



SUNLANDS PRIMARY SCHOOL

LEARNER CODE OF CONDUCT POLICY

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SUNLANDS PRIMARY SCHOOL

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SUNLANDS LEARNER CODE OF CONDUCT POLICY

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 for the learners after consultation with the learners, parents and educators of the school. In accordance with the South African Schools Act 84 of 1996, the Code of Conduct of Sunlands Primary aims to establish a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process.

PREAMBLE:

The Code of Conduct spells out the rules regarding learner behaviour at school and describes the disciplinary system to be implemented by our School concerning transgressions by learners. Section 8(4) of the SA Schools Act provides that all learners attending our school are bound by the Code of conduct. The administration of the Code of Conduct is the responsibility of the Principal, staff and Disciplinary Committee of the School.

It must aim at establishing a disciplined and purposeful environment to facilitate effective education and learning in schools. The Code of Conduct is mutually binding to educators, learners and parents of Sunlands Primary School

- 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, or on any social media and similar web-based platform, where the learner is recognisable as a Sunlands Primary School learner.

LEGAL FRAMEWORK:

The Code of Conduct for Learners at Sunlands Primary School has been drawn up in terms of the following legislation:

The Constitution of the Republic of South Africa, 1996 as amended

4 Province of the Western Cape: Provincial Gazette Extraordinary 6982 13 April 2012

(b) The South African Schools Act, 1996 (Act 84 of 1996)

(c) The Promotion of Administrative Justice Act, 2000 (Act 3 of 2000)

(d) The Promotion of Access to Information Act, 2000, (Act 2 of 2000)

(e) The Western Cape Provincial School Education Act, 1997 (Act 12 of 1997)

(f) Measures relating to Governing Bodies and Representative Council of Learners for Public Schools, Western Cape Provincial Gazette Extraordinary 6519, 20 May 2008

(g) Measures relating to Governing Bodies and Representative Council of Learners of

2. VISION

At Sunlands Primary School, 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. It intends to uphold the values of the Constitution of South Africa and reflects the constitutional democracy, human rights and transparent communication which underpin South African society.
- Ensuring learners' responsibility for their own actions and behaviours and it intends to ensure that all learners accept responsibility for their actions with due regard for the rights and dignity of others and for school property.
- Prohibiting all forms of unfair discrimination and intolerance.
- Eliminating disruptive and offensive conduct.
- To ensure that the outcome of any disciplinary process has apposite impact on individual learners, with the primary objective being to help learners become well-adjusted, responsible individuals.

4. PURPOSE

- To ensure a culture of reconciliation, teaching, learning and mutual respect and to establish a culture of tolerance and peace in our school.
- Discipline is maintained in the school and the classroom to ensure that teaching and learning proceeds without disruptive behaviour and offences. It is our goal to teach and lead learners to self-discipline.
- The disciplinary process is expeditious, fair, corrective, consistent and educative.

5. ROLE OF THE EDUCATOR

- The educator has the same rights and responsibilities as a parent (loco parentis) to control and discipline a learner during the time that the learner is in attendance at school, during school excursions or while on any school – related activities, as well as to ensure the safety of the learner on digital platforms.
- 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.
- Educators have the authority to discipline learners, but it is against the law to delegate this authority to fellow learners. Learners are partners with educators and other members of the school, but they are not in charge of the school.
- 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.

6. 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.

7. 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.

8. POLICIES

8.1. SCHOOL UNIFORM

The correct school uniform must be worn. If there is an uniform infringement, a warning will be issued as a reminder. Parents will be given a 2-week grace period to rectify the uniform. Thereafter an afternoon detention will follow if the parents do not heed the warning.

Girls – Grade R

Summer uniform: First & Fourth terms.

