



# HUDSON PARK HIGH SCHOOL

## CODE OF CONDUCT

This document is the Code of Conduct of Hudson Park High School, as approved by the SGB on \_\_\_\_\_. The SGB has consulted the school's parents, learners and educators on the content of the Code of Conduct. The Code of Conduct has been drafted in accordance with the relevant provisions of the Constitution of the Republic of South Africa Act 108 of 1996; the South African Schools Act, Act 84 of 1996 (SASA); the National Education Policy Act, Act 27 of 1996; Guidelines for a Code of Conduct for Learners (GN 776 in Govt Gazette 18900 15 May 1998); the Regulations on Devices to be used for Drug Testing and Procedure to be followed (GN 1140 in Govt Gazette 31417 19 Set 2008); Regulations for Safety Measures at Public School (GN 1040 in Govt Gazette Oct 2001, as amended) and relevant provincial legislation.

## SECTION A

### 1. PREAMBLE

The Code of Conduct expresses what is expected of a Hudson Park High School learners, staff and parents, and reflects the core values of the School. The Implementation of this code of conduct is important for sustaining learner-centered education.

It is the school's framework outlining the social norms, rules and responsibilities for the creation of a Hudson Culture which reflects positive behaviour within which learners should conduct themselves.

The aim of this Code of Conduct is to establish and maintain an ordered, disciplined and purposeful environment to facilitate effective education and learning that provides every learner with opportunities to realize their potential in preparation for life in a democratic and multi-cultural society.

The Code of Conduct endorses the school's Mission Statement.

Hudson Park High School learners are expected to abide by the Code of Conduct, which is legally binding on every learner enrolled at the school.

All learners are expected to sign a statement of commitment to the Code of Conduct. (Appendix 1)

Learners and their parents/guardians are expected to acquaint themselves with the School's Code of Conduct and its provisions.

Hudson Park High School is, therefore, committed to providing an environment that:

- 1.1 Recognises the Constitution of the Republic of South Africa.
- 1.2 Promotes the rights and safety of all learners, educators and parents.
- 1.3 Promotes a Value Based System with a climate of mutual respect, self-discipline and responsible behaviour.
- 1.4 Promotes fairness and tolerance of diversity.
- 1.5 Eliminates disruptive and offensive conduct.
- 1.6 Enhances communication among all role-players within the school environment.
- 1.7 Spells out the consistent and uniform actions in the event of infringements and thereby creates a feeling of security amongst the learners, in that it is clear to all what is expected from them.
- 1.8 Provides appropriate structures to deal in a responsible manner with grievances and to provide for legitimate disciplinary measures.
- 1.9 Creates a culture where discipline, in line with these principles, will be administered fairly and reasonably.

### 2. OBJECTIVES

- 2.1 To create a culture of teaching and learning within a school through a discipline system that protects all the learners' right to effective education, their right to human dignity and their right to security.
- 2.2 To give a clear, defined explanation of the behaviour and actions expected of learners so that they can adapt their behaviour accordingly.
- 2.3 To spell out the consistent and uniform actions in the event of infringements and thereby create a feeling of security amongst the learners, in that it is clear to all what is expected of them.
- 2.4 To serve as a gauge for fair and reasonable actions.
- 2.5 To guide the daily functioning of the school and allow activities in an orderly manner.
- 2.6 To realise a safe environment for learners and educators.
- 2.7 To support the objectives, as formulated in the school's mission statement.

### 3. LEGAL FRAMEWORK

The development and implementation of this Code of Conduct is informed by the following legislative and policy frameworks:

- Constitution of the Republic of South Africa Act 108 of 1996;
- South African Schools' Act, Act 84 of 1996 (SASA);
- National Education Policy Act, act 27 of 1996;
- Guidelines for a Code of Conduct for Learners (GN 776 in Govt Gazette 18900 15 May 1998);
- Regulations on Devices to be used for Drug Testing and Procedure to be followed (GN 1140 in Govt Gazette 31417 19 Set 2008);
- Regulations for Safety Measures at Public Schools (GN 1040 in Govt Gazette Oct 2001, as amended).

#### 4. SCOPE OF THE CODE OF CONDUCT

This Code of Conduct is in force:

- 4.1 On the school property of Hudson Park High School, prior to, during and after regular school hours.
- 4.2 At all official school events, including school tours. This applies for the duration of these events, whether on the school property or elsewhere.
- 4.3 At all times when the learner is in school uniform or sports kit, or is recognized as a learner of Hudson Park High School, whether on the school property or elsewhere.
- 4.4 Acceptable norms of behaviour are expected at all times under the scope of this Code of Conduct.
- 4.5 The Code of Conduct and school rules apply to all school related and school sponsored activities, including sport, cultural and recreational activities; also tours, trips, dances, functions and meetings, and on transport to or from school, or to and from school activities.

#### 5. RIGHTS, OBLIGATIONS AND RESPONSIBILITIES

The implementation and upholding of the Code of Conduct are the joint responsibility of the Governing Body, the Principal and Staff, the Parents and the Learners of Hudson Park High School, all of whom together make up a school community.

The achievement of its objectives is dependent on its consistent and fair application and the support of all stakeholders in the school community.

The role and responsibilities of the respective stakeholders is outlined as follows:

##### 5.1 Learners

I HAVE A RIGHT	AND	IT IS MY RESPONSIBILITY
To be educated in a controlled and structured academic environment.		To create the opportunity for others to work without hindrance and to pay full attention.
To be respected by other members of the school community, regardless of personal, religious, cultural, sexual orientation, gender identity or other personal differences.		To respect the individuality, convictions and beliefs of others.
To freedom of speech and to voice opinion in a mature, tactful and appropriate manner.		To listen to and respect the opinions of others.
To be treated with fairness.		To treat others in a fair and just manner.
To the security of my person and my property.		To uphold the honest behaviour and safety of the school.
To make use of available school facilities and property.		To respect and maintain these facilities and the property.
To the support of the school in my participation in cultural, sporting or academic activities.		To engender and to uphold school spirit by participating in and supporting cultural, sporting and academic activities.
Where possible and where appropriate to be involved in and informed about decisions taken in the school.		To respect the decisions made and react to them in a mature and sensitive manner.
To work in a clean and litter-free environment.		To maintain a clean and litter- free environment.
To ask for help and advice.		To ask for help and advice at an appropriate time and in an appropriate manner, and to give advice and help myself.
To have school activities begin punctually.		To be punctual in every part of my school life.

To be allocated books and appropriate texts which are in a serviceable and usable condition.	To care for my books and return them as I received them.
To participate in the life of the broader community.	To uphold the values of the school when out of school uniform

## 5.2 Educators

### Rights and Expectations:

Educators have the right to:

- 5.2.1 Be able to teach in a safe, orderly, clean and quiet environment.
- 5.2.2 Expect learners to be prepared for lessons, having completed all homework assignments.
- 5.2.3 Expect learners to be punctual, courteous and respectful.
- 5.2.4 Be treated fairly, with dignity, and be respected as professional persons.
- 5.2.5 Be supported by parents and colleagues and receive the support of those in authority.
- 5.2.6 Enjoy privacy in their private lives, with the assurance that their personal property at school will be respected.
- 5.2.7 Be allowed freedom of expression with an understanding that it be limited insofar as it threatens the other person's rights, or is not in the interest of education.
- 5.2.8 Enjoy freedom of religion and opinion.
- 5.2.9 The above (5.2.1 - 5.2.8), however consideration must always be weighed against that which is in the interest of maintaining an effective, collaborative teaching and learning environment. Learner behaviour which is in conflict with the rights of the educator must always be evaluated against the background of the characteristics typical of a child, i.e.:
  - Absence of discernment
  - Absence of rational thought
  - Emotional immaturity
  - Impulsive behaviour

### Obligations and Responsibilities

Educators must:

- 5.2.10 Be professional in appearance (refer to staff dress code) and approach, and provide an environment which is conducive to effective learning.
- 5.2.11 Be well prepared for each lesson.
- 5.2.12 Maintain a clean, disciplined and safe environment in the classroom.
- 5.2.13 Treat learners with respect, dignity and courtesy.
- 5.2.14 Acknowledge the uniqueness, individuality and specific needs of each learner, guiding and encouraging each to realize their potential
- 5.2.15 Be fair and consistent.
- 5.2.16 Praise, encourage, recognize and reward learners who strive to achieve.
- 5.2.17 Be sensitive to the needs of their learners and address learning difficulties in a positive manner.
  - a) Avoid any form of humiliation.
  - b) Administer discipline according to the school's Code of Conduct with dignity, equality, fairness, compassion and consistency (practising emotional intelligence).

## 5.3 Parents

Expectations:

- 5.3.1 A safe and secure environment for their children's education.
- 5.3.2 A school that respects diversity and which is non-discriminatory and non-racist.
- 5.3.3 That their children receive a holistic education and that they will be treated fairly as individuals.
- 5.3.4 Educators who are well qualified and competent to teach their subjects and maintain appropriate standards.

- 5.3.5 The support from approachable educators who communicate with parents on learners' work and behaviour problems.

