



SUNLANDS PRIMARY SCHOOL

Code of Conduct



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Contact Information

021-7978010 FAX: 021-7622697

E-mail: cris@sunlands.co.za

Website: www.sunlands.co.za

1. The South African Schools Act.

Section 8 of the South African Schools' Act 84 of 1996 provides that a Governing Body of a public school must adopt a Code of Conduct. This Code of Conduct 'must aim at establishing a disciplined and purposeful environment to facilitate effective teaching and learning in schools' (Government Gazette May 1998 Volume 395 No 18900).

2. Vision

At Sunlands, we nurture self-disciplined and motivated learners who constantly strive towards excellence in all areas, thus preparing them to become valuable members of an ever changing society.

3. Aim.

Therefore, through the implementation of the Code of Conduct, we are committed to providing an environment for the delivery of quality teaching and learning by:

- Promoting the rights and safety of all learners, staff members and parents.
- Ensuring learners' responsibility for their own actions and behaviours.
- Prohibiting all forms of unfair discrimination and intolerance.
- Eliminating disruptive and offensive conduct.

4. Scope.

The Code of Conduct is mutually binding to educators, learners and parents of Sunlands Primary

- On the school premises before, during and after school hours.
- At all official events, both within and outside regular school hours.
- In any situation, on or off school property, where the learner is recognisable as a Sunlands Primary School learner.

4.1. Role of the educator.

- The educator has the same rights and responsibilities as a parent to control and discipline a learner during the time that the learner is in attendance at school, during school excursions or any school – related activities (loco parentis).
- When disciplining a learner, the educator should use corrective measures which are commensurate with the 'offence' and in line with the school's Code of Conduct.
- When applying the Code of Conduct, the educator, as a role model, must always ensure that his/her actions are fair, just and consistent for every learner.

- Parents are our partners in education. The communication channels must always be intact, e.g. the diary, Class Dojo, telephonic discussions, etc.
- Offences beyond level 1 are usually referred to a member of the disciplinary team or the principal.

4.2. Pledges acknowledged by learners

- Accept that the main reason for being in school is to learn and develop academically, socially and culturally.
- Adhere to school rules.
- Respect the legitimacy and authority of teachers.
- Show respect to other learners and not to discriminate on the grounds of gender, race or culture.
- Avoid anti-social behaviour such as bullying, theft, vandalism, assault, alcohol and drug abuse.
- Avoid activities that disrupt the learning process.

4.3. Pledges acknowledged by the parent

- Have regular discussions with their child/children about general school matters.
- Cultivate a healthy, open and cooperative relationship with their child's/children's teachers.
- Create a home environment that is conducive to supporting the school's academic programme e.g. reading, writing, studying, homework, etc.
- Assist in the protection of the school's educational resources such as text books, furniture, equipment, etc.
- To contribute, within their means, the necessary resources towards the schooling of their child/children.

5. POLICIES

<p><u>5.1. SCHOOL UNIFORM</u></p> <p>The correct school uniform must be worn. If there is an issue with the school clothing, a warning will be issued as a reminder. Parents will be given a 2-week period of grace to rectify the uniform. Thereafter an afternoon detention will follow if the parents do not heed the warning.</p>	
<p>Girls</p> <ul style="list-style-type: none"> • <u>Summer uniform</u>: First and Fourth terms. • Blue check dress. • Navy V-neck jersey. • White ankle socks. • Black leather shoes with straps or laces. • Royal blue school blazer with badge. • <u>Winter uniform</u>: Second and third terms. • Black laced up (or with straps) leather shoes. • Long grey socks or grey stockings. • Blue pinafore. 	<p>Boys</p> <ul style="list-style-type: none"> • <u>Summer uniform</u>: First and Fourth terms. • White open necked, short sleeved shirt with badge. • Short/ Long grey school pants. • Navy V-neck jersey. • Royal blue school blazer with school badge. • Black laced up shoes with long grey socks. • <u>Winter uniform</u>: Second and third terms. • Black laced up leather shoes. • Long grey socks. • Long grey school trousers.

