

	<b>PAROW INCLUSIVE SCHOOL</b>	
	<b>POLICY:</b>	<b>CODE OF CONDUCT</b>
	<b>DATE UPDATED:</b>	<b>FEB 2026</b>

## 1. DEFINITIONS

<b>Code</b>	<i>A set of rules</i>
<b>Conduct</b>	<i>The way one behaves or treats others</i>
<b>Code of Conduct</b>	<i>The code of conduct for learners as stipulated in S8 of the South African Schools' Act ("SASA") 84 of 1996, as amended</i>
<b>Corporal Punishment</b>	<i>Any deliberate act against a child that inflicts pain or physical discomfort, however light, to punish or contain the child, which includes, but is not limited to hitting, smacking, slapping, pinching or scratching with the hand or any object; kicking, shaking, throwing, throwing objects at, burning, scalding, biting, pulling hair, boxing ears, pulling or pushing children ; forcing children to stay in uncomfortable positions, forced ingestion, washing children's mouths out with soap , denying meals, heat and shelter, force a child to do exercises which are not in accordance with the curriculum applicable to the learner or denying or restricting a child's use of the toilet; and any acts which seek to belittle, humiliate, threaten, induce fear or ridicule the dignity and person of a learner.</i>
<b>Criminal Procedure Act</b>	<i>The Criminal Procedure Act, 1997 (Act 5 of 1977)</i>
<b>Dangerous Object</b>	<i>Any explosive material or device; any firearm or gas weapon; any article, object or instrument that may be employed to cause bodily harm to a person or damage to property, or to render a person temporarily paralysed or unconscious; or any object that the Minister may, by notice in the Gazette, declare to be a dangerous.</i>
<b>Drug</b>	<i>Any intoxicating or stupefying substance that has a psychological or physiological effect; any substance that has such an effect and that is possessed contrary to the code of conduct of a school or contrary to the laws of the Republic; any substance, the possession or use of which, or the dealing in which, is prohibited without a medical prescription or legal authorisation; or a prohibited performance-enhancing substance, dependence-producing substance, dangerous dependence-producing substance, undesirable dependence-producing substance, unlawful substance, prohibited substance, illicit substance, illicit drug, or schedule substance, contemplated in any South African legislation that deals with the control of medicines and related substances, with drug trafficking, substance abuse in general, and with substance abuse in sport and in any programmes or policies aimed at curtailing social and sport-related substance abuse, and in any international instruments that deal with such matters and to which South Africa subscribes or is a part.</i>



<b>Educator</b>	<i>A person appointed as defined in Proclamation 138 of 1994 (xiii) Educators' Employment Act of 1994</i>
<b>Head of Department (HoD)</b>	<i>The Head of the Provincial Department of Education</i>
<b>Learner</b>	<i>Any person receiving or who is obliged to receive education as defined in SASA</i>
<b>Liquor</b>	<i>Liquor as defined in section 1 of the Liquor Act, 2003 (Act No. 59 of 2003)</i>
<b>Member of the Executive Council (MEC)</b>	<i>The Member of the Executive Council of a province who is responsible for education in that province.</i>
<b>Parent</b>	<i>The biological or adoptive parent or legal guardian of a learner; the person legally entitled to custody of a learner.</i>
<b>SCHOOL GOVERNING BODY</b>	<i>School Governing Body</i>
<b>Special Education Needs</b>	<i>Education designed to facilitate the learning of individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical ethos in order to participate and meet learning objectives in an educational programme.</i>

## **2. POINTS OF DEPARTURE**

The *Code of Conduct* embraces the following:

- The tenets of the Bill of Rights in Chapter 2 of the Constitution
- The philosophy and principles of the Preamble to the South African Schools' Act no. 84 of 1996
- The requirement of section 8 (1) of SASA that a code of conduct is adopted after consultation with learners, parents and Educators.
- Section 8(4) that, "Nothing contained in this Act exempts a learner from the obligation to comply with the *Code of Conduct* of the school attended by such learner," except where an exemption is granted as provided for in this Code of Conduct.
- The views and the collective will of the parents, Educators and learners on how the learners should conduct themselves.

