

## DISCIPLINARY POLICY

### RULES

- Clearly communicated, understood and consistently applied structure and boundaries instill a sense of security in learners. Teachers therefore must ensure that learners know the rules and the expected appropriate behaviour.
- Rules require dedicated effort and resources to implement and sustain. Similarly, rules that cannot be or are not enforced undermine discipline and the morale in the school.
- Rules are kept to the minimum and are presented as generally as possible.
- Each group of learners and teachers have unique characteristics, therefore specific rules regarding learner's behaviour in the classroom, at assembly, during line-up, on the playground, in the bathroom, during Physical Education, on the sport field, during aftercare will be communicated to the learner by their respective teachers.
- When in doubt as to the interpretation and application of the rules, the spirit of the Code of Conduct should guide interpretation.

### RULES

- 1. Follow the instructions the first time they are given.**
- 2. Keep your hands, feet, objects and unkind words to yourself.**
- 3. Listen while somebody else is speaking.**
- 4. Look after all property.**
- 5. Behave appropriately**

### CORRECTIVE ACTION

- It is important that the teacher explains and ensures that the learners are aware of the rules and understand what is meant by appropriate behaviour relevant to the situation.
- Learners must be aware of the fact that behaviour and choices have consequences and that teachers are authorized to correct the learner's inappropriate behaviour according to the scheduled method chosen.
- Consequences must follow the action as soon as possible.
- In determining appropriate consequences, factors such as age, nature of the misdemeanor and the context in which it was done is taken into consideration. Teachers must exercise discretion and consider the learner's individual circumstances at all times.
- In the spirit of fairness, learners should only carry the consequences of their own actions and not that of their group, class, peers or parents.
- Corrective action should never humiliate or marginalize the learner, but should be an educational action aimed at giving the learner insight into the reason why said behaviour is considered inappropriate.
- A system of behaviour modification will be upheld as stated in the Code of Conduct.
- Corrective action is presented as a hierarchy, recorded on a Tracking sheet that is kept in a file by the class teacher in the case of the foundation learners. Intersen learners will carry the file of Tracking sheets from class to class and hand it to the register teacher at the end of the day.
- Corrective actions should not be taken blindly, but should be executed with consideration for context and individual circumstances.

## 1. CORRECTIVE ACTION FOR THE PRE-PRIMARY LEARNERS

RULE	CORRECTIVE ACTION
Follow the instructions the first time they are given.	<b>Praise others, warn learner, repeat the rule.</b>
Keep your hands, feet, objects and unkind words to yourself.	<b>Time out (at the teacher's discretion).</b>
Listen while somebody else is speaking.	<b>Praise others, remind learner, redirect behaviour.</b>
Look after all property.	<b>Removal and restriction of use. <i>Clothing: encourage learners to place items in the correct places, repeat routines all the time, praise learner when items are placed in the correct places.</i></b>
Behave appropriately.	<b>Warning. Repeat the rule. Time out.</b>

## 2. CORRECTIVE ACTIONS FOR FOUNDATION AND INTERSEN PHASES

*Corrective actions are presented as a hierarchy, recorded on a Tracking Sheet that is kept on the desk of the class teacher as in the case of the foundation phase. In the intersen phase a class member should have the responsibility to carry the file from class to class and give it to the educator. The file must be returned to the register educator on a Friday.*

When rules are broken (Grade 1 Offences)

Each record of infringement must be initialed by the educator responsible.

1 <sup>st</sup> time	<b>Verbal Reminder</b>	A verbal reminder is given to learner and it is indicating on the tracking sheet by circling "reminder".
2 <sup>nd</sup> time	<b>Time out – minutes according to age</b>	The child is given time out, simply removed from the other learners in a designated area in the classroom.
3 <sup>rd</sup> time	<b>Behaviour Journal or 8 Written Reminder</b>	The child to complete a behavioural journal – letter of apology, statement of rule broken, drawing of rule broken, etc.
4 <sup>th</sup> time	<b>Meet with the parents</b>	A letter written to the parents or a phone call made.
5 <sup>th</sup> time	<b>Send learner to SMT/ Deputy/ Principal</b>	The learner is sent to higher authority. All infringements are backed up by tracking sheet and SMT decide on appropriate action.