Obligations:

Parents must:

- 5.3.6 Know and support the school's Code of Conduct and encourage their children to uphold it.
- 5.3.7 Support and encourage their children in their involvement in all spheres of school life.
- 5.3.8 Promote and reinforce positive behaviour in their children.
- 5.3.9 Support the educators and trust that the school has their child's best interests at heart.
- 5.3.10 Teach their children that rights and responsibilities go together.
- 5.3.11 Ensure that their children attend school regularly in the correct uniform and are properly equipped and punctual.
- 5.3.12 Update the school should there be any problem areas that could affect their children's education, when necessary.
- 5.3.13 Fetch their children on time after school functions, and attend relevant official school functions.
- 5.3.14 Fulfil their financial obligation to the School by paying the school fees on time

## **SECTION B: SCHOOL RULES**

### **PART 1**

#### **1. GENERAL BEHAVIOUR**

Rules and regulations exist to encourage the highest possible standards of behaviour and to enable the school to run efficiently. Learners are expected to show common sense, decency and concern for the well-being of others.

#### **Learners at Hudson Park High School:**

- 1.1 Should be good ambassadors of the school, and shall conduct themselves in accordance with the school's Code of Conduct at all times.
- 1.2 Take responsibility for their actions, choices and decisions.
- 1.3 Show respect for the cultures, traditions and religious beliefs of others.
- 1.4 Should use the Language of Learning and Teaching (English) during formal lessons other than during Xhosa and Afrikaans lessons as well as during extra-murals. However, during free time, they are encouraged to communicate in their Home Language or any other language that is common to the group of learners.
- 1.5 Always tell the truth.
- 1.6 Take pride in their appearance within the framework of the prescribed dress code.
- 1.7 Interact with each member of staff as a senior to whom the necessary respect must be shown and shall refrain from any action that constitutes disrespectfulness or rebelliousness.
- 1.8 Always acknowledge and greet all staff members including educators, administrative and support staff when meeting or passing each other during the day.
- 1.9 Always acknowledge and greet any parent or visitors on school grounds.
- 1.10 Recognize that an educator has the same rights as a parent with regard to controlling and disciplining the learner according to the Code of Conduct, both during such learner's school attendance as well as at any school activity.
- 1.11 Will follow the correct channels for grievances by approaching an RCL member or base class teacher and then the Grade Head and then the Phase Head.
- 1.12 Respect the privileges, rights and cultural beliefs of fellow learners.
- 1.13 Treat fellow learners with respect and dignity.
- 1.14 Refrain from any sexual or improper physical contact between learners on school grounds, or in any other place where they could be identified as learners of the school.
- 1.15 Obey traffic regulations inside and outside the school, whether as a pedestrian or otherwise.
- 1.16 Respect the decision of a referee, umpire, adjudicator or moderator.

### 1.17 DO NOT:

- 1.17.1 Use vulgar language.
- 1.17.2 Engage in language which is deemed to be derogatory, discriminatory or racist.
- 1.17.3 Engage in any behaviour that belittles, demeans or humiliates another learner's sexual orientation, gender identity, race or religion.
- 1.17.4 Litter or walk past litter without picking it up.
- 1.17.5 Steal.
- 1.17.6 Involve themselves in derogatory scandal of any nature and in any forum including via any social media platforms.
- 1.17.7 Become physically aggressive.
- 1.17.8 Threaten anyone.
- 1.17.9 Bully anyone, either verbally or in cyberspace, emotionally, and/or physically.
- 1.17.10 Vandalize or deface school property or the property of others.
- 1.17.11 Gamble.
- 1.17.12 Engage in any forms of initiation at any time involving other learners.
- 1.17.13 Be in possession of or use any tobacco products, any smoking paraphernalia, electronic cigarettes, alcoholic beverages, drugs, pornography, dangerous weapons or any other offensive material during any school activity or when dressed in school uniform.
- 1.17.14 Come to school or school functions having consumed alcohol or having used any illegal or dangerous substance.
- 1.17.15 Make use of cell phones on the school campus as it is strictly forbidden at all times of the normal school day (07h30-14h10), unless in the presence of and with the permission of a staff member.
- 1.17.16 Enter any out of bounds areas without permission (refer to out of bounds list).

## 2. ATTENDANCE/PUNCTUALITY

- 2.1 School attendance is compulsory for all learners on all official school days, for the full duration of the school day.
- 2.2 If a learner does not attend school regularly, the relevant Grade Head will report the absence of the learner to the parent and the Phase Head in writing.
- 2.3 All learners are expected to be punctual. Learners who are late must report to the reception office to confirm that they are present at school, but are late.
- 2.4 Absence from a class, without the permission of the relevant class or subject teacher, is prohibited.
- 2.5 Any absence from school must be covered by an absentee note from a parent/guardian and must be given to the class teacher on the first day back at school.
- 2.6 Any absence from a formal examination, test or task must be supported by a letter from a medical doctor/traditional doctor/registered herbalist and must be given to the Academic Head.
- 2.7 Learners may not leave the school during school hours without a letter from a parent/guardian requesting release of their child and the permission of the Grade Head from whom an exit note must be obtained. The parent/guardian must sign the learner out in the register provided at the Reception Office.
- 2.8 Learners who have taken ill during school hours must consult either the Phase Head or the Grade Head in charge
- 2.9 Attendance at extra- curricular commitments is compulsory.

## 3. SCHOOL UNIFORM AND GENERAL APPEARANCE

### 3.1 GENERAL

- 3.1.1 Uniform as prescribed is to be worn by all learners.
- 3.1.2 Learners are expected to wear blazers to all assemblies.
- 3.1.3 Learners are expected to be neat and tidy at all times.
- 3.1.4 Pride in uniform and general appearance reflects an overall respect for oneself and the school.
- 3.1.5 Hudson Park High School is proud of the reputation our learners have for their neat appearance. We encourage an awareness of correct dress whether at school, on the sports field, on tour, or at any public function.

- 3.1.6 Every learner is expected to wear a name badge at all times. These are supplied by the school for a minimum cost and can be replaced if lost.
- 3.1.7 Matric jackets may be worn on Tuesdays, Wednesday, Thursdays and during exams. Matric jackets may not be worn to Derby days
- 3.1.8 The Hudson Park rain jacket may be worn with the school uniform in wet weather. This may not be worn at assembly. No other jackets may be worn.
- 3.1.9 Learners may not have any tattoos visible while wearing school or sport uniforms.

## 3.2 GIRLS

- 3.2.1 No jewellery, except a medic alert bracelet or a watch is to be worn.
- 3.2.2 One pair of small matching plain stud or sleeper earrings may be worn in the lowest piercing of the earlobe. No other visible piercings may be worn.
- 3.2.3 Finger nails are to be kept short, neat and natural with only clear nail polish allowed.
- 3.2.4 No gel nails or acrylic tips unless permission from the school is granted.
- 3.2.5 No makeup is allowed except for natural skin colour foundation.
- 3.2.6 Standard black school shoes should be worn throughout the year (Mary Jane design, T-bar and Lace ups)

### Summer Uniform

- 3.2.7 Navy and ruby-red pinstripe gym with embossed eagle badge.
- 3.2.8 Short-sleeved open neck white shirt. No tie.
- 3.2.9 Black school shoes (lace-ups or bar-type). No platforms. White ankle socks.
- 3.2.10 Ruby-red blazer with badge can be worn on cool days.
- 3.2.11 Navy blue jerseys (long-sleeved or sleeve-less) with embossed eagle badge, which may only be worn under the blazer.

### Winter Uniform

- 3.2.12 Navy and ruby-red pinstripe gym with embossed eagle badge.
- 3.2.13 Short or long-sleeved white shirt with navy school tie.
- 3.2.14 Ruby-red blazer with badge.
- 3.2.15 Navy blue jersey (long-sleeved or sleeveless) with embossed eagle badge, which may only be worn under the blazer.
- 3.2.16 Long navy socks or navy tights.
- 3.2.17 Black school shoes (lace-ups or bar-type). No platforms.
- 3.2.18 Official school navy scarf (available from Clothing Shop). This may not be worn in assembly.
- 3.2.19 The Hudson Park rain jacket may be worn with the school uniform in wet weather. This may not be worn at assembly.
- 3.2.20 No beanies or blankets may be worn.
- 3.2.21 Navy gloves may be worn.

### Hair

- 3.2.22 The basic rule is that hair must be neat and tidy and, together with the approved uniform, present a well-dressed Hudsonian.
- 3.2.23 Hair must be tied up or clipped if it reaches the collar.
- 3.2.24 Fringes must be neat. If it reaches below the eyebrows, than it must be clipped back. No tucking hair behind ear.
- 3.2.25 Cornrows, hair extensions and afros are allowed provided that they follow 3.2.22-3.2.24.
- 3.2.26 Navy or red ribbons, Alice bands, hair ties or bands are allowed.
- 3.2.27 Silver, gold, black gold or tortoiseshell slides only.
- 3.2.28 No other hair accessories allowed except for those mentioned in 3.2.26-3.2.27.
- 3.2.29 Hair must not be dyed or coloured unless shades close to the learner's natural hair colours are used.
- 3.2.30 Closely shaven heads are allowed but no undercuts.
- 3.2.31 Buns or tied hair are to be neatly formed in the middle of the back of the head or the crown of the head.

