well-behaved, courteous, polite and kind at all times.
 - 11.2.4 Every learner is responsible for her actions and accept the consequences.
 - 11.2.5 Every learner stands up for what is right and true.
 - 11.2.6 Every learner honours her commitments.
 - 11.2.7 Every learner practises good sportsmanship.



- 11.2.8 Every learner respects and cares for the environment.
- 11.2.9 Every learner practises social responsibility and good citizenship.
- 11.3 School rules are stipulated in an Addendum or in a separate school policy, and cover the following:
 - 11.3.1 Attendance and punctuality
 - 11.3.2 Uniform and appearance
 - 11.3.3 Classroom rules
 - 11.3.4 Playground rules
 - 11.3.5 Property rules
 - 11.3.5.1 School property and equipment
 - 11.3.5.2 Own property
 - 11.3.5.3 Other persons' property
 - 11.3.6 Facilities use
 - 11.3.6.1 Sports facilities
 - 11.3.6.2 Various specific venues such as the school hall as well as external venues
 - 11.3.6.3 Special centres such as laboratories, kitchens, workshops
 - 11.3.6.4 Out of bounds areas
 - 11.3.7 Use and/or possession of Illegal drugs (including cannabis), alcohol, weapons
 - 11.3.8 Possession of pornographic material
 - 11.3.9 Cell phone and electronic devices rules
 - 11.3.10 Social media rules
 - 11.3.11 Fundraising rules
 - 11.3.12 Protest and petition rules
 - 11.3.13 Rules for initiating and promoting of social justice and welfare causes
 - 11.3.14 Emergency response rules
 - 11.3.15 Search and seizure rules
- 11.4 Misconduct and disciplinary procedure:
 - 11.4.1 Internal school procedures: Annexure B details the levels of offences and the accompanying pastoral care interventions and disciplinary procedures for each level of offence.
 - 11.4.2 Disciplinary action for serious misconduct
 - 11.4.2.1 Subject to the provisions of the SASA, a learner at a school shall be guilty of serious misconduct if the learner -
 - a) has been convicted by a court of a criminal offence and sentenced to imprisonment without the option of a fine; or
 - b) used or had in his or her possession intoxicating liquor or other drugs on the school grounds or during a school activity; or
 - c) is guilty of assault, theft or immoral conduct; or
 - d) has been repeatedly absent without leave from school and/or classes; or
 - e) conducts herself, in the opinion of the SGB, in a disgraceful, improper or unbecoming manner.
 - 11.4.2.2 A learner who is alleged to have committed an act classified as serious misconduct where suspension or expulsion could be the disciplinary sanction, shall be entitled to a formal disciplinary hearing (due process) prior to any decision to suspend or expel such a learner.
 - 11.4.2.3 The SGB must follow the preliminary procedures:



- a) After the investigation has been conducted by the principal and referred to the SGB for disciplinary action, the hearing must be conducted
- b) The learner's parents/guardians must be notified in writing of the offence which the learner has allegedly committed.
- b) The learner and his/her parents/guardians must be notified in writing of the date, time, and venue of the hearing.
- c) after the hearing of the representation and finding a learner guilty of misconduct, decide if, as a correctional measure, the learner should be suspended for a period not longer than a week, or decide if it should be recommended to the HOD that the learner be expelled.

11.4.2.4

Formal hearing procedure:

- a) During the hearing, the learner has the right to -
 - i) be represented or assisted by an adult.
 - ii) be furnished with information relating to the charge.
 - iii) present his/her case (i.e. to be heard).
 - iv) question any witness.
 - v) use an interpreter.
- b) The presenter will read out any allegations against the learner.
- c) The learner will admit or deny allegations.
- d) The presenter shall present school's evidence to support allegations.
- e) The learner and his/her representatives have the right to cross-question the school's evidence.
- f) The learner and his/her representatives have the right to present evidence in support of defence.
- g) The presenter has the right to cross-question the evidence.
- h) The learner or representatives have the right to summarise and submit a closing argument.
- i) The disciplinary committee chairperson shall summarise and adjourn the hearing.
- j) The disciplinary committee shall keep a record of the proceedings and of the evidence.
- k) The disciplinary committee will reach a finding.