- Short sleeve school blue golfer
- Plain navy school shorts
- White school socks (over the ankle)

Boys – Grade R

Summer uniform: First & Fourth terms

- Short sleeve school blue golfer
- Plain navy school shorts
- White school socks (over the ankle)

• Plain white/black/navy takkies (no high tops) • Navy school cardigan • House T-shirt to be used on sports skill days <u>Winter uniform:</u> Second & Third terms • School Tracksuit • Long Sleeve golfer • School rain jacket • White school socks (over the ankle) • Plain white/black/navy takkies (no high tops) • Navy school cardigan • House T-shirt to be used on sports skill days Girls – Grade 1 <u>Summer uniform:</u> First & Fourth terms. • New khaki skorts (available at school uniform shop only) • New khaki socks with blue stripe (available at uniform shop only) • Short sleeved school blue golfer • Black leather shoes with straps or laces • Navy cardigan <u>Winter uniform:</u> Second & Third terms. • School Tracksuit • Long sleeved school blue golfer • New khaki socks with blue stripe • Navy cardigan • Navy rain coat (also available at uniform shop but can be purchased elsewhere) • Black leather shoes with straps or laces • Sunlands navy beanie, scarf Girls - Grade 2 and 3 <u>Summer uniform:</u> First & Fourth terms. • New khaki skorts (available at school uniform shop only) • New khaki socks with blue stripe (available at uniform shop only) • Short sleeved school blue golfer	• Plain white/black/navy takkies (no high tops) • Navy school v-jersey • House T-shirt to be used on sports skill days <u>Winter uniform:</u> Second & Third terms • School Tracksuit • Long Sleeve golfer • School rain jacket • White school socks (over the ankle) • Plain white/black/navy takkies (no high tops) • Navy school v-jersey • House T-shirt to be used on sports skill days Boys – Grade 1 <u>Summer uniform:</u> First & Fourth terms. • New khaki short (available at school uniform shop only) • New khaki socks with blue stripe (available at uniform shop only) • Short sleeved school blue golfer • Navy v-neck jersey • Black laced up shoes <u>Winter uniform:</u> Second & Third terms. • School Tracksuit • Long sleeved school blue golfer • New khaki socks with blue stripe • Navy v-neck jersey • Navy rain coat (also available at uniform shop but can be purchased elsewhere) • Sunlands navy beanie, scarf. Boys – Grade 2 and 3 <u>Summer uniform:</u> First & Fourth terms. • New khaki short (available at school uniform shop only) • New khaki socks with blue stripe (available at uniform shop only) • Short sleeved school blue golfer • Navy v-neck jersey
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• Black leather shoes with straps or laces • Navy cardigan <u>Winter uniform:</u> Second & Third terms. • Long Khaki trousers • Long sleeved white shirt • School Tie • Navy cardigan • Navy rain coat (also available at uniform shop but can be purchased elsewhere) • Black leather shoes with straps or laces • Sunlands navy beanie, scarf All items of clothing must be clearly marked with the child's name and grade.	• Black laced up shoes <u>Winter uniform:</u> Second & Third terms. • Long Khaki trousers • Long sleeved white shirt • School Tie • Navy v-neck jersey • Navy rain coat (also available at uniform shop but can be purchased elsewhere) • Black laced up shoes • Sunlands navy beanie, scarf. All items of clothing must be clearly marked with the child's name and grade.
<u>Grades 4 to 7</u> <u>Girls Summer uniform:</u> First & Fourth terms. • Khaki skorts • White short-sleeve shirt • School tie • School khaki socks with blue stripe • Black leather shoes with straps or laces. • Navy blue cardigan • Royal blue blazer <u>Girls Winter uniform:</u> Second & Third terms. • Khaki trousers • White long-sleeve shirt • School tie • School khaki socks with blue stripe • Navy Blue cardigan • Royal blue blazer • Navy rain coat All items of clothing must be clearly marked with the child's name and grade.	<u>Grades 4 to 7</u> <u>Boys Summer uniform:</u> First & Fourth terms. • Khaki shorts • White short-sleeve shirt • School tie • School khaki socks with blue stripe • Black laced up leather shoes • Navy V-neck jersey • Royal blue blazer <u>Boys Winter uniform:</u> Second & Third terms. • Khaki trousers • White long-sleeve shirt • School tie • School khaki socks with blue stripe • Navy Blue v-neck jersey • Royal blue blazer • Navy rain coat All items of clothing must be clearly marked with the child's name and grade.