## **3. PREAMBLE**

- The Principal, Educators and SCHOOL GOVERNING BODY of Parow Inclusive School have always had the interests of all our learners at heart. We strive to educate learners in a positive, constructive manner based on moral and just values:
  - to combat racism, sexism and all other forms of unfair discrimination,
  - to contribute to the eradication of poverty and the economic well-being of our society,
  - to protect and advance the diverse cultures and languages represented at the school,
  - to uphold the rights of all learners, parents and Educators and to promote their acceptance of responsibility for the organisation, governance and funding of the school in partnership with the state.
- It is therefore necessary to set uniform norms and standards for the education and discipline of learners at the school.
- This policy is directed at the advancement and protection of the fundamental rights of every person guaranteed in the Bill of Rights in the Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996)



- Reference is made in this Code of Conduct to the fact that, while the State has the obligation to make education available and accessible, this must be complemented by the commitment and acceptance of responsibility by the other partners in education, inter alia, learners, educators and parents.
- This Preamble directs the Code of Conduct towards a culture of reconciliation, teaching, learning and mutual respect and the establishment of a culture of tolerance and peace in all schools.
- Discipline must be maintained in the school and the classroom to ensure that the education of learners proceeds without disruptive behaviour and offences. Its goal is to teach and lead learners to self-discipline.
- The disciplinary process must be expeditious, fair, just, corrective, consistent and educative. Where possible, the parent should be informed and involved in the correction of the learner's behaviour. Learners should be protected from abuse by adults or other learners.
- Every educator is responsible for discipline at all times at the school and at school-related activities. Educators have full authority and responsibility to correct the behaviour of learners whenever such correction is necessary at the school. Serious misconduct must be referred to the principal of the school. However, a mechanism must be created at schools to manage disciplinary problems to reduce the load on the principal.
- In case of minor offences, corrective measures may be applied. These measures could include one or more of the following:
  - (a) verbal warning or written reprimand by an educator or a principal;
  - (b) supervised schoolwork that will contribute to the learner's progress at school, the improvement of the school environment, provided that the parents are timeously informed and the security of the child is assured;
  - (c) performing tasks that would assist the offended person;
  - (d) agreed affordable compensation;
  - (e) replacement of damaged property; and
  - (f) suspension from some school activities, e.g., sport, cultural activities
- Suspension should only be considered after every effort has been made to correct the behaviour of the learner.
- All decisions leading to suspension or expulsion must take cognizance of applicable laws, e.g., a learner whose parent is unable to pay the school fees determined by the governing body may not be suspended from classes or expelled from the school.
- Any corrective measures or disciplinary action must be commensurate with the offence/infraction. Corrective measures may become more severe with subsequent repeated infractions. Suspension or expulsion may follow. Learners should not think that they cannot be suspended or expelled simply because it is their first offence or infraction of a rule or policy, but such decision should be taken by the right authority.
- If a learner misbehaves, especially when the learner is normally very well-behaved, school staff should consider whether the misbehaviour may be linked to the child suffering, ore being likely to suffer, significant harm. In this case, the school staff should consider referring the learner to the education district office.
- If the behaviour of a learner is criminal or criminal in nature or poses a serious threat to a member of the staff or public, the parent(s) listed on the admission register of the school and the local South African Police Services should always be informed.
- In cases where a learner cannot adjust to the school and where his/her behaviour is objectionable in that it violates the rights of others, he/she will be referred to the principal. Through consultation with his/her educators, and the site of learning-based team in consultation with the parents or guardians, ever effort should be made to assist him/her to adjust. This will include referral to the education support services for treatment. If all these efforts fail, the principal will refer the matter to the governing body, which may decide in the best interest of the learner and the other learners at the school.



- Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the principal are lawful.
- The school will act against any bad behaviour of the learner when the child is:
  - (a) Taking part in any school-organised or school-related activity or
  - (b) Travelling to or from school or
  - (c) Wearing school uniform or
  - (d) In some other way identifiable as a learner at the school or, misbehaviour at any time, whether or not the conditions (a) to (d) apply, that:
    - (e) Could have repercussions for the orderly running of the school or
    - (f) Poses a threat to another learner, staff member or a member of the public or
    - (g) Could adversely affect the reputation of the school.
- Punishment is a corrective measure or a penalty inflicted on an offender who must suffer the consequences of misconduct in order to maintain the orderly society of the school.
- Corporal punishment has been abolished and is prohibited.
- Educators as disciplinarians must resolve disciplinary problems which are not serious enough to be referred to the governing body.

#### 4. OBJECTIVES OF THE CODE OF CONDUCT

- 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.
- To give a clear, defined explanation of the behaviour and actions expected of learners so that they can adapt their behaviour accordingly.
- 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 from them.
- To serve as a gauge for fair and reasonable actions.
- To guide the daily functioning of the school and allow activities to happen in an orderly manner.
- To realise a safe environment for learners and Educators.
- To support the objectives, as formulated in the school's mission statement.
- This Code of Conduct, in its application, takes into account the diverse cultural beliefs, religious observances and medical circumstances of the learners at the school.

Either consciously or unconsciously, people choose their attitudes and responses to situations, stimuli, or impulses. Teaching young people about choice-response thinking – that they need not be victims – may be one of the most valuable thinking patterns we can give them. Choice, control and responsibility are so woven together that each significantly affects the others.

Reflection is a powerful teaching and learning strategy. It is also the most effective approach for bringing about change, because reflection leads to self-evaluation, which is both non-coercive and empowering.

Ownership is a critical component for self-evaluation and change. Code of conduct systems that impose punishment has little effect on fostering desired long-term changes, because it deprives young people of taking responsibility for their own actions. Discipline must focus on promoting **responsibility** rather than on obedience, which too often results in resistance, resentment, and even rebellion. Obedience does not create desire. However, when responsibility is promoted, obedience becomes a natural by-product.



Therefore, our school has been through a process of revising the current *Code of Conduct* to find an approach where learners acknowledge ownership of behaviour, where learners self-evaluate, and where learners develop plans of action. In the process, learners grow by becoming more self-regulated, and the locus of control is internal.

The SCHOOL GOVERNING BODY, as representatives of the Parent Community, has also made a thorough study of the '*Raise Responsibility System*' and has approved it as a system for our school.

5. **RAISE RESPONSIBILITY SYSTEM PRINCIPLES** (Dr Marvin Marshall, 2012)

- *Positivity* is a more constructive educator than negativity.
- *Choice* empowers.
- *Self-evaluation* is essential for lasting improvement.
- People choose their own *behaviour*.
- *Self-correction* is the most effective approach to change behaviour.
- *Acting responsibly* is the most satisfying of rewards.
- *Growth* is greater when authority is used without punishment.

6. **THE FOUNDATION OF THE RAISE RESPONSIBILITY SYSTEM** is the hierarchy of social development.

Classroom behaviour and motivation are both assigned to four levels/stages of the hierarchy – four levels/stages of social development in which one human and/or a society could operate:

- **D: Democracy** – Develops self-discipline and demonstrates initiative to be responsible. Takes initiative to do what is expected. (*Internal motivation*)
- **C: Cooperation** – Conformity. Complies with what is expected. Conforms to peer influence. (*External motivation*)
- **B: Bossing/Bullying** – Breaks laws and makes own standards. Obeys only when enforcer shows more authority.
- **A: Anarchy** – Absence of order. Aimless. Chaotic.

7. **IMPORTANT POINTS FOR LEARNERS TO UNDERSTAND**

- **Levels A and B** – Behaviour is always unacceptable. The use of authority by a educator is required at both of these levels.
- **Level C** – Acceptable, but the motivation is external to gain approval or avoid punishment.
- **Levels C and D** – Differ in motivation, not necessarily in their behaviour.
- **Level D** is the goal, where the motivation is internal taking the initiative to do the right, appropriate, or responsible thing.