<p><b><u>Grade 1: Offences</u></b></p>	<ul style="list-style-type: none"> <li>• Failure to attend to duties.</li> <li>• Failure to attend compulsory activity as a spectator without a written excuse letter prior to the event.</li> <li>• Interference with another learner which causes minor physical or mental discomfort.</li> <li>• Minor infringements of uniform regulations: wearing of printed T-shirts, an incorrect jersey or tracksuit top as an outer garment; incorrect coloured socks or belt; wearing of jewellery.</li> <li>• Failure to wear the correct full school uniform when in a public place, including the wearing of unauthorized items.</li> <li>• Failure to wear the correct sport kit for a match or practice.</li> <li>• Hitchhiking while in school uniform, formal or sport wear.</li> <li>• Disruptive behaviour in class.</li> <li>• Spitting in public.</li> <li>• Failure to: <ul style="list-style-type: none"> <li>– do class work set and submit homework;</li> <li>– to bring the required textbooks, notes, stationary, or equipment to a lesson;</li> <li>– hand work in on time.</li> </ul> </li> <li>• Copying another learner's class work or homework.</li> <li>• Defacing school property.</li> <li>• Reporting late for class, assembly or a school function.</li> <li>• Use of offensive material to cover books or files.</li> <li>• Possession and/or use of a cell phone, computer game, iPod and similar electronic devices, during all contact time.</li> <li>• Arriving late for school without an excuse note.</li> </ul>
<p><b><u>Grade 2: Offences</u></b></p>	<ul style="list-style-type: none"> <li>• Vandalism.</li> <li>• Interfering with another person's possessions or property without the owner's consent.</li> <li>• Damaging another person's possessions or property as a result of interfering or using said possession or property without the owner's consent.</li> <li>• Racism: remarks / insults.</li> <li>• Forgery: altering of official documents such as medical certificates and fraudulent use thereof, forging a signature.</li> <li>• Intimidation by verbal or physical threat to harm the person or his property (bullying).</li> <li>• Swearing, lying or using obscene gestures.</li> <li>• Verbal or non-verbal abuse towards peers and/or staff.</li> <li>• Disrespect or insolence.</li> <li>• Insubordination - ignoring or failing to carry out a specific instruction (to include failure to do work/ punishment set in the exclusion room, or failure to report to the exclusion room, or failure to report to the subject teacher with his/her work/punishment as stipulated).</li> <li>• Fighting, common assault or attempted assault.</li> <li>• Public disturbance and public indecency.</li> </ul>

	<ul style="list-style-type: none"> <li>• Gambling.</li> <li>• Unacceptable hairstyles, as documented in uniform policy.</li> <li>• Display of visible tattoos.</li> <li>• Using a cell phone as a means of communication during formal testing.</li> <li>• Cheating, attempting to cheat or having forbidden material or information in a test venue during controlled testing (class tests, term tests, internal exams). This includes any form of communication, verbal or non-verbal, with another learner.</li> <li>• Copying of computer exercises, projects or any other work intended for the year mark.</li> <li>• Truancy from any contact time.</li> <li>• Possession or use of fire crackers.</li> <li>• Failure to attend an extra-mural activity fixture or function as a participant or official.</li> <li>• Any action which brings the school's name into disrepute.</li> <li>• Possession of offensive material, excluding pornographic material.</li> <li>• Unreasonable repetition of a Grade 1 offence.</li> </ul>
<p><b><u>Grade 3: Offences</u></b></p>	<ul style="list-style-type: none"> <li>• Possession of weapons that can cause physical injury (knives, etc.).</li> <li>• Entering the school premises while under the influence of alcohol/drugs.</li> <li>• Possession, copying, distribution, use or displaying of pornographic material.</li> <li>• Assault with the intent to do grievous bodily harm.</li> <li>• Truancy from school or leaving school grounds without the necessary permission.</li> <li>• Taking part in any form of illegal strike action/meeting/campaign on school premises.</li> <li>• Any learner who, in or outside of the buildings, or on or off the premises of the school, whilst under the control of school authorities,</li> <li>• intentionally conducts himself in a manner which is or could be seriously detrimental to the maintenance of order or discipline at the school.</li> <li>• Violating the rights of other learners to receive education by disrupting classes, preventing other <ul style="list-style-type: none"> <li>– learners from attending classes;</li> <li>– preventing teachers from providing teaching;</li> <li>– or in any other manner.</li> </ul> </li> <li>• Violating the rights of the teacher to carry out his/her tasks, to the school, the staff, the teacher, or fellow learners.</li> <li>• Repetition of a Grade 2 offence.</li> </ul>