8.1.1 SPORTS SKILLS UNIFORM

Girls Grade R-2 Sport Skills - Navy blue shorts, white takkies, white ankle socks & house shirt Panthers (Yellow) ; Tigers (Blue); Jaguars (Red) available at the school uniform shop - Swimming: Black/Navy lycra full costume Girls Grade 3-7 Sport Skills & extra-murals (Summer) - Navy blue shorts, white ankle socks blue short sleeve school blue golfer - Swimming: Black/Navy lycra full costume <i>NO TRACKSUIT OR PART OF THE TRACKSUIT MUST BE WORN AS PART OF THE OFFICIAL SCHOOL UNIFORM.</i>	Boys Grade R-2 Sport Skills - Navy blue shorts, white takkies, white ankle socks & house shirt Panthers (Yellow) ; Tigers (Blue); Jaguars (Red) available at the school uniform shop - Swimming: Black/Navy lycra trunks/ jammer swimming shorts Boys Grade 3-7 Sport Skills & extra-murals (Winter) - Navy blue shorts/tracksuit, white ankle socks blue short/long sleeve golfer - Swimming: Black/Navy lycra trunks/ jammer swimming shorts <i>NO TRACKSUIT OR PART OF THE TRACKSUIT MUST BE WORN AS PART OF THE OFFICIAL SCHOOL UNIFORM.</i>
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Boys and girls:

School Physical Education top (Grades 3 to 7) House Shirt (Grades R to 2) 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:

- 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.).
- 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.

8.1.2 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.	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.
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• No dyeing or patterns. • No fashion statements or attract undue attention. • Braids. Based on Cultural norms, written • Requests from parents will be considered.	• 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.	

8.1.3 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.	

8.2 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.)

8.3 LENGTHY ABSENCE FROM SCHOOL WITHOUT A VALID REASON

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

8.1. If a learner is absent for 2 or more days, a doctor's certificate must be produced.

8.2. Should a child have a medical condition which requires frequent doctor or hospital visits, the parents are required to inform the school.

8.3. 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 instance's parents could be held liable and face legal action by the state.

8.4 CELLPHONES AND OTHER 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.

Consequence:

Should a learner bring an electronic device to school without permission, or be using the device outside the time allocated for classroom use:

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.

8.5 SOCIAL MEDIA

Preamble:

This policy provides guidance for learners and their parents as to the use of social media, which for the purpose of this policy includes, but is not limited to, social networking sites and social networking apps. The policy has been instituted to protect learners, parents and staff of Sunlands Primary School, as well as the good name of the school and to promote the responsible use of all social media platforms and networks.

The school respects the individual privacy of educators, non-educators and learners. However, this privacy does not extend to their work-related conduct or to the use of equipment, resources or supplies provided by the school.

According to the Regulation of Interception of Communications and Provision of Communication-related Information Act 70 of 2002, "any person ... may intercept any communication if he or she is a party to the communication, unless such communication is intercepted by such person for purposes of committing an offence". As such, the school may therefore intercept any communication that is conveyed through the school's information systems or social media platforms and that refers to any information regarding the school.