8. **ADVANTAGES TO TEACHING THE HIERARCHY** (Dr Marvin Marshall, 2012)

- Serves as a *means of communication*.
- *Encourages* learners themselves to maintain an environment conducive to learning.
- Raises awareness for *responsible citizenship*.
- Calls attention to the fact that people are *constantly making choices*.
- *Empowers* young people.
- *Encourages* learners to achieve at the highest level.
- Encourages *mature decision-making*.
- *Distinguishes* between inappropriate behaviour and the person who acts inappropriately.
- *Focuses on labelling behaviour, not people*.

Learners learn that their behaviour plays a role in determining how they want their Educators to relate to them. Neither A (anarchy), nor B (bossing/bullying), are appropriate or acceptable behavioural classroom levels. Behaviour at either of these levels encourages a controlling reaction from the educator. Restraint is the act of controlling the actions of



learners when such actions may inflict harm to others or to the learner or violate the rights of other learners or educators. Educators may use reasonable measures where necessary to prevent a learner from harming him/herself or others. The essential point to convey with these two levels is, when learners operate on these levels, they are telling the educator, "Use authority on us".

The hierarchy separates the act from the actor, the deed from the doer, irresponsible behaviour from a good person. Separation is critical; otherwise, learners are defensive. The hierarchy serves to distinguish between the inappropriate behaviour and the person who acts inappropriately. We never talk about the learner's behaviour; we only talk about the level of behaviour. The hierarchy **focuses on labelling behaviour, not people**. Labelling people often has negative overtones and is not conducive to building relationships. In contrast, labelling a description is far less antagonising.

If a learner has acknowledged unacceptable behaviour and continues to disrupt learning, the third phase, *Guided Choices*, is employed. This third phase is used only with those who are constantly disruptive.

## **9. SCOPE OF A CODE OF CONDUCT**

- No learner is exempt from the duty of complying with the *Code of Conduct*, unless an exemption has been granted in accordance with Section 8(4) of SASA and this Code of Conduct.
- It is, however, important that the whole school community be aware of where and when the school's *Code of Conduct* is applicable, namely:
  - On school premises before, during and after school hours.
  - During all school activities – on or off school property.
  - Outside the school property when the learner is identifiable because of school clothes.
- Learners must understand that action may be taken against them if they contravene the Code of Conduct.
- When action is taken against learners they should be informed why their conduct is considered as misbehaviour or misconduct and they should be informed why they are to be disciplined or punished.

## **10. PRINCIPLES AND VALUES**

The following are important to us:

- Love towards our fellow human beings.
- Respect towards other people's religions and cultures.
- Recognition of the rights of other people
- Respect towards our own as well as other people's possessions.
- Honesty, sincerity, politeness, good manners
- Neatness
- Pride in our school, its culture and traditions
- Diligence, self-discipline and punctuality
- Acceptance of responsibility
- Respect towards people who are in authority.
- Participation in constructive activities



## 11. ATTITUDES

- By living according to the fore-mentioned norms and values, we display a positive attitude, which will under-score our respect for the school rules.
- We follow the work and education programme in a disciplined manner.
- We believe in co-operation and order so that all can reap the benefits of education.
- We obey all prescriptive instructions regarding examinations, tests and homework.
- We maintain a good balance between academic and co-curricular programmes. We should be proud to represent our school in any area of activity.