3.2.32 In conjunction with the Hair Policy of 2022 – Annexure A

### 3.3 BOYS

3.3.1 No jewellery, except for, medic alert bracelets, watches and matric silver tie clips (matrics only) may be worn.

3.3.2 A navy blue or black belt with a standard sized buckle may be worn.

3.3.3 Black lace-up school shoes. No slip-ons, long toed, pointed shoes, patent leather, shiny (gloss) or suede shoes.

#### Boys' Uniform

3.3.4 Short or long-sleeved white shirt with navy blue school tie and ruby-red blazer with badge.

3.3.5 Navy blue long pants. No "stove" pants, chinos or other non-school recognised pants may be worn

3.3.6 Plain navy blue or black socks

3.3.7 Navy blue jersey (long-sleeved or sleeveless) with embossed eagle badge, may only be worn under the blazer.

3.3.8 Official school navy scarf (available from Clothing Shop). This may not be worn in assembly.

3.3.9 The Hudson Park rain jacket may be worn with the school uniform in wet weather, but not inside the school building.

3.3.10 No beanies or blankets may be worn.

3.3.11 Navy gloves may be worn.

#### Hair

3.3.12 The basic rule is that hair must be neat and tidy and, together with the approved uniform, present a well-dressed Hudsonian.

3.3.13 Hair must be cut in a way that it does not, in its natural hanging state, hang onto the collar or curl around the learner's neck and ears.

3.3.14 Fringe must be above the eyebrows and not be allowed to hang over the eyebrows if pulled forward.

3.3.15 Hair may be closely shaven. No designs or lines shaved for effect are allowed on head or eyebrows.

3.3.16 Hair on the sides may be shorter than hair on the top. However, hair on the top must comply with (see point 3.3.12 - 3.3.15). A natural comb over is allowed as long as it is tidy.

3.3.17 No colour or dyed hair unless shades close to the learner's natural hair colour is used.

3.3.18 Hair gel is permitted in moderation, but no spikes and waves.

3.3.19 Side burns should not extend beyond the middle of the ear.

3.3.20 Face must be clean-shaven at all times.

3.3.21 In conjunction with the Hair Policy of 2022 – Annexure A

### 4. CLASS RULES

4.1 The class educator shall formulate class rules upon the adoption of this Code of Conduct and at the beginning of each ensuing school year, after having consulted the learners in the class.

4.2 The class rules must be compiled in writing.

4.3 Immediately be tabled to the Principal or Disciplinary Officer.

4.4 Be displayed in a legible format in a prominent spot in the classroom.

4.5 Be made available to all learners and their parents.

4.6 Learners are expected to fully comply with class rules, as well as any verbal instruction given by the class educator.

4.7 Any violation of the class rules shall be regarded as a violation of the Code of Conduct and school rules.

4.8 Class rules need to be kept concise and should therefore not be a lengthy document.

### 5. SCHOOL GROUNDS / PROPERTY

5.1 Learners may not be in classrooms, out of bounds areas, and particularly in halls during break or before or after school without the presence of an Educator.

5.2 Each learner is co-responsible for keeping the classrooms, toilets, corridors and school grounds neat and tidy. Graffiti in any form is unacceptable.

5.3 The school buildings, furniture and apparatus must be looked after and must not be damaged. Vandalism, of any nature, is a serious transgression.



5.4 Learners are to take care of and cover all textbooks provided by the school. Should a textbook be lost or damaged, the learner is required to pay the school the current monetary value of the book.

## **6. PREFECTS AND RCL EXECUTIVE TEAM MEMBERS**

6.1 The Prefects and RCL Executive, in conjunction with staff of the school, are responsible for the following:

6.1.1 Prefects: general school discipline and bringing transgressing learners to the staff of the school.

6.1.2 RCL Executive Team Members: relaying information between learners and Grade Heads, Phase Heads, EXCO and SGB.

6.2 All learners shall obey any reasonable instruction from Prefect learners, RCL Executive Committee members and RCL Class Representatives, and shall support and cooperate with them in properly executing their duties.

## **7. TRANSPORT, EXCURSIONS AND GRADE RELATED PRIVILEGES**

7.1 Phase Heads and the Headmaster have the right to exclude learners from a voluntary excursion for behavioural or academic reasons. However, only the Headmaster may exclude a learner from an excursion or grade-related privilege.

7.2 Before any excursion learners must be briefed, including being reminded of expected standards of behaviour and the application of the school's disciplinary code.

7.3 It must be made clear to them that:

7.3.1 They must behave appropriately at all times while on excursions or during grade-related privileges.

7.3.2 All normal school rules apply for the duration of the excursion or during grade-related privileges.

## **8. MOTOR VEHICLES**

8.1 Licenced learners may not drive onto school property without the knowledge and permission of the school.

8.2 Learners have limited access to parking on the property via Hampton Road only.

8.3 Cars are to be parked on Groenewald fields, and motorbikes in front of the tennis courts on the main campus.

8.4 Any learner who drives onto the school property must have a valid licence. A copy must be given to the school and an Eagle badge permitting learners onto the property will be issued with a list of precautionary rules.

## **9. SPORTS AND EXTRA-CURRICULAR ACTIVITIES**

Involvement in activities making up the School Extra-Mural Programme forms a valuable and integral part of the holistic education of every learner. All learners are expected to become actively involved in the Physical Pillar of the school and to sign up for a winter and summer sport. Learners are also encouraged to participate in the Pastoral and Cultural pillars.

9.1 The learner is expected to adopt the correct etiquette pertaining to the specific activity at all times.

Learners are expected to:

9.1.1 Play to win, within the rules of the game

9.1.2 Accept and respect the decision of the umpire/referee

9.1.3 Maintain composure and not take the law into their own hands

9.1.4 Support their captain and their team mates

9.1.5 Always be positive and never give up

9.1.6 Work with and support the coach

9.1.7 Treat an outside coach with the same respect as a member of staff.

9.2 Once a learner has committed to an activity, they will be bound to meet the rules and obligations related to that activity for the entire season. All learners must be available for all fixtures.

9.3 A fixture is a prior commitment and takes preference over any other activity. Any learner involved in a cultural activity is expected to attend all rehearsals and practices. Once a learner has been chosen for a specific cultural activity, they must be committed and dedicated at all times.

9.4 Attendance at all practices is compulsory.

9.5 Appropriate kit/uniform must be worn to practices.

9.6 The correct match kit/uniform must be worn to and at all inter-school fixtures.

- 9.7 Learners travelling to an away fixture will travel in full school uniform, unless other arrangements have been made.
- 9.8 Supporters are to wear full school uniform. Behaviour on the stands will be of the highest standard to promote the name of the school.
- 9.9 A learner may apply, in writing, for an exemption from extra-mural activities, if they are involved in a non-school activity which requires a substantial time commitment. This application must be made at the beginning of the season.
- 9.10 A learner may apply, in writing, for an exemption from sport if he/ she is heavily committed to the Pastoral or Cultural pillars (refer to exemption policy for details). This exemption is also applicable regarding medical reasons. This application must be made at the beginning of the season.

## **10. SCHOOL NOTICES**

- 10.1 Learners must observe silence when notices are being read.
- 10.2 They must make sure that any notices and instructions that are relevant to the learner are followed by an appropriate action.
- 10.3 Learners must ensure that any notices given to them will be passed on to their parents or guardians.

## **11. TESTS AND EXAMINATIONS**

### **11.1 The Place Of Assessment In Curriculum Delivery**

Assessment in the school is regarded as merely one link in the instruction-assessment-remediation chain, and will be preceded by the former and followed by the latter.

### **11.2 Policies**

The school accepts the rights and obligations of relevant authorities (DBE, Provincial Education Department, Umalusi, etc.) to put in place assessment policies and will give effect to these policies in its structures and procedures.

### **11.3 Assessment Of Learners**

Learners will be assessed by means of:

11.3.1 Continuous formative assessment throughout the year.

11.3.2 Timetabled formal assessment processes on a weekly basis.

11.3.3 Examination-style summative assessment in June and November, with the proviso that Grade 12 learners will have an additional summative assessment in August, which will be provincial. Inputs where feasible from independent sources (e.g. by the employment of external examiners or markers, sharing of examination papers with other schools or through independent moderation procedures) is encouraged.

### **11.4 Plagiarism And Copying Of Work**

11.4.1 Plagiarism is a serious misdemeanour and will be treated as such under the School's Code of Conduct.

11.4.2 Learners are required to acknowledge in a standard List of References the sources utilized in preparing a piece of work.

11.4.3 Work which has been copied from someone else, or which is the outcome of intrusive assistance from a parent or other person, is not reflective of the competence of the learner concerned, and the mark awarded for such piece of work may be reduced by a percentage of between 10% and 100%, such reduction to be commensurate with the amount of assistance received.

11.4.4 Plagiarised work will not be allocated any marks whatsoever.

### **11.5 Educators' Responsibilities In Respect Of Assessment Of Work**

11.5.1 Marking: It is expected of educators to mark all tests timeously of them being written, and to return the evaluated work to the learners (two to three weeks).