Rules:

1. A learner may not post:

1.1 Information, comments or images which may damage the name or reputation of:

- the school
- current or former staff
- other learners
- suppliers
- parents
- stakeholders;

1.2 any person's/student's private information (including photographs or images of the person) of whatever nature, without the authority of the person /parent/guardian;

1.3 any inappropriate, obscene or pornographic images; (this includes taking or sending photos of oneself)

1.4 any communication or image which may be defamatory or violate the rights of any party;

1.5 any communication which is offensive, threatening, abusive, harmful, hateful, malicious, discriminatory, demeaning, derogatory or which amounts to unlawful harassment or discrimination;

1.6 illicit photos, profanity or other derogatory content;

2. Learners must ensure that the contents of their postings are accurate, ethical and legal.

3. Accountability

3.1. All members of a WhatsApp group can be held responsible for the posts of an individual member and or the administrator of the group. If you see posts that violate the schools code of conduct, exit the group immediately and report the content where necessary.

3.2. Learners are reminded that they are responsible for monitoring their social media platforms and are required to remove any content that violates the code of conduct, whether posted by themselves or a third party.

4. Learners should be aware that any conduct, even in their private capacity, which impacts on the interests of the School, must be in accordance with the School's rules and policies. A learner may face disciplinary action should their actions on social media be found to be in violation of the code of conduct. This is applicable whether the action occurs during school hours or off the premises of the school.

IMPORTANT NOTICE: Should the name of the school not be referenced, and an issue arises that pertains directly to learners and their relationships (positive or negative), it is highly recommended that - in so far as possible - parents address matters that arise on social media directly amongst themselves – with as much sensitivity as the matter requires- particularly if the incidences

- are isolated in nature
- involve minor cases of swearing, use or distribution of crude images and/or audio
- involve a conversation/disagreement between existing friends/friendship groups.

Consequence:

Should a learner be found guilty of inappropriate use of social media, the consequences will be applied according to the levelled offenses indicated in section 7.2 of the Code of Conduct.

8.5.1 CYBERBULLYING

Preamble:

Cyberbullying is recognised as a serious threat to the well-being of learners. Schools have the authority and responsibility to apply reasonable and educationally-based discipline to bullying if the conduct interferes with learners' educational opportunities, creates a hostile environment for that learner or others, or substantially disrupts the orderly operations of the classroom/school environment.

In addition to the rules and regulations stated above with regard to the use of social media, the following regulations are put in place specifically to address issues where the use of electronic devices and/or social media have been repeatedly and systematically used to

- Cause emotional harm to a learner
- Create an intimidating, threatening, hostile or abusive educational environment
- Cause such severe emotional trauma that the learner is in danger of harming themselves or others
- Disrupt the education process or orderly operation of the school

The behaviour may present itself in a variety of ways, including but not limited to

- Text messaging - sending unwelcome, unsolicited texts that are threatening or cause discomfort.
- The taking of photographs and/or videos with the intent of threatening or making someone else feel embarrassed.
- Using telephonic devices to engage in repeated prank or silent calls, as well as leaving
- Threatening or abusive voice notes or messages.
- Emailing threatening or abusive messages.
- Sending menacing, upsetting or inappropriate messages or content in chatrooms or social media chat groups.
- Spreading false or defamatory information with the intent of bringing another learner into disrepute.
- Using someone else's device/online details or creating anonymous accounts with the purpose of engaging in cyberbullying.

Parents are encouraged to monitor their child/children's online presence and report any suspected cases of cyberbullying to the teacher/discipline head.

Learners are encouraged to act in accordance to the school rules as set out in the Code of Conduct and to report any behaviour that puts the name of school in disrepute as well as any behaviour that poses a threat to the well - being of fellow learners.

Consequence:

Cyber bullying is considered a level 3 offence. Should a learner be found guilty of cyber bullying, the consequences will be applied according to the levelled offenses indicated in section 7.2 of the Code of Conduct.

8.6 Possession of dangerous objects and possession/use of alcoholic liquor and/or drugs.

Preamble: The possibility exists that learners in possession of dangerous objects or alcoholic liquor or drugs on our school grounds, may cause serious psychological damage or physiological injury to others. This directly contributes to the challenges of providing a progressive quality education for all learners.