11.4.2.5

Procedures following the hearing:

- a) The learner and his/her parents/guardians will be informed in writing of the decision.
- b) The results of the hearing should be communicated within 24 hours after the conclusion of the hearing.
- c) Should the penalty be expulsion, the chairperson shall advise the learner and his/her parents/representative that the learner has the right to appeal against the penalty in writing to the provincial department of education.

11.5 Appeal procedure

11.5.1 If a learner or parent is dissatisfied with an internal disciplinary decision, excluding expulsion, he/she may appeal in writing to the principal.

11.5.2 The principal or SGB shall appoint a board of appeal and arrange for the appeal to be heard



- within fourteen (14) days, unless otherwise agreed to by the parties.
- 11.5.3 The learner will have the right to be represented or assisted by an adult.
 - 11.5.4 No person who was involved in the disciplinary process which found the learner guilty may serve on the board of appeal.
 - 11.5.5 The hearing of an appeal shall be conducted according to fair administrative practice.
 - 11.5.6 A learner, or a parent of a learner, who has been expelled from the school by the HOD may appeal to the MEC against the decision. The provincial regulations will be adhered to.
- 11.6 Application for exemption from an item in the Code
- 11.6.1 A learner or her parent who wish to apply for an exemption from an item in the Code must do so in writing to the SGB using Annexure C.
 - 11.6.2 A decision must be made by the SGB at their next scheduled meeting, bearing in mind the Constitutional rights of the learner and the requirements for a just administrative action, whilst still endeavouring to uphold the ethos of the school.
 - 11.6.3 The SGB chairperson must communicate the decision to the parent of the learner within seven (7) days after the meeting was held and a decision was made.
 - 11.6.4 An application for exemption from the Code does not mean that the exemption will be granted.
- 11.7 Policies related to conduct and discipline:
The following policies provide more detail in support of adherence to the Code.
- 11.7.1 Anti-bullying policy
 - 11.7.2 Anti-racism policy
 - 11.7.3 Homework policy
 - 11.7.4 ICT Acceptable Use Policy
 - 11.7.5 Religion policy
 - 11.7.6 Assessment policy
 - 11.7.7 School safety policy
 - 11.7.8 Language policy
 - 11.7.9 LTSM policy

12. AMENDMENT

- 12.1 This Code will be amended annually, or when required because of a change in legislation or circumstances, by the SGB after consultation with the learners, parents, and educators.
- 12.2 Learners, parents and school staff will be notified of amendments in writing via the school newsletter, announcement in assembly, publication of the amended Code on the school website and any other suitable means.
- 12.3 School rules in Annexure A may be amended from time to time after consultation with stakeholders, such as educators and a small SGB committee.

This Code of Conduct for Learners for Rustenburg Girls' Junior School was adopted by the Governing Body of Rustenburg Girls' Junior School at a meeting held at the school on 22 November 2022.



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P.O. Box 556, Rondebosch 7701

SIGNED: _____

CHAIRPERSON OF THE GOVERNING BODY

DATE: _____

SIGNED: _____

PRINCIPAL

DATE: _____

SIGNED: _____

SECRETARY OF THE GOVERNING BODY

DATE: _____

RUSTENBURG JUNIOR SCHOOL FOR GIRLS: POLICIES		
Page 10 of 10	Date issued: 8 December 2022	Team responsible: SGB
Revision: 01	Next review: 2025	Website: Policy
Authorised by: Chairperson of the School Governing Body		



ANNEXURE A: SCHOOL RULES

1. Attendance and punctuality

- 1.1 The school day begins at 07:50. Individuals must be at school by this time
- 1.2 No individual may leave the school during the school day without permission and has to be signed out at the office
- 1.3 Truancy from class ("bunking") is not allowed
- 1.4 The reason for any absence from school must be informed to the teacher in writing by the parent.
- 1.5 If an individual is to be absent from a sports match/music performance etc, the parent/guardian must inform the teacher first thing in the morning by email or phone call to the office.