11.5.2 Assessment records: It is the responsibility of the Subject Teacher to maintain full and complete records of all assessment outcomes. These records must be made available on request to the Principal, Director of Academics, Subject Head or other senior member of staff with a valid reason for requesting access to such assessment outcomes.

11.5.3 Assessment reporting:

11.5.3.1 Outcomes will be reported on to learners in the form of class feedback.

11.5.3.2 Outcomes will be reported on to parents in the form of Quarterly Reports.

When an assessment outcome is either unsatisfactory or notably different from established patterns, there will be contact in some form with the parents – e.g. by means of a memo, e-mail, telephone call, sending a test home for signature or something similar. In the case of boarders, such contact may be with supervisory staff in the hostel, but extended periods or patterns of unacceptable work must, also in the case of boarders, be brought to the attention of the parent concerned.

## 11.6 Remediation

11.6.1 It is expected that the assessment outcomes will be used for remediation purposes. It is therefore important not only for educators to mark and return work, it is equally important for learners to be present for discussion of the work being returned, and not to view the writing of a test or exam paper as the end of a process.

11.6.1 For the above reasons, the school frowns on requests for learners to leave school at the end of a term after examinations have been written, and will ensure that they are constructively involved right up until the last day of term.

## 11.7 Records of interventions

11.7.1 It is the responsibility of the relevant educator to pass on to the Grade Head a synopsis of any intervention within 48 hours of such intervention.

11.7.2 The Grade Head will take such additional interventions as they may deem desirable.

11.7.3 The Grade Head will also ensure that all records are filed in the personal files of the learners concerned so that they are available should any further action be required or follow-up meetings occur (including the annual Promotion Meeting with the Eastern Cape Department of Education)

## 11.8 Assessing Late Work, Group Work And Work Of Absent Learners

Where projects, worksheets, etc., are not handed in by the due date, the following will apply:

11.8.1 The matter will be managed by the educator concerned.

11.8.2 See below for mark reduction in late submission:

### DAY 1: -25%

The 25% of the test total must be calculated and this deducted from the mark received by the learner.

Example 1: Learners received 28/60: 25% of 60 (the total for the test) = 15 marks

15 marks is deducted from 28 (the learner's mark for the test) = 13 marks

Example 2: Learners received 41/80: 25% of 80 (the total for the test) = 20 marks

20 marks deducted from 41 (the learner's mark for the test) = 21marks

### DAY 2: – 50%

Example 1: Learners received 28/60: 50% of 60 (total for the test) = 30 marks

30 marks is deducted from 28 (learner's mark for the test) = 0

Example 2: Learners receives 41/80 for his test: 50% of 80 (total for the test) = 40 marks

40 marks are deducted from 41 (learner's total for the test) = 1 mark

### DAY 3: = 0 (a mark of zero will be given)

Please note: the learner must still complete the task/assignment.

11.8.3 Parents must be notified about non-submission of tasks via email, sms or a phone call and a record is to be kept by the educator concerned.

11.8.4 A non-compliance letter must be completed and kept on record by the educator.

11.8.5 Where the work being assessed is in the form of a group project, assessment by peers will be carefully weighted to ensure that non-contributors are not unfairly advantaged simply by being part of a strong group.

11.8.6 Where a learner is absent for an assessment, the following will apply:

11.8.6.1 Any learner (Grade 8 – 11) who misses tests may submit a letter from their parents validating their absence; however, should a second test be missed in a subject, a doctor's note must be submitted to the Grade Head within 3 days. If an examination is missed a doctor's note must be submitted to the Grade Heads within 3 days. For any assessments (including tests) missed by a Grade 12 learner a doctor's note must be submitted within 3 days to the Grade Head.

Where a learner has, with valid reason, been absent for an assessment:

11.8.6.2 Allow another assessment task to be completed, provided that the learner does not gain an unfair advantage as a result.

OR

11.8.6.3 Instruct that an estimated mark be entered. In such case, the estimated mark may NOT be the class average, but must be as accurate a reflection as possible of the competence of the learner in respect of the work not formally assessed. Normally such outcome will be calculated arithmetically on the following basis: Assessed mark = (Learner's previous mark for a comparable task ÷ Grade average for that task) X Grade average for task missed.

11.8.6.4 No examination will be rewritten.

## 12. CELL PHONE AND SOCIAL MEDIA POLICY

### Acceptable Usage

The following list, which is neither exhaustive nor exclusive, provides examples of practices which are deemed acceptable in terms of this policy:

- 12.1 The authorised and monitored use of handheld devices like cellphones, tablets, electronic readers etc. in order to enhance classroom learning provided this is authorised in advance by the educator.
- 12.2 Parental contact with children before and after school hours. Contact with parents during school hours can only occur in the presence of a staff member.
- 12.3 Tracing of the whereabouts of family members and friends, lift-givers and the like before and after school hours.
- 12.4 The rescheduling of lifts or extracurricular activities in the presence of a staff member – for example, in the light of changed weather conditions, unforeseen delays or earlier than expected ending of activities before and after school hours.
- 12.5 Text-messaging of missed assignments and homework tasks to classmates before and after school hours.
- 12.6 The enhancement of classroom notes with the permission staff member, e.g. by means of recording an educator's lessons and snapping a picture of the board.
- 12.7 The taking of pictures of own projects is allowed, with the permission a staff member, to show to parents, thus allowing them to be involved in group class activities.
- 12.8 Communication during an emergency situation, e.g. in order to reach the authorities or a medical provider.

### Unacceptable Practices

The following list, which is neither exhaustive nor exclusive, provides examples of practices which are deemed unacceptable in terms of this policy:

- 12.9 Disrupting academic time: e.g. by allowing the ringing of cellphones, setting an alarm or the sending or receiving of messages during class.
- 12.10 The theft, borrowing, using, breaking, damaging, defacing, hiding, removing or going into the memory or storage capacity of a cellphone belonging to someone else.
- 12.11 Sending hoax bomb or other threats so as to avoid or condense class time, or disrupt tests or exams.
- 12.12 The use of cellphones to gain an advantage or break or circumvent exam rules or procedures.
- 12.13 The spreading of rumours and misinformation using a cellphone or other devices or any form of social media.
- 12.14 Alerting learners or any other unauthorised individuals on the school campus to the presence/approach of the principal, staff member or police officer.

- 12.15 The use of a cellphone or any other device in the selling or distribution or procurement of drugs or other banned or illegal substances, the dissemination of threats, cyber-bullying or harassment, unwanted text messaging, or the arrangement or co-ordination of anti-social activities. The taking, viewing or distribution of inappropriate photos, making video clips of fighting, capturing inappropriate sexual behaviour of learners or downloading inappropriate images from the internet.
- 12.16 Degrading the school's image by representing themselves or the institution in a negative way online or on social media.
- 12.17 The provoking of an educator and then capturing and circulation of the resultant response.

### **Bringing Cellphones to School**

Within these parameters, learners are allowed to bring cellphones to school on the understanding that:

- 12.17.1 The use of a cellphone at school is a privilege which may be forfeited by any learner not abiding by the school's Code of Conduct.
- 12.17.2 Learners are personally and solely responsible for the security of their cellphones. Neither the school, the staff nor the Education Department will assume any responsibility for theft, loss, or damage of a cellphone, or any unauthorised use of the cellphone.
- 12.17.3 There will be no use of a cellphone in any manner whatsoever during class time or in classrooms, except where such usage is specifically authorized by educators for legitimate educational purposes, as part of lesson plans and/or academic programmes. Such usage is at the sole discretion of the supervising teacher, who is responsible for monitoring, controlling and overseeing such usage.
- 12.17.4 The use of a cellphone to capture, store or transmit unauthorized pictures, or undesirable, illegal or pornographic material is strictly prohibited on the school premises, during school-sponsored or educational activities or outings, or while travelling to and from school or school sponsored outings or activities, again except where such usage is specifically authorized by educators. Such authorization will normally only be granted for legitimate, broad educational purposes, as part of lesson plans and/or academic, sporting, cultural or service programmes. Such usage will be permitted at the sole discretion of the supervising teacher, who will be responsible for monitoring, controlling and overseeing such usage.
- 12.17.5 Use for purposes other than those listed above (e.g. to contact the home, to reschedule lifts, etc.) may be granted by an educator or the responsible duty official in the school reception office.
- 12.17.6 Use of cellphones before the beginning of the school day, or after its conclusion, will not be controlled by the school, with the proviso that no provisions of the school's Code of Conduct are broken, nor any other inappropriate actions are undertaken consequent on the use or possession of a cellphone or similar device.