<ul style="list-style-type: none"> • Navy V-neck jersey • Royal Blue blazer with badge <p>White long sleeved shirt School tie Navy rain coat Sunlands navy beanie, scarf, blanket.</p> <p>All items of clothing must be clearly marked with the child's name and grade.</p>	<ul style="list-style-type: none"> • Navy V-neck jersey • Royal blue blazer with badge <p>White long sleeved shirt School tie Navy rain coat Sunlands navy beanie, scarf, blanket.</p> <p>All items of clothing must be clearly marked with the child's name and grade.</p>
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5.2. SPORTS SKILLS UNIFORM

Boys and girls

School Physical Education top and navy blue shorts. White ankle socks (no secret socks).
Trainers: The trainers must be practical and appropriate (no high tops and sneakers).
Colours: predominantly blue, grey or white.
Full Sunlands track suit may be worn over sports clothes in winter.

Notes:

1. If a child cannot participate in the Sports Skills lesson, a signed note must be forwarded by the parent. It could also be an entry in the diary (illness, etc.).
2. No tracksuit or part of the track suit must be worn as part of the school uniform.

Consequence:

Incorrect uniform or missing a lesson without a valid reason.
Three written warnings in the diary. Thereafter, afternoon detention.

5.3. LATE ARRIVAL

Preamble: We only have 1000 hours a year to educate the child. Every minute must be used effectively. Therefore, learners and parents must be held accountable for arrival on time at school.

Time: Children should arrive at school by **07:30** in order to put their school bags down and prepare themselves for the day. The bell is rung at **07:45**.

Procedure for late comers: They report at reception. Their names are entered in the late comers' register.

Consequence: Four late arrivals per term results in an afternoon detention.

Note: There will be the rare occasion when a late arrival will be unavoidable e.g. flooded roads, an

accident causing a serious traffic jam, malfunctioning robots at a busy intersection, etc. These will be taken into account before implementing a consequence. There will however, be no excuse for arriving late if a pattern emerges which indicates poor time management (getting up late, waiting for brother or sister, not taking heavy morning traffic into consideration etc.)

5.4. HAIR POLICY.

Girls.

- Hair must be clean and neat.
- It should be brushed or combed daily.
- Long hair must be tied back/up with navy blue accessories.
- Fringes must not reach the eyes.
- No dyeing or patterns.
- No fashion statements or attract undue attention.
- Braids. Based on Cultural norms, written
- Requests from parents will be considered.

Boys

- Hair must be short, clean and neat.
- It should be brushed or combed daily.
- Not too much volume.
- Not reach the collar, eyebrows or ears.
- No dyeing, patterns or lines.
- No spiking, undercuts or steps.
- No fashion statements or attract undue attention.

Consequence. Must be addressed and corrected immediately. If not, it will be entered in the diary, followed by an afternoon detention.

5.5. JEWELLERY POLICY

Girls

Single plain stud or sleeper in each ear. Only in the lower lobe of the ear.
 No dangling ear rings. No bangles/bracelets, etc.
 No body piercing except in the ear.
 No nose-rings. No tattoos.

Boys

No ear rings, body studs, bangles, bracelets, neck chains, etc.
 No body piercing.
 No nose rings. No tattoos.

Consequence: Remove immediately. If repeated, the item will be confiscated and returned at the end of the term.

5.6. CELL PHONES AND OTHER ELECTRONIC DEVICES.

Preamble: The use of cell phones or electronic devices in class, without permission, has a negative impact on teaching and learning. Secondly, there is the risk that the device could be lost or stolen. Therefore, regulating the use of these devices is necessary.

The following requests apply:

1. The parent submits a written request (reason given) for him/her to bring a **cell phone** to school.
2. The cell phone must be handed in at the office and locked away for safe keeping. It is returned at the end of the school day.
3. The teacher may request that learners bring their cell phones/IPADS, etc. to school for a particular activity. In this instance the educator will send out a written request. Before and immediately after the activity, the devices are locked away for safe keeping.

Consequences if the learner brings a cell phone or other devices to school without permission:

1. Afternoon detention, noted in the detention register. The parent must collect the cell phone/device from the office at the end of the day. Parent will be made aware of further consequences for breaking the rule.
2. Second Afternoon detention for the same offence. The cell phone is confiscated until the end of the term. The parent must collect the cell phone from the office.
3. If a learner brings a cell phone or electronic device to school without permission and it is damaged or lost, the school will not be held liable nor will the school undertake the responsibility of investigating the damage or loss of the cell phone/electronic device.

5.7. SOCIAL MEDIA

Preamble: ‘An important benefit of social media (Facebook, WhatsApp, group chats etc.) is that it makes students feel ‘socially connected’. But it can also have a negative effect on a student’s commitment to school work or emotional health when abused by cyberbullies who harass and torment peers. Furthermore, many students use the various sites in an inappropriate manner (swearing, derogatory terms, racial slurs, pornography, etc.)