This policy of search and seize and alcoholic liquor and drug testing is adopted by Sunlands Primary School, and sets down strict procedures by which random searches will be carried out by the principal or delegates at school to protect the rights and dignity of learners, even if they have transgressed. The intention of this policy is also to stem incidents of violence and use of illegal substances by learners, and to create a safe school environment for teaching and learning for all at Sunlands Primary School.

1. In terms of section 45A(2)(a) of the Act, the principal or his/her delegate may search any learner, or the property of any learner, for any dangerous object, alcoholic liquor or drugs, if the principal reasonably suspects the presence of a dangerous object, alcoholic liquor or any drugs on the school premises or during a school activity.

The following may be an indication of the presence of drugs and dangerous objects at Sunlands Primary School:

- (a) Whistle-blowers informing the principal about its presence;
- (b) Reports from parents;
- (c) Traces of drugs and alcoholic liquor on the school premises;
- (d) Threats of the use of dangerous objects against other learners;
- (e) Injury as a result of the use of such objects; and
- (f) Any other reasonable indication.

2.1 Where there is a suspicion that learners have dangerous objects or alcoholic liquor or drugs, in their school bags or lockers, the random search will be directed at the learners' school bags and lockers only and may not be extended to their bodies.

2.2 Where there is a suspicion that learners are carrying dangerous objects or alcoholic liquor or drugs in their pockets or elsewhere in their clothing, only their clothing and pockets may be searched, and not their property (such as school bags and lockers).

2.3. If there is doubt about where the dangerous objects, alcoholic liquor and/or drugs are hidden,
(i) the search must initially be directed at the belongings, such as school bags and lockers, of the group of learners.
(ii) If nothing is found in the school bags and lockers, the search may be directed at the clothes and body only.

2.4. Should a learner be unwilling to be searched, the parents will be contacted and the basis for the search will be explained.

- (i) The parent may be given a reasonable opportunity to come to the school and to instruct the learner to co-operate;
- (ii) The parent may also give such instruction to the learner and to the principal over the telephone or digital device;

2.5 Should a learner be found to be in possession of any dangerous object, alcoholic liquor or drugs, the parents will be contacted immediately and a discussion with all stakeholders will follow as to the most appropriate course of action.

2.6 Suspected use of alcoholic liquor and/or drugs.

2.6.1 Should the school suspect a learner is under the influence of alcoholic liquor and/or drugs they are within rights to conduct a drug test.

i) The parent of the learner concerned will be informed that a test or search and seizure was done in respect of his or her child. The learner and parent will also be informed the result of the test immediately after it becomes available.

ii) If the learner has tested positive for alcoholic liquor or drugs, a discussion must be held with the parent so that he or she may understand the consequences of the use of alcoholic liquor or drugs. Only the learner and his or her parents must be informed about the outcome of the alcohol or drug test. The identity of the learner may not be revealed, except to his or her parents.

Consequence:

Possession/use of dangerous/prohibited substances is considered a level 4 offence. Should a learner be found guilty of cyber bullying, the consequences will be applied according to the levelled offenses indicated in section 8.7 of the Code of Conduct.

8.7 SCHOOL RULES AND CORRECTIVE SANCTIONS IF LEARNERS DO NOT COMPLY

OFFENCES	CORRECTIVE SANCTION/S
LEVEL 1: 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. 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 (online or face to face) 14. Pushing or shoving another learner due to an altercation/quarrel. 15. Chewing gum in school. 16. Eating in class. 17. Untidiness/sloppiness. 18. Loitering in passages or in the toilet area. 19. Littering.	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. 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 Friday afternoon detention, if the learner continues to break the level 1 rules. ** These steps are clearly outlined in the 'Detention Record' section at the back of the diary.