### **Ownership and Privacy**

- 12.17.7 In order to manage the wellbeing and safety of all who are part of the school, and to maintain the integrity of school systems, the school reserves the right to check on usage and content (including by random monitoring) of any files, messages, pictures, images or similar which are created, received, stored, transferred to, viewed, read, sent from or received using a cellphone or other device present on school property, at a school or school-sponsored function or activity, or on the way to school or school sponsored activity, regardless of whether the device was actually used on school property, at a school function or not.
- 12.17.8 Access to the worldwide web, e-mail services, the internet and school servers at this school are filtered and managed in-house. Communication via e-mail on the school system cannot therefore be regarded as private, and the same conditions apply to messages, data or images on any cellphone or similar device brought to, found at or used on or in close proximity to the school premises, at school, or during school or at a school or school sponsored function or activity.
- 12.17.9 It is a condition of the use of the permission granted in terms of this policy that the school has the right to investigate the e-mail or account and equipment, including cellphones and similar devices, and also social networking domains such as Facebook and Twitter, of any user who, in the opinion of the principal or their delegate, which opinion shall be based on reasonable suspicion and/or first-hand eye-witness reports, might be transgressing the rules or the spirit of this policy.

- 12.17.10 Any staff member who sees a learner using a cellphone in contradiction of the specifications of this code shall demerit the learner.
- 12.17.11 If it is suspected, based on reasonable grounds, first-hand, eyewitness reports or clear evidence that anyone is using a cellphone in contradiction of any of sections of this code, those authorised to do so by the Headmaster will be expected to intervene and inspect the contents of the device to determine whether it has been or is being used for a purpose which is contrary to school policy.
- 12.17.12 Should such evidence be found, the device will be handed over by the learner for the purpose of the investigation. It must be reported to the Headmaster, who may take the matter further, either through an internal disciplinary process, or by reporting it to other authorities, including the School Governing Body, the school counsellor, a social worker, the Education Department or the police.
- 12.17.13 When a cellphone is handed in by a learner, the following information should be documented and filed:
- 12.17.13.1 Date and time.
  - 12.17.13.2 Name of the person taking in the cellphone/device.
  - 12.17.13.3 Name and address of the learner in possession of phone/device at the time of handing it over.
  - 12.17.13.4 Name and address of the owner of the phone/device.
  - 12.17.13.5 Description of the device including the serial number.
  - 12.17.13.6 Reason for the handing in of the phone/ device.
  - 12.17.13.7 Details of evidence of inappropriate content (if any).

### **13. DRUGS AND ALCOHOL POLICY**

#### **13.1 The Use of Illegal Drugs and Alcohol**

- 13.1.1 The consumption, use or possession of any intoxicating substance or drug (excluding prescription medication, and then only when prescribed by a registered medical practitioner) is prohibited. This includes alcohol and tobacco products, as well as performance-enhancing substances and illegal stimulants.
- 13.1.2 No learner shall be allowed to bring illegal drugs or alcohol onto the premises of Hudson Park High School, and should these be discovered the school will contact the police for assistance.
- 13.1.3 Any learner found to be under the influence of drugs or alcohol may not remain with the general school population and will be liable for disciplinary action as laid down in this Disciplinary Code of Conduct.

#### **13.2 The Trafficking, Supplying And Selling Of Drugs, Alcohol And Cigarettes**

- 13.2.1 The following practices are prohibited: the trafficking of substances on or in the proximity of the Hudson Park School's terrain; supplying substances to other learners (with or without the expectation of payment); offering substances to other learners, and the sale of substances to other learners.
- 13.2.2 These actions are seen as serious offences, owing to the threat they pose to the safety of other learners and staff in the school, and to the standing of the school.
- 13.2.3 These offences will always lead to a Governing Body Disciplinary Hearing.
- 13.2.4 When a learner is found guilty of selling substances, or when there are reasonable grounds to suspect that they have done so, the school will report the matter to the relevant authorities.

#### **13.3 The Learner Coming Forward/Seeking Support**

- 13.3.1 Notwithstanding the school's determination to work with parents to eradicate substance abuse, the school acknowledges the reality that not all learners will at all times achieve a healthy, drug-free life.
- 13.3.2 Recognizing, therefore, that there are, and will be from time to time, learners who experiment with, or who have challenges with, dependence-producing substances, in any instance where a learner approaches the school for assistance, the school will endeavour to provide such assistance, provided that the approach occurs before the learner is caught in possession of, or is the subject of an investigation concerning prohibited substances of any nature.
- 13.3.3 To this end, the school invites any learner with challenges of this nature to communicate with the Headmaster, school counsellor or other member of staff whom they trust.

13.3.4 Recommendations, referrals and contact details of an experienced drug and alcohol counsellor (SANCA etc.) will be made available from the school's counsellor to those learners requiring help due to their substance use/abuse.

#### **13.4 Drug And Alcohol Searches**

13.4.1 Random drug searches of at least 5 learners in a class may be conducted at any point in time during the school day providing for in point 13.4.3.1-13.4.3.3.

13.4.2 In instances where a member of staff has reason to suspect that a learner has in his possession an illegal or controlled substance, they should approach a member of the School Management Team and discuss the situation.

13.4.3 If the member of the Management Team believes that there is reasonable suspicion that the learner is in possession of a prohibited substance, they may carry out a search, but only in accordance with the following prescriptions:

13.4.3.1 The search must be carried out by a person of the same gender as the person being searched.

13.4.3.2 The search must be conducted in a private area.

13.4.3.3 Any search must take place in the presence of a second adult witness of the same gender, and a search of a learner's belongings, bag, locker, etc., must take place in the presence of an adult witness AND the learner concerned.

13.4.4 If any illegal substances are found in the possession of a learner will contact the police for assistance.

#### **13.5 Drug Screening/Testing**

13.5.1 All parents and learners are required to sign an acknowledgement on the application form that gives the school consent to test the learner for the use of narcotic or unauthorized drugs, alcohol and intoxicating substances.

13.5.2 Testing for prohibited substances, whether random or focused, may be undertaken if it is deemed in the child's best interest and it is implemented in an environment that is committed to safeguarding personal rights relating to privacy, dignity and bodily integrity.

13.5.3 Should a learner be tested for an illegal substance, the parent or guardian must be informed within one working day of the result and that disciplinary action may follow, depending on the result.

13.5.4 Should a learner test positive, they will be required to attend a Governing Body Hearing. The cost of the drug test will be charged to the parent/guardian's school account.

13.5.5 Should a learner test positive and wish to contest the result they must go to a pathology lab/ doctor's office for a complete drug-screening test on the same day. Should a learner refuse to be tested at school, the same will apply. The results of the pathology lab test must be made available to the school within 5 working days.

13.5.6 Should a drug test be considered necessary, it should form part of a structured intervention or relapse-prevention programme, and should be carried out according to the procedure laid out in the screening procedure guidelines.

13.5.7 A second drug-related offence will result in a second Governing Body Hearing where a more severe sanction which may include suspension or expulsion request will be considered.

#### **14. HOSTEL ACCOMMODATION, RCL, REPRESENTATION AND PREFECTS**

14.1 The hostel operates under the management and rules of the school. A separate Code of Conduct has been developed in accordance with the set expectations of the hostel. However, both the school's Code of Conduct and the Hostel's Code of Conduct apply to any learner who lives in the hostel.

14.2 The Prefects operate under the management and rules of the school. A separate Code of Conduct has been developed in accordance with the set expectations of the Prefect Body. However, both the school's Code of Conduct and the Prefect's Code of Conduct apply to any learner who is a Prefect.

14.3 The RCL operates under the management and rules of the school. A separate Code of Conduct has been developed in accordance with the set expectations of the RCL Body. However, both the school's Code of Conduct and the RCL's Code of Conduct apply to any learner who is an RCL member (RCL Class Rep or RCL Executive Member).

14.4 Representation in extra-curricular activities operates under the management and rules of the school. A separate Code of Conduct/contract may be developed in accordance with a set of expectations of the extra-curricular

activity. However, both the school's Code of Conduct and the particular extra-curricular activity's Code of Conduct/Contract apply to any learner involved in that particular extra-curricular activity.

## 15. INITIATES

Initiates are permitted to carry their caps/ hats in their right blazer pocket to signify them as recent initiates. Any and all initiation practices must comply with the Hudson Park High School code of conduct. Any confirmed infringements will result in the implementation of disciplinary measures as prescribed in this code.

## 16. EXEMPTION FROM PROVISIONS OF THE CODE OF CONDUCT

- 16.1 Learners may submit a written application to the Governing Body for total or partial exemption from one or more of the items contained in the Code of Conduct based on cultural, religious or medical grounds.
- 16.2 Such application must include full reasons as well as confirmative evidence. Therefore, the onus of proof still lies with the learner to substantiate the application for exemption.
- 16.3 Applications for exemption will be considered at the start of the school year, unless the applicant has transferred to the school during the current school year or can prove that the matter is urgent or necessitated by a change in circumstances.
- 16.4 In considering an application for exemption, the Governing Body shall be entitled to obtain any information that it deems necessary for a fair adjudication of the application.
- 16.5 The Governing Body shall consider the application for exemption with the necessary earnestness and responsibility, and within the framework of the Constitution and court judgements, and will inform the learner of its decision in writing.

## 17. CCTV

The school has an updated CCTV camera system. Refer to the CCTV policy.