1. The use of social media devices is outlined in 5.6.
2. If a learner uses social media in an inappropriate manner **beyond school hours**, which targets another Sunlands learner, learners or staff, the principal, along with the school’s care department, will address the issue by interviewing all involved (transgressor/s and victim/s). The objective of these sessions will be to offer emotional support to the victim and offer behaviour modification strategies to the offender. The parents involved will be called in. While the school addresses the issue, the course of action against the offender rests entirely in the hands of the ‘victims’ parents.

6. LENGTHY ABSENCE FROM SCHOOL WITHOUT A VALID REASON

Parents are duty bound to ensure that their child/children attend school on every school day.

- 6.1. If a learner is absent for 2 or more days, a doctor's certificate must be produced.
- 6.2. Should a child have a medical condition which requires frequent doctor or hospital visits, the parents are required to inform the school.
- 6.3. A learner who is absent for **10 consecutive school days**, without a valid reason may be 'deregistered' by the school after consultation with the WCED. In such instances parents could be held liable and face legal action by the state.

7. DISCIPLINARY PROCEDURE

Preamble: Teachers and learners are entitled to a safe and secure environment in which teaching and learning must take place, free of anxiety, tension and discomfort. In order to maintain this, teachers will monitor the behaviour patterns of learners and record challenges to school regulations. Learners who abide by these rules will be rewarded. For those who break the rules, consequences, based on restorative discipline, will be applied.

7.1. The reward system

Tokens are awarded when a learner displays exemplary behaviour throughout the term.

The list includes the following:

- Exercises very good work ethics.
- Honesty and truthfulness.
- Displays respect for peers and staff.
- Always displays a positive attitude.
- Reliability.
- Friendliness/politeness.
- Helpfulness/kindness.
- Always neatly dressed and well groomed.
- Participates readily in school activities.

**The reward for a full token sheet will be determined by the staff at the beginning of each year.

7.2. School rules and corrective sanctions if learners do not comply.

OFFENCES	CORRECTIVE SANCTION/S
<u>Level 1:</u> <ol style="list-style-type: none">1. Constant talking in class.2. Disobeying teacher instructions.3. Walking around in class, disturbing others.4. Taking things from others without asking.5. Noisy/talking out of turn.	<ol style="list-style-type: none">a. Discussion with learner, which includes a diarized warning or a dojo message to parents informing them of the warning.b. Warnings 1- 3 = 1st break detention.c. Warnings 4 – 6 = 2nd break detention.

<ol style="list-style-type: none"> 6. Homework not done. 7. Diary not signed. 8. Temper tantrums. 9. Books left at home. 10. Lack of stationery items. 11. Leaving the classroom without permission. 12. Back-chatting. 13. Name calling/mocking others. 14. Pushing or shoving another learner due to an altercation/quarrel. 15. Chewing gum in school. 16. Eating in class. 17. Untidiness/sloppiness. 18. Telling lies / dishonesty. 19. Loitering in passages or in the toilet area. 	<ol style="list-style-type: none"> d. After 2nd break detention, further warnings = 1st afternoon detention. e. Above procedure will continue until 2nd Afternoon detention is reached. f. Beyond this point the parents will be called in to consider the way forward, which may include a Saturday detention, if the learner continues to break the level 1 rules. <p>** These steps are clearly outlined in the 'Detention Record' section at the back of the diary.</p>
<p><u>Level 2:</u></p> <ol style="list-style-type: none"> 1. Disrespect towards authority figure. 2. Insolence. 3. Swearing/bad language. 4. Aggressive behaviour towards another causing minor physical or emotional stress. 5. Any form of cheating during an assessment or exam. 6. Disruptive behaviour in class frustrating teaching and learning. 7. Projects not handed in by due date, despite constant reminders. 8. Derogatory comments aimed at hurting the feelings of others. 9. Deliberately excluding another learner from participating in games during break. 10. Unbecoming behaviour which causes embarrassment to others. 11. Participates in pranks or games not allowed at school. 12. Damaging the good name of the school through bad behaviour in the community, at social gatherings etc. 	<ol style="list-style-type: none"> a. Discussion with learner. b. If necessary, a referral to our Care Department. c. Afternoon detention the starting point. d. Re-occurrence will result in a second afternoon detention. e. Beyond this point the parents will be called in to consider the way forward, which may include a Saturday detention.
<p><u>Level 3:</u></p> <ol style="list-style-type: none"> 1. Bullying. Continuous victimization causing injury or emotional stress to others. 2. Fighting. 3. Smoking (including e-cigarettes). 4. Using drugs or any other prohibited substances. 5. Bringing a dangerous weapon onto the premises. 	<ol style="list-style-type: none"> a. Investigation by discipline team. This will entail a discussion with the offender/s and the victim/s to establish the truth. b. Meeting with the parents of offender/s and victim/s. c. Possible referral to our Care Dept. d. Saturday detention, as a starting point.