2. Uniform and appearance

- 2.1 Individuals are expected to be dressed neatly in the regulation school uniform at all times.
- 2.2 Individuals may not chew gum on school premises, in school uniform or at any school activity.
- 2.3 Learners in uniform outside school represent Rustenburg, and must uphold the Code of Conduct
- 2.4 School uniform must be worn to all school functions, including those held out of school hours unless advised otherwise.
- 2.5 Regulation bags are required and these must be taken on outings.
- 2.6 Individuals must dress in full uniform or full regulation sports clothes before leaving the grounds.
- 2.7 No jewellery other than a watch, medical alert bracelet, and one set of small plain round gold or silver stud earrings may be worn
- 2.8 A smartwatch may be worn but it may not contain a SIM card or be used as an extension of a cellphone.
- 2.9 No finger or toe nail varnish, colourings on arms or stick on tattoos, hands or feet is allowed, unless prior permission has been granted by the Principal.
- 2.10 Hair touching the collar or long fringes must be tied back away from the face with navy or black accessories. Colouring/dyeing of hair is not permitted. Braids and extensions must be in the natural hair colour.

3. Classroom rules

- 3.1 The learning activity of any individual may not be disrupted by another individual at any time.
- 3.2 Cheating and plagiarism are forbidden.
- 3.3 Classroom expectations are set by the class teacher with the learners at the beginning of each year.

4. Playground rules

- 4.1 Grades have designated areas for playground use.
- 4.2 Playground equipment should be used responsibly and in a respectful manner.
- 4.3 Anti-social behaviour and othering should be reported to the staff member on duty.
- 4.4 Injuries must be reported to the staff member on duty.

5. Property rules

- 5.1 School property and equipment
 - 5.1.1 No clothing or equipment may be borrowed without permission.
 - 5.1.2 All sports equipment must be returned at the end of a season.
- 5.2 Own property
 - 5.2.1 All items of clothing and equipment must be clearly marked.
 - 5.2.2 Learners are responsible to take care of their own equipment and property.
- 5.3 Other persons' property
 - 5.3.1 Learners may not interfere with or damage the possessions/property of others.

6. Facilities use

- 6.1 General use of facilities



- 6.1.1 Learners must behave considerately, walk quietly and in an orderly manner in the school buildings.
- 6.1.2 Learners must keep the school free of litter.
- 6.1.3 Toilets must be used properly and hygienically.
- 6.1.4 Learners must wait inside the school grounds while waiting to be fetched after school.
- 6.1.5 Learners may not enter any venue unless supervised by a staff member.
- 6.2 Sports facilities
 - 6.2.1 No one may eat on the astroturf.
 - 6.2.2 All sports facilities must be used with great care.
- 6.3 Various specific venues such as the school hall as well as external venues
 - 6.3.1 Learners may not walk to or from Grotto, the UCT fields, RGHS or other venues unless accompanied by a teacher or coach, or another adult by arrangement.
- 6.4 Special centres such as laboratories, kitchens, workshops
 - 6.4.1 Food may not be eaten in the library, science room, computer room, hall, changing room or in the passages unless permission has been granted by a staff member.
- 6.5 Out of bounds areas
 - 6.5.1 No learner may be in the buildings outside class time unless a teacher is present or by prior arrangement
 - 6.5.2 Learners may not play or walk through "out of bounds areas". These include the basement, all storage areas, the car park, driveway gates or any other temporary out-of-bounds areas.
- 7. Use and/or possession of illegal drugs (including cannabis), alcohol, weapons**
 - 7.1 Possession or use of dangerous objects, illegal substances, alcohol, cigarette lighters, matches, cigarettes, e-cigarettes and/or vapes are prohibited.
- 8. Possession of pornographic material**
 - 8.1 Learners may not have any physical or digital pornographic material in their possession or distribute same.
- 9. Cell phone and electronic devices rules**
 - 9.1 Cellphones or other electronic devices etc. may not be brought to school without prior permission from the Principal. Requests are to be made in writing by the parent and delivered to the teacher by 08:00.
- 10. Social media rules**
 - 10.1 No inappropriate notes and use of social media is allowed during school hours or at any school activity
- 11. Fundraising rules**
 - 11.1 Any learners who wish to hold fundraising initiatives must seek the approval of the principal in writing.
- 12. Protest and petition rules**
 - 12.1 Learners may not participate in or initiate any protest or petition without prior permission from the principal.
- 13. Rules for initiating and promoting of social justice and welfare causes**
 - 13.1 Learners may not initiate or promote any social justice or welfare causes without prior permission from the principal.
- 14. Emergency response rules**
 - 14.1 All emergency procedures must be adhered to at all times.
- 15. Search and seizure rules**
 - 15.1 Learners may be subject to search and seizure if there is a reasonable suspicion of prohibited objects, devices or materials in their possession.
 - 15.2 At all times, the learners' rights must be protected and respected.