## 12. RIGHTS AND RESPONSIBILITIES OF LEARNERS

### **12.1 THE RIGHTS OF LEARNERS**

1. All learners at a school have a democratic right to due process.
2. All learners at a school have the democratic right to have their views heard about matters affecting them at the school.
3. No person may unfairly discriminate against a learner. All learners shall enjoy equal treatment before the law and shall receive equal protection and benefits of the law.
4. Every learner has inherent dignity and has the right to have his/her human dignity respected. Every learner has a right to privacy. However, the Principal, or an Educator, may search a learner's property on his/her reasonable suspicion following acceptable and reasonable search methods as stipulated in Section 8A of SASA and the school's Drug Policy.
5. A learner shall not be treated or punished in a cruel, inhuman manner and corporal punishment is abolished and prohibited.
6. Learners may not be locked up in solitary confinement.
7. Learners shall have, subject to the rules contained in this code, freedom of expression, which includes the right to seek, hear, read and wear. This freedom is also extended to forms of outward expression as seen in clothing selection and hairstyles. However, learners' rights to enjoy freedom of expression are not absolute. Vulgar words, insubordination and insults are not protected speech. When the expression leads to a material and substantial disruption in school operations, activities or the rights of others, this right can be limited as the disruption of the school is unacceptable.
8. Learners have the right to a clean and safe environment that is conducive to education. They also have the responsibility to keep the environment clean and safe.
9. Learners have the right to a Secure property, well-cared for school facilities, well looked after school furniture and equipment, clean toilet facilities, clean water and a green environment, absence of harassment in attending classes and writing test and examinations, as it all create an atmosphere conducive for learning and teaching, but it is also the responsibility of each learner of the school to ensure that this is in place at the school and that it is maintained and respected.
10. Everyone has a right to education and to further education, which the state must make progressively available and accessible.
  - This includes the right and responsibility of a learner to attend all classes, to learn and be taught in all approved subjects, to be informed regularly about school progress, to make use of all school facilities, and to have the potential to be fully developed and also to ensure that he/she does not deny, curtail, disturb or minimise that basic right of any other learner in the class or school or present at any activity or busy in any room or outside at the school with any school work or extramural or co-curricular activity.
  - **Learner pregnancy:** A learner who falls pregnant may not be prevented from attending school.
  - receive regular feedback reflecting academic progress.
  - make responsible use of the school facilities subject to availability and the limitations imposed thereon by school rules and general school organisation.



- receive appropriate counselling for personal and/or educational problems within the limits of the school.
- Apply for exemption, in writing, to be excused from complying with certain provisions of the Code of Conduct on account of cultural beliefs, religious observances or medical circumstances, following the process outlined in Section 15 of this policy.
- follow an agreed-upon procedure for expressing and resolving grievances which includes due process, a method of appeal, and a right to assemble peacefully on the school property at a time and place designated by the principal.
- have privacy in her personal possessions unless the Principal, or designee, has reasonable suspicion to conduct a search in accordance with Section 8A of SASA.

## 12.2 THE RESPONSIBILITIES OF LEARNERS

It is not possible to list the behaviour required of learners in *every* circumstance. However, it **is required of all learners to act, dress and behave sensibly, decently and in accordance with the codes of behaviour accepted in the community served by the school.** This is so, even if such actions or behaviour are not specifically either required or barred in terms of the other sections of this code, rules, disciplinary guidelines and demerit system and therefore include, but are not necessarily limited to learners undertaking to:

- learn and develop their full potential (academic, occupational, social, sport, spiritual, art, and cultural). They must actively participate in the learning process and decision-making and can talk about their problems to ensure improvement of not just the learning outcomes, but also the discipline and conduct of the learners.
- Attend all classes daily on time. Should a learner be absent, his/her parent or legal guardian must notify the school to explain the absence. Learners are compelled to attend school, starting from grade R on the first school day of the year in which such learner reaches the age of six years and not leaving school until the last school day of the year in which such learner reaches the age of 15 year or will complete grade nine, whichever occurs first.
- do all academic assignments and activities, including homework. Learners must commit themselves to do their schoolwork during classes, complete assigned homework and catch up on work missed because of absence. Disruption of schools is unacceptable.
- be in possession of appropriate working materials.
- be responsible for their own work.
- respect all persons and property.
- greet staff and visitors to the school courteously.
- refrain from abusive language and inflammatory actions, indiscreet sexual behaviour, teasing, intimidation, bullying in any form, emotional abuse, racist or sexist signals, comments, remarks or actions, and any form of initiation as prohibited by Section 10A of SASA.
- conduct themselves in a safe and responsible manner.
- be correctly attired or groomed in accordance with the school rules.
- seek changes in an orderly and approved manner.
- protect school property. The parent or legal guardian of anyone who intentionally misuses, damages or defaces any school property should replace it or pay for the property so damage as destruction of property is a punishable offence. As the school has been developed for the use of all the learners attending the school, it is the privilege and obligation of every learner to protect and carefully use all the facilities and equipment so that others that come after them can also enjoy the privilege.
- not litter or despoil the premises in any way.
- create mutual respect amongst themselves.
- strive towards being pro-active, independent, critical, disciplined and creative thinkers.
- observe, respect and uphold the school rules.
- display a positive attitude and enhance the reputation of the school wherever possible.