## PART 2

### 1. MERIT FOR RECOGNISING GOOD BEHAVIOUR AND CONDUCT

A merit and demerit system is in place to encourage good behaviour and discourage inappropriate behaviour. Merits should be awarded to learners who go beyond the expectations of a good Hudsonian and distinguish themselves in the following areas:

POSITIVE REINFORCEMENTS (Learner Behaviour)	MERITS	AUTHORITY
Over the course of a week: <ul style="list-style-type: none"> <li>• Marked improvement in behaviour</li> <li>• Consistently helpful, positive behaviour and caring attitude</li> </ul>	5	Educator (weekly)
Helpfulness and assistance (showing a true Hudson spirit, altruistic and selfless) of at least 30 minutes – outside of class/after school	5	Educator
Performance acknowledgement (increase of 10% or more in a subject – <b>(end of term)</b> )	10	Subject teacher
Performance excellence: achieving a position in the top 10 of the Grade in the term <b>(end of term)</b>	20	Phase Head
100% School Attendance for the term <b>(end of term)</b>	20	Grade Head
100% attendance at extra mural practices/meetings etc <b>(end of term)</b>	20	Sports coaches / Educators
100% attendance at all fixtures/performance/visits etc <b>(end of term)</b>	20	Sports coaches / Educators
Completed Supporters Club Card <b>(per card submitted)</b>	10	Educator in charge
Voluntary Service to school : Prefect and Educator supervised community service <b>per hour</b> (Friday afternoons 14:30 – 16:30)	10	Educator in charge

No **END OF TERM CLEARANCE**, learners must either go to Detention or accrue merits to balance out their demerits



DISCIPLINARY INTERVENTION	MERITS	AUTHORITY
Compulsory Detention, issued by the Grade Head for demerits in excess of 20.	20	Educator in charge

Merit awards (certificates) will be awarded to the learners at lines (or Grade assembly) based on total merits subtract by demerits (e.g. Merits 135 Demerits 25 = total Merits 110 Red merit award is earned.)

Red merit award - 100      Silver merit award - 200      Gold merit award – 300

### PART 3

#### 1. DISCIPLINARY CODE AND PROCEDURES FOR LEARNERS

Discipline WILL BE exerted in all cases where behaviour is inappropriate and always with POSITIVE PURPOSE.

#### 2. INTRODUCTION

- 2.1 This code serves as a guide to the learner as well as to those in authority in the school, or who may be called upon to participate in disciplinary actions against a learner in the school.
- 2.2 It provides guidelines in terms of the relevant legislation on what may be deemed to be misconduct.
- 2.3 It spells out how Hudson Park High School will deal with any violations of any provisions prescribed in the school's Code of Conduct and the sanctions which may be imposed.
- 2.4 Our Educators have the full authority and responsibility to correct any form of unacceptable behaviour from our learners.
- 2.5 Appropriate disciplinary action will be taken as required, bearing in mind that it must be
  - Expeditious
  - Fair
  - Corrective
  - Consistent
  - Educative

#### 3. DISCIPLINARY OFFENCES

In order to enforce this disciplinary procedure, misconduct is divided into 3 categories:

- LEVEL 1 – Minor Transgressions
- LEVEL 2 – Serious Misconduct
- LEVEL 3 – Very Serious Misconduct

#### 4. DISCIPLINARY INTERVENTIONS

The disciplinary procedure involves various forms of informal and formal sanctions. Disciplinary measures that may be undertaken are outlined in the table below. These may include one or more of these sanctions. The following list of interventions and corrective measures used by the school is aimed at correcting behaviour before suspension and expulsion.

**THE FOLLOWING DISCIPLINARY INTERVENTIONS ONLY SERVE AS A GUIDE WHEN CONSIDERING AN APPROPRIATE SANCTION IN RESPECT OF CERTAIN SPECIFIED CONDUCT AND IS NOT EXHAUSTIVE OR DEFINITIVE.**

The severity of the action taken by the school will depend on the circumstances, the seriousness of the offence and any relevant mitigating or aggravating factors

DISCIPLINARY INTERVENTION	AUTHORITY
Verbal warning/ reprimand	Educator/Prefect
Academic support cards	Grade Head

Demerits	Educator/Prefect
Detention ( <b>reaches or exceeds 20 demerits</b> )	Grade Head
Prefects' detention	Prefects/Educators in charge of the Prefects
Conference with learner and phone call to parents with email documenting discussion ( <b>demerits exceeding 60 or 3 detentions</b> )	Grade Head
Conference with parents/guardians of learner and written warning ( <b>Demerits exceeding 100 or 5 detentions</b> )	(IDH) Educator/Grade Head/Disciplinary Officer
Final written warning ( <b>demerits exceeding 160 or 8 detentions</b> )	(IDH) Grade Head/Phase Head/Disciplinary Officer/Principal
Formal disciplinary hearing (SGB) ( <b>demerits exceeding 240 or 12 detentions</b> )	Governing Body Disciplinary Committee
WITHDRAWAL OR SUSPENSION OF PRIVILEGES (Extra mural involvement, Grade specific privileges etc)	(IDH) and (SGB) Phase Head/Disciplinary Officer/Principal
Community service	(SGB) and (IDH)
SERVICE TO THE SCHOOL: Prefect and Educator supervised community service per hour (voluntary)	(IDH)
Counselling	(SGB) and (IDH)
Agreed compensation of damaged or stolen goods	(SGB) and (IDH)
Suspension from 1 or more school activities/ privileges	Phase Head/Disciplinary Officer/Principal
Internal disciplinary hearing (IDH)	Educator/Grade Head/Disciplinary Officer
Formal disciplinary hearing (SGB)	Governing Body Disciplinary Committee
Suspension	Phase Head/Disciplinary Officer/Principal
Expulsion	(SGB)

CODE	LEVEL 1 OFFENCE Minor Transgressions	DEMERIT VALUE / DISCIPLINARY INTERVENTION
1-00	Text book / Equipment at home/Continuous	4
1-01	Homework default/Continuous	4
1-02	Appearance default (incorrect hair, shoes, socks, blazer etc.)	3
1-03	Late for class 5 min/More than 5 min deemed bunking	2
1-04	Littering	5
1-05	Late for school	2

CODE	LEVEL 2 OFFENCE Serious Misconduct	DEMERIT VALUE / DISCIPLINARY INTERVENTION
2-01	Bunking class (per lesson bunked)	10
2-02	Verbal abuse	10
2-03	Petty Theft	20
2-04	Dishonesty to a staff member or with regard to a staff member	10
2-05	Damage to school property	10
2-06	Defiance (repeated non-compliance)	10
2-07	Rudeness / insubordination to staff member, prefect or RCL member	10
2-08	Smoking on school premises/Accompanying in uniform	30
2-09	Unexcused from extra-mural obligation	40
2-31	Late for detention (no more than 5 minutes)	30
2-32	H10 – Moderate Infringement – provide details	10
2-33	H15 – Serious Infringement – provide details	15
2-33	H20 – Very Serious Infringement – provide details	20

TRANSGRESSIONS THAT MAY LEAD TO SUSPENSION AND/OR EXPULSION INCLUDE BUT ARE NOT LIMITED TO:

LEVEL 3 OFFENCE Extremely serious misconduct	DISCIPLINARY INTERVENTION
Conduct that poses a threat to others' safety and infringes upon others' rights	<ul style="list-style-type: none"> <li>• Demerits</li> <li>• Suspension of privileges</li> <li>• Removal from positions of leadership and responsibility (eg: Prefects, RCL, Team Captains)</li> <li>• Community Service</li> <li>• Counselling</li> <li>• Suspension</li> <li>• Expulsion</li> </ul>
Possessing, threatening with or using dangerous weapons	
The possession, use (testing positive), trading or any visible sign of narcotic or unauthorized drugs, alcohol and intoxicating substances of any nature	
Fighting, assault or abuse	
Indecent behaviour or swearing	
Refrain from any sexual or improper physical contact between learners on school grounds, or in any other place where they could be identified as learners of the school	
Adopting or assuming a false identity	
Harmful graffiti, hate speech, sexism or racism	
Theft or the possession of stolen goods, including the theft or possession of test or examination papers before such test or examination has been conducted	
Unlawful conduct towards and/or vandalising, destroying or damaging school property	
Disrespectfulness, offensive behaviour and verbal abuse aimed at educators or other school staff or learners	
Repeated violations of school rules or this Code of Conduct	
Criminal and oppressive behaviour, such as rape and gender-based harassment	
Victimisation, bullying and intimidation of other learners	
The transgression of examination rules	
Intentionally and knowingly providing false information, or forging documents, in order to obtain an unfair advantage	
Distribution of inappropriate material or pornography	
Abuse of an educator's property	
Bunking school, leaving the school grounds, hostel or excursion without permission	
Non-attendance for detention	
Degrading the school image	
Vandalism	

### 5. SPECIAL CATEGORY MISDEMEANOURS

A school involved in the education and development of young people has a particular nature and operates under a unique set of circumstances. This engenders expectations of a special trust relationship and developmental responsibility, and, as a consequence, actions that in other environments may not in themselves constitute misconduct, will in a school fall into the category of serious misdemeanours.

In recognition of this, the following categories of special misdemeanours are regarded by the school in the same light as extremely serious infringement / misconduct.