20. Misconduct or poor sportsmanship during an extra mural/or any inter-school competition or league fixture.	
LEVEL 2: 1. Disrespect towards authority figure (online or face to face) 2. Insolence. 3. Swearing/bad language/using obscene gestures (online or face to face) 4. Aggressive behaviour towards another causing minor physical or emotional stress. 5. Any communication prior to, during or after an assessment or exam that could be construed as cheating 6. Disruptive behaviour in class frustrating teaching and learning. 7. Projects not submitted by due date, despite constant reminders. 8. Derogatory comments aimed at hurting the feelings of others (online or face to face). 9. Deliberately excluding another learner from games/ functions or groups with the intent of making them feel socially “disconnected”. 10. Unbecoming behaviour which causes embarrassment/distress to others (online or face to face). 11. Participates in pranks or games not allowed at school. 12. Behaviour (on or off school property) and/or commentary (whether direct or implied, online or other) that damages the good name of the school. 13. Truancy from any contact time/and or set out punishment without prior written submission of a written warning or excuse. 14. Insubordination (failure to report to a set out punishment). 15. Telling lies / dishonesty 16. Detention – non-attendance. 17. Inappropriate use of the IT and Internet facilities. 18. Unreasonable repetition of a Level 1 offense.	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 Friday afternoon or Saturday detention.

LEVEL 3:

- | | |
|--|---|
| <ol style="list-style-type: none">1. Bullying whether physical, emotional or cyber
Bullying is defined as continuous victimization causing injury or emotional stress to others.2. Fighting.3. Smoking (including e-cigarettes)4. Bringing a dangerous weapon onto the premises.5. Damages school property. (scratches or graffiti on desks, tables, doors, walls, windows, etc.)6. Wilfully damages the personal belongings of a learner or member of staff.7. Theft.8. Continuous disruptive behaviour in class. A threat to class mates and teacher (online or face to face).9. Initiates or participates in pranks or games which may cause discomfort, embarrassment, humiliation or injury to others (online or face to face).10. Offensive / racial remarks causing emotional stress to the 'victim', his/her parents or staff member (online or face to face).11. Truancy from school grounds or leaving school grounds without the necessary permission.12. Assault with intent to do grievous bodily harm.13. Improper suggestions of a sexual nature.14. Harassment in any form—verbal, physical, social, emotional, or sexual—that causes harm or distress to others.14. Unreasonable repetition of a Level 2 offense. | <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. On conclusion of investigation, consequences may be actioned based on the nature of the matter. This may be implemented via detentions or other measures in line with the aim of restorative discipline.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.
*If proven 'guilty' of the offence, parents will be held liable for the repair or replacement of the damaged items. |
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LEVEL 4:

1. Drugs/substances – Any documented or implied use of drugs or any other prohibited substances dealing ('pushing') school grounds/during a school outing/activity.
(The school is within its rights to conduct a search and/or drug test if there is reasonable suspicion of drug use or possession.)
2. Forgery of any document or signature relating to school matters.
3. Fraud (financial)
4. Hostage taking
5. Practices that damage property or cause harm to people or any other living creatures.
6. Sexual assault/rape
7. Theft/dishonest conduct to the prejudice of another person
8. Trading in test/examination material for personal monetary gain
9. Vandalism – serious and malicious damage to School/teacher's property
10. Bringing a dangerous weapon onto the premises with the intent to harm others.

The following actions will result in parents being requested to collect their child from school.

Internal suspension may be implemented until a formal disciplinary hearing can be held.

Formal notice will be issued for a hearing and the rights of the learner will be explained to them.

Disciplinary hearing may result in further suspension and possible expulsion.

8.7.1 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.

8.7.2 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.

9. NOTES ON THE DISCIPLINARY PROCEDURE

9.1 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.

9.2 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 signed off by either the principal or department head and is recorded in the incidence book.
4. Parent/Educator/Discipline head/Principal meeting.
5. Sanctions are applied as outlined in the Code of Conduct and additional intervention steps and strategies are implemented on a "case by case" basis, taking into account the nature of the transgression, disciplinary record of child/children, mitigating circumstances and other pertinent contextual factors.