ANNEXURE B: LEVELS OF OFFENCES

This includes, but is not limited to:

DETAILS RELATING TO OFFENCES.

1. MINOR OFFENCES

Type of offence	Who takes action	Possible Action
<p>Classroom</p> <ul style="list-style-type: none"> - talking - eating - restlessness - inattentiveness - disturbance - homework offence - books forgotten - loitering between classes - loitering in toilets <p>General</p> <ul style="list-style-type: none"> - lack of manners - late for school - shouting in passages - unruly behaviour - derogatory names or conversations - untidy appearance - littering - school uniform infringements 	Class teacher or Grade Head	<ul style="list-style-type: none"> - break detention - verbal reprimand - parents meeting and interview form - written reprimand - detention (academic work only) - written work - community service - counselling

All educators must be consistent in their attitude and handling of offences.



2. MODERATE OFFENCES

Type of offence	Who takes Action	Possible Action
<ul style="list-style-type: none"> - The repetition of minor offences is regarded as serious and is handled as a moderate offence. - ignoring a warning - poor sportsmanship - insubordination - crude language - copying of work - graffiti - fighting - disrespect 	<p>Referred to a Grade Head or Head of Department.</p>	<ul style="list-style-type: none"> - time out - suspension of privileges - break detention - verbal reprimand - parents meeting and interview form - written warning - detention (academic work only) - written work - community service - counselling

All educators must be consistent in their attitude and handling of offences.



3. MAJOR OFFENCES

Type of Offence	Who takes Action	Possible Action
<ul style="list-style-type: none"> - The repetition of a moderate offence is to be regarded as very serious and is handled as a major offence. - stealing - dishonesty in tests / exams - physical or emotional victimization - racism - violence or fighting - vandalism - truancy - grossly inappropriate behaviour - any action or deed which brings the good name of school into disrepute - smoking - drugs - alcohol - pornography - sexual misconduct - if found guilty of any criminal offence 	<p>HOD Deputy Principal Principal SGB Disciplinary Committee</p>	<ul style="list-style-type: none"> - suspension of privileges - parents meeting and interview form - written warning - community service - counselling - daily report - replacement of damaged property - agreed affordable compensation - suspension from school activities - suspension - expulsion



ANNEXURE C: APPLICATION FOR AN EXEMPTION

APPLICATION FOR CONCESSION FROM THE CODE OF CONDUCT/UNIFORM, DRESS AND APPEARANCE CODE

Dear _____

I write to you in response to your request that your child/children, _____ be allowed a concession or concessions from _____ **[Insert Code]**.

The school and Governing Body require parents and the learner(s) who wish to apply for a concession from the school's _____ **[Insert Code]** to do so in writing, following which the school will respond to the applicant.