Any learner found guilty thereof will be subject to disciplinary action by the school, up to and including recommendation for expulsion and/or reporting to other authorities, including the police, without the expectation of, or subject to, previous warnings, whether formal or informal:

- 5.1 Theft of any items belonging to learners, boarders, staff members, the hostels, the school, visitors, guests or any other person involved in any way with the school regardless of the value of the item(s) stolen.
- 5.2 Any act which may endanger the safety of the employer, other learners, learners, guests, any other person or any part of the property or the contents thereof.
- 5.3 Any act or words directed at management, learners, boarders, guests or learners which, in the opinion of the Principal or the Governing Body, are insulting, derogatory or demeaning.
- 5.4 Assisting, aiding or abetting any learner, boarder or learner to break the law, or school rules or regulations.
- 5.5 Repeated violations of school rules or this Code of Conduct.
- 5.6 Use or possession of, dealing in, making available to anyone, handling or in any way procuring or being involved in the circulation or provision of any banned substance (including, but not limited to, drugs, alcohol or tobacco products or pornography.)
- 5.7 Any criminal action by a learner, whether at school or not, will be regarded as a breach of this Code of Conduct, and the school will be entitled to take action against, and impose sanctions on, a learner found guilty of any criminal act.

## **6. DISCIPLINARY PROCEDURE**

### **6.1 LEVEL 1-2 OFFENCES (MINOR - MODERATE TRANSGRESSIONS)**

In the case of a minor/moderate transgression for which no previous disciplinary measure is valid, any employee of the school or a learner of the school who is in a supervisory position may summarily issue a verbal rebuke or take other action appropriate to the level of the misdemeanour and the standing in the school of the person wishing to take action.

### **6.2 LEVEL 3 OFFENCE (SERIOUS MISCONDUCT)**

It will be the norm for any serious misconduct to be the subject of a disciplinary hearing of some sort, though this is not a prescription. It is, however, a requirement of this Code that the learner be clearly informed of any allegations against them, and afforded sufficient opportunity to respond. This response does not have to be in/during a formal disciplinary hearing. If the case is clearly formulated, supported by fact and is not contradicted by a response from the learner, or not responded to at all by the learner, the Headmaster/Deputy Headmaster may take a decision on relevant action without going through a formal hearing. If an Internal Disciplinary Hearing (IDH) is required, then the following procedure is to be followed:

### **6.3 INTERNAL DISCIPLINARY HEARING**

- 6.3.1 The IDH hears and adjudicates on charges of all serious misconduct (except those referable to the School Governing Body (SGB) Disciplinary Committee), and imposes appropriate sanctions. The IDH can refer a case to the SGB Disciplinary Committee.
- 6.3.2 It is accepted that procedures may be less formal at the lower end of the internal structures and more formal at the top end, according to the degree of gravity of the misconduct, where they may then need to be aligned as closely as possible with those of a SGB Hearing.
- 6.3.3 IDH to be conducted by the IDH Committee which shall comprise of:
  - 6.3.3.1 SMT members
  - 6.3.3.2 Head of Discipline
  - 6.3.3.3 Appropriate Educator
  - 6.3.3.4 Grade Head
  - 6.3.3.5 RCL Head/Deputy Head
- 6.3.4 The School must inform the learner as well as the parent of the learner, in writing and within a reasonable time (3-5 working days) after the alleged misconduct took place, that there will be an IDH into the alleged misconduct.
- 6.3.5 It is not necessary for parents to be present at an IDH but the right to representation for more serious cases may require the presence of the parents.
- 6.3.6 The charge must be clear and understandable.
- 6.3.7 The accused learner must be afforded the right of audience.

#### 6.4 LEVEL 3 OFFENCES (VERY SERIOUS MISCONDUCT)

Level 3 offences shall be referred to the School Governing Body (SGB) Disciplinary Committee, who will be entitled to impose the appropriate sanctions.

In addition to the listed sanctions, the following could be added:

In the case of violation of the Code of Conduct for learners by members of the RCL or other school leaders;

In conjunction with or as alternative to the above sanctions, suspension from duties for a period of up to six weeks, or dismissal and permanent removal from the RCL or other leadership position in the school.

### 7. PROCEDURE IN THE CASE OF PROCEEDING TO A SGB DISCIPLINARY HEARING

#### 7.1 PRELIMINARY INVESTIGATION

- a) If a learner is accused of serious misconduct, the Principal may appoint a person as an Investigator. This person will be the Phase Head of each particular Grade.
- b) The parents and or guardians of the learner / learners involved must be contacted by the Phase Head, within 3-5 working days, and informed of the incident and that an investigation will be conducted.
- c) The Investigator must collect evidence to enable the Principal to determine whether there are grounds for a disciplinary hearing.
- d) The Investigator must submit a written report to the Principal.
- e) The Principal must decide whether the transgression warrants a disciplinary hearing.

#### 7.2 DISCIPLINARY HEARING IN A CASE OF SERIOUS MISCONDUCT

- a) Where the school decides to proceed with a hearing, the school will inform the learner as well as the parents of the learner, in writing and within a reasonable time after the alleged misconduct took place, that there will be a disciplinary hearing into the alleged misconduct. The notice must provide at least five school days' notice of the disciplinary hearing.
- b) The following will be included in/be part of the Notice to learner and parent of the disciplinary hearing:
  - The date, time and venue of the disciplinary hearing.
  - Sufficient particulars of the date, time, place and the nature of the transgression which the learner is alleged to have committed to enable the learner to identify the incident and to respond thereto at the disciplinary hearing.
  - Advice to the learner of their right to:
    - I. Be accompanied and represented at the hearing, by their parents, or by a representative chosen by the parents.
    - II. Request access to documents or information produced in evidence.
    - III. Ask questions, cross-examine, lead evidence, call witnesses and produce documentary evidence to clarify issues pertaining to the allegation.
    - IV. Be informed, where applicable, of the precautionary suspension and the nature of academic support to be provided by the school before the disciplinary hearing and during the period of suspension.
    - V. Be informed that the disciplinary enquiry will take on a formal format.

#### 7.3 COMPOSITION OF THE DISCIPLINARY COMMITTEE

- a) The Governing Body must appoint a Disciplinary Committee to conduct the hearing.
- b) The Disciplinary Committee must comprise at least five persons, at least three of whom must be Governing Body members. The majority must be Governing Body members.
- c) One member of the Disciplinary Committee must be an RCL Learner Governor.
- d) It is advisable to appoint a secretary (who does not participate in the proceedings) to take minutes.
- e) The Chairperson must be a parent member of the Governing Body.

- f) For the purposes of ensuring a fair hearing and that due process takes place:
- No person who has anything to do with the investigation of the charge of misconduct, including the Principal, may serve on the Disciplinary Committee or be present at the meeting of the school Governing Body when the report or recommendations of the Disciplinary Committee are discussed and a decision is taken on punishment.
  - No person who is a relative of the accused learner or has a personal interest in the hearing may serve on the Disciplinary Committee or be present when the school Governing Body discusses the report of the Disciplinary Committee.

#### 7.4 THE COURSE AND CONDUCT OF THE ENQUIRY

7.4.1 The Disciplinary Committee must be impartial, fair and act without favour or prejudice.

7.4.2 The accused learner should be present, but if the learner or their parents fail to attend the disciplinary hearing without just cause, and after due notice contemplated above, and after such hearing has been convened for the second time, the hearing may be conducted in their absence.

7.4.3 At the disciplinary hearing the learner has the right to be present, to be represented, to give evidence and

- a) To be heard;
- b) To call witnesses;
- c) To put questions to any person called as a witness in support of a charge; and
- d) To inspect documents submitted in evidence.

7.4.4 The Chairperson must, upon the commencement of the disciplinary hearing, explain the reasons for the disciplinary hearing.

- a) Welcome everybody to the meeting
- b) Introduce members of the committee and state their positions
- c) Explain the reasons for the meeting
- d) Ask the Investigating Officer to read the charge
- e) Ask the learner to react to the charge (plead)

7.4.5 IF THE LEARNER PLEADS GUILTY:

- a) The Chairperson must ensure that the learner knows and understands what the learner is pleading guilty to.
- b) No evidence is heard, but the Chairperson must ask the learner, the learner's representative or the parents of the learner whether anybody wishes to make representations before a suitable sanction is imposed.
- c) The Chairperson canvasses the learner's opinion regarding extenuating circumstances and an appropriate disciplinary measure.
- d) The Chairperson then canvasses the Investigating Officer's opinion on aggravating circumstances.
- e) The Chairperson asks the Investigating Officer, learner, the learner's representative and parents/guardian of the learner and any other parties, except the members of the Disciplinary Committee, to leave the room while the committee deliberates on a suitable sanction.
- f) The members of the Disciplinary Committee study the learner's record of conduct and consider the learner's inputs, where after an appropriate sanction is decided upon.
- g) The Chairperson recalls the Investigating Officer, learner, representative or parents/guardians of the learner and informs them of the outcome of deliberations concerning the sanction.

IF THE LEARNER PLEADS NOT GUILTY:

- a) The Chairperson must request the Investigation Officer to make the case and read the investigation report and evidence adduced in support of the charge, including the calling of and questioning of witnesses.
- b) The learner is given the opportunity to state their case.
- c) The Chairperson calls witnesses to support the school's case.
- d) The learner, the representative or parents of the learner are given the opportunity to put questions to the leader of evidence and to question any witness with the purpose of refuting evidence.
- e) The learner is given the opportunity to call their own witnesses and to question them.