<ol style="list-style-type: none"> 6. Bringing a dangerous weapon onto the premises with the intent to harm others. 7. *Damages school property. (scratches or graffiti on desks, tables, doors, walls, windows, etc.) 8. *Wilfully damages the personal belongings of a learner or member of staff. 9. Theft. 10. Continuous disruptive behaviour in class. A threat to class mates and teacher. 11. Initiates or participates in pranks or games which may cause discomfort, embarrassment, humiliation or injury to others. 12. Offensive / racial remarks causing emotional stress to the 'victim', his/her parents or staff member. 	<ol style="list-style-type: none"> e. Depending on the severity of the case, a disciplinary hearing will be instituted in order to decide on more drastic action, namely suspension or expulsion. f. *If proven 'guilty' of the offence, parents will be held liable for the repair or replacement of the damaged items.
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8. GRIEVANCE PROTOCOL

1. If a parent is unhappy with the remedial action outlined in Levels 1 and 2, he/she may contact the educator for clarity. If the matter is not resolved, he/she may request a meeting with the principal. The educator and discipline head will be present.
2. The grievance policy will also cover issues whereby a parent is unhappy with the educator; is unhappy with the actions of another parent; a bullying incident, etc.

9. DEVIATION PROTOCOL

If a parent wishes to deviate from any section of the Code of Conduct, he/she must submit a written request and clearly state the reason/s for doing so (cultural or religious). The principal, along with the SMT will consider the request.

10. NOTES ON THE DISCIPLINARY PROCEDURE

Level 1.

1. These offences are deemed minimal.
2. Usually the class teacher will be in a position to apply corrective measures to reverse the learner/s negative behaviour.
3. The teacher may seek assistance if a pattern emerges whereby the learner consistently 'pushes the boundaries' which in turn impacts on his/her contact time with the rest of the class.

Level 2

1. These offences are of a more serious nature but manageable.
2. It is an extension of Level 1 offences but deemed 'serious' enough to skip break detention.
3. Afternoon detention is issued by the principal and is recorded in the incidence book.
4. Saturday detention. Time: 09:00 – 11:00
5. Parent/Educator/Discipline head/Principal meeting.

6. This form of detention is designed for learners who persistently challenge the regulations of the school. It includes once-off offences such as smoking, serious pranks, damaging the good name of the school etc.
7. During the 2-hour period they will be made aware of the implications of their actions, discuss better choices and complete a project relating to the offence.

Level 3

1. Internal suspension.

- 1.1. Parent/Educator/Discipline head/Principal meeting.
- 1.2. In many instances a learner will exhibit disruptive behaviour throughout the day, making it extremely difficult for the teacher to focus on his/her core task. The rest of the class is also unsettled.

Procedure: The learner is separated from his/her peers and spends time (determined by the disciplinary team) in an area identified by the principal. The learner will complete set assignments, in line with the work done in class.

2. Suspension from school/ Expulsion from school.

- 2.1. At a meeting with the Principal/Discipline Team, the parents will be informed in writing that a disciplinary hearing will be held, conducted by the School Governing Body.
- 2.2. This decision is never taken lightly and actioned once all avenues of remedial disciplinary procedures have been exhausted. A single serious offence could also trigger the disciplinary hearing e.g. an assault on a learner or staff member, peddling drugs etc.
- 2.3. Representatives at the disciplinary hearing
 - The disciplinary committee (including members of the SGB),
 - The parents/ guardian of the learner and a family representative.
 - The class teacher is excluded from this hearing.
- 2.4. In the case of expulsion, the final decision will rest with the WCED.

ACCEPTANCE.

The Code of Conduct was accepted by the Sunlands School Governing Body on a motion by seconded by..... on

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Mrs S September
Chairperson

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Ms L Smith
Secretary