9.3 LEVEL 3/4

9.3.1 INTERNAL SUSPENSION

1. Parent/Educator/Discipline head/Principal meeting.
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, under supervision. The learner will complete set assignments, in line with the work done in class.

In addition, the care team may be asked to provide counselling and mediation strategies to allow learner to be successfully integrated back into the classroom environment.

SERIOUS MISCONDUCT:

1. Subject to the provisions of the Act, a learner at a school who –
 - has been found guilty in violation of any level 4 offense; or

- has been convicted by a court of a criminal offence and sentenced to imprisonment without the option of a fine, shall be guilty of serious misconduct.
2. Subject to the provisions of the Act, a learner at a school may be suspended by the governing body of the school or expelled by the Head of Department if, after a fair hearing, he or she is found guilty of serious misconduct.

9.3.2 SUSPENSION/EXPULSION FROM SCHOOL

The Governing Body authorises the disciplinary committee, comprised with the majority Governing Body members, to suspend a learner as a precautionary measure, with regard to a learner who is charged with a serious misconduct offence as contemplated in section 8 of the SA Schools Act.

- Suspension as a corrective measure for misconduct will only be considered once it has been established that all prior interventions to curb repetitive transgressions of level 3 and/or 4 offences were attempted to correct the behaviour of the learner.
- Before a learner is suspended, the learner and his/her parents must be given an opportunity to indicate why the suspension should not be considered.
- The disciplinary proceedings must commence within one (1) week after the suspension. If the proceedings do not commence within one (1) week, approval for the continuation of the suspension must be obtained from the Head of Department.
- This suspension will be applicable until a finding of not guilty is made or, in the case of a finding of guilty, until the appropriate sanction is announced.
- Where a governing body recommends to the Head of Department that a learner be expelled, such a learner shall not be allowed to attend the school, pending a decision by the Head of Department in this regard.
- The parents and/or guardian(s) of the learner may appeal against the decision of the Head of Department to the Provincial Minister of Education, within the stipulated number of days of the decision so to expel him/her.

9.4 DISCIPLINARY AND TRIBUNAL HEARINGS

The following official forms will be used for misconduct and disciplinary hearings:

- Written warning (disciplinary warning form) (Annexure C)
 - Final written warning (Annexure D)
 - Notice of disciplinary hearing (Annexure E)
 - Record of disciplinary hearing (Annexure F)
 - Review form (lodging of appeal) (Annexure G)
1. Written notice of a disciplinary or tribunal hearing will be given at least five (5) School days before the hearing, which could imply temporary suspension from classes, excluding formal scheduled tests and examinations which count towards the year mark.

2. When a notice is issued to a learner the learner must acknowledge receipt of notice by signing for it. This is not an admission of guilt.
3. If a learner does not appear at a hearing, the hearing will be conducted in his/her absence.
4. A written verdict of the hearing will be issued to the offender. The offender must acknowledge the content by signing the document.
5. A learner has the right to request a review of the disciplinary action taken against him/her if sufficient grounds exist. Disregard of punishment of the Disciplinary Committee will lead to temporary suspension pending a hearing.
6. The Disciplinary Hearing Commission will consist of the following members:
 - A Governing Body representative(s);
 - Discipline Officer delegated to oversee this function;
 - the appointed Disciplinary Committee
7. Disciplinary measures that a Disciplinary Hearing Committee may impose include:
 - Demerits
 - Suspension from school for a minimum of two (2) days up to a maximum of five (5) days , ratifies by the School Governing Body, to be effective immediately. This will be put in writing and a copy kept on record.
 - Recommendation with respect to counselling/attendance of a life skills programme.
 - Progress monitoring process initiated for a minimum of two weeks followed up with a progress report.
 - A written conduct and behaviour warning issued. A signed copy of acknowledgement will be kept on record.
 - Payment to cover cost of repair or replacement of the damaged, lost or stolen item.