<b><u>Grade 4: Offences</u></b>	<ul style="list-style-type: none"> <li>• Use of weapons that cause physical injury (knives, etc.).</li> <li>• Possession and/or use of a firearm, firearm magazine, ammunition, dangerous or lethal weapon.</li> <li>• Possession, using and/or dealing in drugs, or alcohol, or any other intoxicating substance.</li> <li>• Poisoning, or attempting to poison another person.</li> <li>• Theft, robbery, breaking and entering.</li> <li>• Malicious damage/injury to property of the school, staff members, fellow learners or any other person or body.</li> <li>• Rape, attempted rape, or sexual assault.</li> <li>• Physical assault that results in bodily harm.</li> <li>• Sedition or inciting any form of illegal strike action/meeting/campaign on school premises.</li> <li>• Any offence punishable under common law.</li> </ul>
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### **Break/Out of class behaviour**

Grade 1 or 2 offences at break must be dealt with by the educator on duty. Learners can be placed in time out. Incidents must be recorded in the incident book. Grade 3 or 4 offences should be referred to SMT. The SMT may place learners on internal or external suspensions as a result of these offences, at their discretion.

### **Correction Action (School Management Team (SMT))**

Once the teacher has exhausted all available steps, the learner is referred to the SMT.

1. **Talk to the learner**
2. **Phone the parents**
3. **Meet with the parents**
4. **Internal Disciplinary**
5. **Disciplinary Hearing**

### **Grade 2, 3 and 4 Offences**

1. The learner will be sent to management.
2. Management will select a suitable corrective action.  
Breaking the law will result in the involvement of the local police

### **Management Intervention**

Parent will be informed. The police and or SANCA will be informed when deemed necessary. The Principal will select a sanction (see below) that is appropriate or a Disciplinary Hearing will be conducted. At each Disciplinary Hearing, parents must be present.

### **What is a Daily Report?**

Only the Principal may place a child on Report, after consultation with the parents and educators. 'Daily Report' is a very positive disciplinary management tool. The learner is issued with a 'Daily Report' book. The register educator makes brief notes about behaviour and class work, and ensures that all homework is written down by the learner. The learner reports to his/her assigned educator who initials the book daily to make sure that an overall improvement is taking place. Parents also sign the report daily. Infringements of any nature are referred to the Principal who immediately alerts the parents. This intervention is time limited.

### **What is Internal Suspension?**

Internal Suspension is a period of 1-5 days when the learner is separated from the classroom environment and required to spend time at a desk in the administration area. Work is set out and monitored by the class educator. Break is spent isolated from peers. Internal Suspension is designed to give both the class educator and the learner a *cooling off period*. Record of the internal suspension is placed in the Learner Profile and parents are kept informed of the procedures.

### **What is external suspension?**

Learners are placed on an external suspension for up to 7 school days. The Principal may place a learner on an external suspension with immediate effect pending a Disciplinary hearing for any acts considered dangerous to others.