In respect of an application for a concession, please note the following:

1. Regarding the SA Schools Act: Section 8 reads as follows:

- (1) *Subject to any applicable provincial law, a governing body of a public school must adopt a code of conduct for the learners after consultation with the learners, parents and educators of the school.*
- (2) *A code of conduct referred to in subsection (1) must be aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process.*
- (3) *Nothing contained in this Act exempts a learner from the obligation to comply with the code of conduct of the school attended by such learner.*

2. Regarding the Constitution of South Africa:

We abide by the Constitution in that we do not outlaw any aspect of learner appearance which violates a learner's cultural or religious beliefs.

In line with this, as a school we abide by the Constitutional Court's ruling that, should a learner wish to deviate from the school's rules for cultural or religious beliefs, the SGB/School will entertain such requests.

Should you wish to apply for a concession, please complete the accompanying application form and return it to my office at your earliest convenience.

Yours sincerely

MRS B. PETERSEN

PRINCIPAL

DATE: _____



APPLICATION FOR A CONCESSION IN RESPECT OF SCHOOL POLICIES ON CULTURAL/RELIGIOUS FREEDOM AND ASSOCIATED MATTERS RELATING TO ATTENDANCE, BEHAVIOUR AND DRESS CODES

In terms of the Constitutional Court ruling in case CCT 51/06 and the school's various codes, application is hereby made by (name of responsible parent/guardian):

_____ in respect of (name of enrolled learner/s):

for a concession in respect of the following (Please tick the applicable box):

- Uniform or dress code;
- Attendance at school activities with a religious component;
- Other (please provide details):

_____ Please provide details of the concession applied for:

In this regard please note the following:

1. While the school/Governing Body has every intention to take positive measures in order to allow all people to participate and enjoy their rights equally, it will not be in a position to make a concession if, in granting such a concession, there is a real possibility of disruption to the achievement and maintenance of a disciplined and purposeful school environment, or the maintenance of the quality of the learning process.
2. As the concession, if granted, will be made on the basis of the importance of the practice to the learner concerned, the learner is required to:
 - 2.1 Write a letter to the Principal in which the following matters are addressed:



- 2.1.1 The cultural or religious practice on which the application is based.
 - 2.1.2 Why the learner believes that the concession should be granted.
 - 2.1.3 The extent to which the learner feels strongly about the religious/cultural practice in respect of which it is requested that a concession be made.
 - 2.1.4 Whether the practice concerned is mandatory or voluntary in the religious/cultural group to which the learner belongs.
 - 2.1.5 The extent of the exemption requested (exactly what is to be allowed, and how great and on or at what occasions/times the departure from school rules are requested.)
 - 2.2 Attend a meeting with the Principal and designated others, together with his/her parent(s)/guardian(s), in order to discuss the concession and the possible conditions linked to it, so as to limit any negative impact on the code of conduct.
 - 2.3 It is recommended that a letter (which supports the learner's request) from an appropriate religious/cultural leader be submitted as part of this application.
3. Please note that:
- 3.1 If the learner is too young to make a cogent case, the letter may be written by the learner's parent/guardian.
 - 3.2 In coming to a decision, the school/Governing Body may consult experts on the religion or culture concerned on the nature of the relevant practice.
 - 3.3 The school will, as expeditiously as possible, provide the parents/learner with written notification of its decision and any conditions relating to the exemption.
 - 3.4 Until such time as the decision is reached, the learner will adhere to the normal rules, regulations and codes of the school.
 - 3.5 In coming to a decision the school/Governing Body will be strongly guided by:
 - 3.5.1 Whether the cultural or religious community concerned regards it as a practice that would normally warrant exemption from school rules.
 - 3.5.2 The effect of the granting of an exemption on the achievement of the "disciplined and purposeful school environment, dedicated to the maintenance of the quality of the learning process".

Signature of learner/s

Signature of responsible parent/guardian

Date