NB: The Chairperson may question both or either the school's and the learner's witnesses and afford committee members an opportunity to ask questions of clarity, where applicable.

- f) After all the evidence has been heard, the committee gives the learner or learner's representative the opportunity to summarize their case and to give their opinion regarding the finding the Chairperson should arrive at, considering all the evidence.
- g) The Chairperson asks the Investigating Officer, learner, the learner's representative and parents of the learner and any other parties, except the members of the Disciplinary Committee, to leave the room while the committee reviews evidence and decides on the verdict.
- h) The Chairperson then summarises the evidence.
- i) The Committee evaluates all the evidence and comes to a conclusion as to the learner's guilt, based on the balance of probabilities.
- j) The Chairperson will then recall the Investigating Officer, learner, representative and parents of the learner and inform them of the Disciplinary Committee's decision.
- k) If the disciplinary committee finds the learner guilty, the Chairperson must ask the learner, or the learner's representative or parents, if they wish to make representation in mitigation before a decision is made on the appropriate sanction.
- l) The Chairperson must then ask the Investigating Officer if the Officer wishes to make representations in aggravation before a decision is made on the appropriate sanction.
- m) The Chairperson will then again ask the Investigating Officer, learner, representative or parents of the learner and any other parties, except the members of the Disciplinary Committee, to leave the room while the committee deliberates on a suitable sanction.
- n) The Chairperson then summarizes the representations and the record of conduct of the learner.
- o) The Committee must then decide on an appropriate sanction taking all the evidence and representations into account.
- p) The Chairperson recalls the Investigating Officer, learner, representative or parents of the learner.

## 7.5 MAKING KNOWN THE DECISION

- 7.5.1 The Chairperson makes the sentence known and gives reasons for the decision and informs the learner, representative or parents of the learner's right to appeal the sanctions to the Headmaster.
- 7.5.2 The decision and sentence (if relevant) are recorded on the appropriate form, which the learner signs as acknowledgement of receipt.
- 7.5.3 Should the learner refuse to sign, any witness present may sign as proof that the learner has heard the disciplinary measure.
- 7.5.4 The learner and their parents must be informed, in writing, of the decision of the Governing Body on whether or not the learner is guilty of serious misconduct, and the sanction imposed and their right to appeal the sanction/s to the Headmaster.
- 7.5.5 A written appeal must be given to the Headmaster within 3 days of receiving the sanction letter. The appeal must be in the form of a written letter addressed to the Headmaster. Once an appeal has been made, no sanctions will be imposed until the decision of the Headmaster has been made.

## 7.6 RECORD KEEPING

- 7.6.1 Head of Learner Management is responsible for ensuring Sanctions are fulfilled.
- 7.6.2 The School is required to keep a written record of all disciplinary inquiries.
- 7.6.3 Copies of such records are kept on the learner's personal file, and copies may also be kept in the school's general files.
- 7.6.4 Any such records must be made available to the learner or their authorized representative on written request.

## 7.7 SUSPENSION

### 7.7.1 PREVENTATIVE SUSPENSION

- a) A learner may be suspended temporarily pending the conclusion of a disciplinary enquiry into a very serious transgression (level 3 offence). The purpose of suspension is exclusively to protect the school against any further damage that may be caused by the continued presence of such a learner in the school.
- b) When suspension is considered, the school must give written notification to the learner and their parents as to the reasons for the contemplated action. This must occur within 5 school days.
- c) A disciplinary hearing must take place as soon as reasonably possible after suspension.

### 7.7.2 SUSPENSION AS A CORRECTIONAL MEASURE

- a) Where the Governing Body imposes a sanction of summary suspension as a correctional measure, it must, within 5 days, in writing inform the learner and their parents of the period of the suspension, which period must not exceed 5 school days.
- b) In the case of a learner staying at hostel, the suspended learner must vacate the hostel premises during the period of suspension.
- c) The disciplinary committee must advise the Circuit Manager and District Manager of the suspension in writing.

## 7.8 RECOMMENDATION OF EXPULSION BY GOVERNING BODY

7.8.1 Where the Governing Body suspends a learner with a view to expulsion by the Head of Department, it must in writing inform the learner and their parents;

- a) Of the suspension from attending school
- b) Of the reason for the suspension and that the matter has been referred to the Head of Department with a recommendation that the learner be expelled.
- c) That the suspension takes immediate effect and will last until the Head of Department has decided whether or not to expel the learner.
- d) That they have the right to make written representations/appeal to the Head of Department concerning the findings of the Disciplinary Committee.

7.8.2 Where a governing body recommends expulsion to the Head of Department, the Governing Body must direct the Principal to submit to the Head of Department, within three school days:

- a) Full particulars of the learner.
- b) The minutes of the disciplinary proceedings
- c) The learner's past disciplinary record
- d) A copy of the school rules and disciplinary code
- e) Copy of letter that complies with provisions made in paragraph 6.7.1
- f) Reasons why expulsion is the appropriate punishment in the circumstances.

7.8.3 Pending a decision by the Head of Department the Governing Body may suspend or extend the suspension of a learner for a period not longer than 14 days.

7.8.4 The Head of Department must consider the recommendation by the Governing Body and must decide whether or not to expel a learner within 14 days of receiving such recommendation.

7.8.5 If the Head of Department decides not to expel the learner, the Head of Department may, after consultation with the Governing Body, impose a suitable sanction on the learner, which must be implemented by the Governing Body.

7.8.6 If the Head of Department decides not to impose a sanction on the learner, the Head of Department must refer the matter back to the Governing Body, for an alternative sanction in terms of the school's Code of Conduct.

7.8.7 The Governing Body and the parents of the learner must be notified immediately, in writing, of the decision of the Head of Department.

7.8.8 If the Head of Department expels a learner, the notice contemplated in paragraph 6.8.7 must include a reference to the right of appeal to the MEC.



## **7.9 APPEAL**

- 7.9.1 A learner who has been expelled from a school, or the parents of such learner, may appeal against the decision of the Head of Department to the MEC within 14 days of receiving the notice of expulsion.
- 7.9.2 A copy of the notice of appeal must also be served on the office of the Head of Department and the Chairperson of the Governing Body.
- 7.9.3 If an appeal by a learner who has been expelled from a school is upheld by the MEC, the MEC must ensure that a suitable sanction is imposed on the learner within 14 days of the date on which the appeal was upheld.
- 7.9.4 For the purposes of the imposition of a suitable sanction contemplated in paragraph 6.8.2, the provisions of paragraph 6.8.4 and 6.8.5 apply, with the changes required by the context.

## **8. ACCESS TO EDUCATION**

- 8.1 If a learner who is subject to compulsory school attendance in terms of the Act is expelled from a school, the Head of Department must make an alternative arrangement for their placement at another school.
- 8.2 If a learner who is not subject to compulsory attendance is expelled from a school, the parents of the learner may make alternative arrangements for their placement at another school and may request the assistance of the District Director.
- 8.3 If a learner has appealed in the manner contemplated in paragraph 6.8.1 such learner must, pending the outcome of the appeal, be given access to education in the manner determined by the Head of Department after consultation with the Principal.
- 8.4 In determining an alternative arrangement for placement contemplated in paragraph 7.1, or the manner of access to education contemplated in paragraph 7.3, the Head of Department
- a) Must take reasonable measures to protect the RIGHTS OF OTHER LEARNERS AT THE SCHOOL
  - b) May consider an alternative method of providing education to the learner contemplated in paragraphs 7.1 and 7.3 which may include:
    - Ensuring that the learner is admitted to another school within the province.
    - Requiring the learner to attend counselling at district level with Specialised Learner and Educator Support or School Psychological Support or School Social Work Support.
    - Requesting regular progress reports in respect of the counselling from the relevant support component.
- 8.5 Any learner who is expelled from a school, during the last term of that year, must be afforded the opportunity to write the final examinations of the year in which they were expelled, provided that such learner may be requested by the principal of the school to write the examination in a venue separate from the learners of the school which they attended at the time of their expulsion.

## **9. AMENDMENTS TO THIS CODE**

This code may be amended by the SGB without consultation with the affected learners, provided that the amended procedure is not in conflict with the provisions of the Labour Relations Act, and that one week's notice is given of the changes. The changes shall not be applied retrospectively.

### **REFERENCES:**

South African Schools Act  
Understanding School Governance, Manual 6, KZN Department of Education  
FEDSAS  
Western Cape Department of Education  
GBF  
Rape Wise, A Legal Perspective for Public and Independent Schools

<b>NAME</b>	<b>ROLE</b>	<b>SIGNATURE</b>
Mr P White	Chairperson	
Ms M Horsley	Deputy Chairperson	
Ms C Sirgel	Secretary	
Mr D Vorster	Principal	
J Batting		
C Branford		
L Durell		
A Saxton		
J Smit		
S Smith		
B Tokota		
T van der Merwe		
D van Heerden		
L Weyer		
M Mpanza	RCL Chairperson	
R Steenkamp	RCL Vice Chairperson	
B Perrins	RCL Secretary	