### **Offences that may lead to External suspension (Grade 3 or 4 Offences)**

Provincial legislation must be consulted in the compilation of a list of offences which may lead to suspension of a learner. Offences that may lead to such suspension include, but are not limited to, the following:

1. conduct which endangers the safety and violates the rights of others;
2. possession, threat or use of a dangerous weapon;
3. possession, use, transmission or visible evidence of narcotic or unauthorized:
  - drugs, alcohol or toxicants of any kind;
  - fighting, assault or battery;
  - immoral behaviour or profanity;
  - falsely identifying oneself;
  - harmful graffiti, hate speech, sexism, racism;
  - theft or possession of stolen property including test or examination papers prior to the writing of the tests or examinations;
  - emotional/physical abuse, bullying.

### **Disciplinary Hearings (Grade 3 or 4 Offences)**

Occasionally the behaviour of the learner requires intervention by all role players. The Principal, in consultation with the Discipline sub-committee as authorized by the Board of Directors decide the need for a Disciplinary hearing. Notice of the hearing is sent to the parents. Listed on the hearing notice are the alleged charges put to the parents. This affords parents an opportunity to prepare themselves for the Hearing. In order to deal with the matter briskly, the hearing is scheduled for the first available date after the incident, within seven days of the incident during which time a learner may be suspended. The Board of Directors are also informed of all procedures followed.

### **What happens at a hearing?**

Although the hearing is viewed in a very serious light, the ultimate goal is to create an opportunity for parents and the professional staff to sit together and, through consultation and negotiation, decide on the best possible way to deal with the problem.

The disciplinary sub-committee is made up of:

- The Chairperson (Board of Directors)
- Two parents
- The Principal/Deputy Principal
- The Head of the relevant Phase

- The Class Educator
- The School Counselor

**Appeals and grievances – parents and learners**

Should a parent or learner feel that they do not agree with the disciplinary measures as set out above, they may appeal the decision in accordance with the appeals and grievances policy for learners and parents.

**SUPPORTIVE FEEDBACK AND INCENTIVES**

All educators will endeavour to concentrate on being positive and rewarding learners who are co-operative and well behaved. Many rewards will be provided, which used, in conjunction with vast amounts of praise will boost the self-esteem of the learners and motivate them to choose responsible behaviour.

**Pre-Primary**

The Pre-primary learners have sticker charts which are displayed on the classroom wall. Learners are acknowledged for their good behavior, good deeds, friendly attitude, tidying up etc. Learners are motivated by stickers, praise and recognition.

**Foundation Phase: Supportive Feedback Hierarchy**

Genuine and specific praise is essential to reinforce and affirm good behavior. Learners receive sticker charts at the start of the year. They collect stickers from staff who use this system as an incentive to encourage and reinforce positive attitudes and behavior. There are a series of charts that the learners complete and after each one they receive a specific reward. These completed reward charts are placed on various wall around the foundation phase area for all to see.

1.	Blue	Wonder Worker token which is displayed in the foyer of the Foundation phase bathroom
2.	Yellow	Pick a surprise gift from the bag at assembly
3.	Green	Tuck shop voucher for lunch to be used whenever child wishes
4.	Orange	Special bookmark
5.	Purple	Civvies day
6.	Red	Excellent behavior certificate
7.	White	Extra time at break
8.	Pink	Excellent behavior medal
9.	Dark blue	Gift voucher

### **Intersen Phase-Individual Praise**

Genuine and specific praise is essential to reinforce and affirm good behavior.

Learners receive signatures charts at the start of the year. They collect signatures from staff who use this system as an incentive to encourage and reinforce positive attitudes and behavior. There are a series of signature charts that the learners complete and after each one they receive a specific reward. These reward charts are kept in their homework diary for easy access.

<b>Signature Chart</b>	<b>Reward on completion</b>
1. Blue	Chocolate
2. Green	Civvies with a friend
3. Orange	Friday food voucher
4. Red	Homework pass
5. Lilac	Tea with the principal

### **Intersen Phase/Class rewards**

Brag wall certificates for out of class behaviour. Classes with the most certificates at the end of the term will receive a treat.