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9.4.1 PROCEDURE DURING HEARING:

The Chairperson of the Committee must lead the proceedings:

- Introduce those present and state their functions
 - Ensure that the witnesses are present only while giving evidence
1. The Chairperson must inform the learner of his/her rights:
 - The right to a formal hearing.
 - The right to be present at the hearing.
 - The right to be given time to prepare your case.
 - The right to be given advance notice of the charges.
 - The right to be represented at the hearing by an internal representative.
 - The right to be assisted at the hearing by parents/guardian if under age. The discipline head may be allowed to act as witness for an under -age child should it be deemed in their best interest.
 - The right to ask questions on any evidence produced, or on statements of witnesses.
 - The right to call witnesses to testify on your behalf.
 - The right to an interpreter (to be requested in writing by yourself, the learner, 24 hours prior to the hearing).

- The right to appeal within five (5) School days against any penalty by the Disciplinary Committee.
 - If you do not attend, the hearing will be conducted in your absence.
2. The Chairperson is to explain the nature of the alleged breach or misconduct to those present at the hearing.
 3. The procedure of enquiry is to be explained by The Chairperson. The evidence of the complainant and his/her witnesses will be heard first. The learner and panel may ask questions about the evidence. The learner and his/her witnesses may then give evidence and the complainant and Committee may ask them questions.
 4. When all the evidence has been heard, The Chairperson must close the enquiry, dismiss the complainant, the accused, their representatives, the parent/guardian and all the witnesses.
 5. The Disciplinary Committee must discuss and weigh the evidence and come to a decision.
 6. The Chairperson must reconvene all interested parties.
 7. The Chairperson must explain the decision of The Committee and the reasons for the penalty (if any) that has been imposed.
 8. The learner must be advised of his right to appeal (Annexure E).
 9. The complainant and learner must sign the disciplinary form and a copy must be handed to the learner. (If the learner refuses, a witness must sign in the presence of the learner).
 10. The signing of the document by the learner does not imply an acknowledgement of guilt.

10. RESTORATIVE DISCIPLINE:

At Sunlands Primary, we are committed to implementing a restorative discipline approach in addressing learner misconduct. This method is applied across various levels of intervention, with a focus on accountability, relationship-building, and positive behavioural development.

10.1 WHAT IS RESTORATIVE DISCIPLINE?

Restorative Discipline is an approach that focuses on building and maintaining positive relationships within the school community. It places strong emphasis on connection and belonging, helping learners grow both personally and socially. When conflict or harm occurs, the people directly involved are given the opportunity to take responsibility, repair relationships, and find constructive solutions together.

10.2 WHAT IS THE GOAL OF RESTORATIVE DISCIPLINE?

Restorative Discipline is focused on creating a positive and respectful school environment, rather than just reacting to learners' behaviour. It starts with building a strong foundation where learners feel safe, connected, and supported. Through restorative practices, we help children develop important life skills like solving problems, making good choices, and understanding values. These practices also help us build a sense of community, welcome new learners, and support those who are returning or leaving. Everyone in our school community – including teachers, learners, support

staff, parents, and community members – plays an important role in making this approach successful.

10.3 ACCOUNTABILITY THROUGH RESTORATIVE DIALOGUE

Restorative Discipline focuses on understanding the reasons behind a learner's behaviour, the harm that may have been caused, and the needs of everyone involved. It's not just about rule-breaking and punishment. In our school, we use restorative conversations and 'circles'—especially for more serious matters—to help learners talk about what happened, take responsibility, and find ways to make things right. These circles give everyone a chance to be heard and help us respond in a way that fits the situation. Whenever possible, those directly involved help decide how accountability and making amends should take place. Staff who lead these sessions are specially trained to create safe and respectful spaces for these important conversations.