- encourage a disruption-free learning process.
- refrain from assault, the carrying of dangerous weapons, criminal or illegal activities, or the possession of any drug or liquor on school premises or during any school activity, as prohibited by Section 8A of SASA.

### **13. RIGHTS AND RESPONSIBILITIES OF EDUCATORS**

#### **13.1 THE RIGHTS OF EDUCATORS**

- Educators have the right to have their dignity, beliefs, gender (etc.) respected by learners.
- An educator shall have the same legal authority as a parent to control and discipline the learner according to the Code of Conduct during the time the learner attends the school, any classroom school function or school excursion or school related activities.
- During formal teaching, Educators have the right to:
  - a calm and orderly classroom environment
  - clean and safe facilities (including toilets and ablution facilities)
  - clear and positive communication with parents
  - mutual respect and trust by learners (free from sexual harassment, disrespect, insubordination, etc.)
  - a graffiti- and litter-free environment
  - be supported by parents and colleagues and receive support of those in authority.
  - be able to teach without interruption.
  - expect learner to be respectful and courteous.
- During co-curricular activities, Educators have the right to:
  - respect
  - the commitment of every single member of the team
  - regular and punctual attendance at all practices and matches
  - conservation and maintenance of resources and equipment
  - players who behave in a courteous and sportsmanlike manner – when winning or losing
  - expect parents to collect their child, when contacted, if the learner is misbehaving.

#### **13.2 THE RESPONSIBILITIES OF EDUCATORS**

- The responsibilities of Educators have been negotiated in national forums and a code of conduct established by the South African Council of Educators (SACE). The following have been agreed upon:

##### **An Educator**

- respects the dignity, beliefs and constitutional rights of the learners, which includes the right to privacy and confidentiality.
- acknowledges the uniqueness, individuality and specific needs of each learner, guiding and encouraging each to realise her potential.
- strives to enable learners to develop a set of values consistent with those upheld in the Bill of Rights as contained in the Constitution of South Africa
- exercises authority with compassion
- avoids any form of humiliation and refrains from any form of child abuse, physical or psychological. This explicitly includes the prohibition of corporal punishment.
- promotes gender equality and refrains from any form of sexual relationship with learners or sexual harassment (physical or otherwise) of learners.
- uses appropriate language and behaviour in his/her interaction with learners and acts in such a way as to elicit respect from the learners.
- takes reasonable steps to ensure the safety of the learner.
- does not abuse the position he/she holds for financial, political or personal gain is not negligent or indolent in the performance of his/her professional duties.



- recognises, where appropriate, learners as partners in education
- In addition, Educators must ensure that they:
  - report regularly for duty and are punctual.
  - are well prepared daily to perform their educative task both within and outside the classroom situation and are in possession of the appropriate working materials.
  - endeavour to maintain a classroom and school atmosphere which promotes good behaviour and effective learning and teaching.
  - plan a flexible work programme that will address the different needs, interests and abilities of the learners.
  - help develop good and sound working and inter-personal relations with colleagues and learners.
  - promote open and regular channels of communication between home and school and encourage participation in the affairs of the school.
  - seek changes in an orderly and approved manner.
  - abide by the rules, regulations and procedures set out by the school and the provincial Department of Education

#### **14. RESPONSIBILITIES OF PARENTS AND LEGAL GUARDIANS**

- It is an acknowledged fact that the ultimate responsibility for a learner's discipline and behaviour rests with his/her parents or guardians. Parents and guardians undertake to:
  - support the school and encourage learners to observe all school and classroom rules and to accept ultimate responsibility for any misbehaviour on their part.
  - Ensure regular and punctual school attendance for their child, including attendance from Grade R in the year the learner turns six years old, and follow up on absences. If a learner is absent for three consecutive school days without valid reason, the class educator concerned must report the absence to the principal, who must, within 24 hours, investigate and make reasonable effort to contact the parent.
  - Cooperate with the school to ensure that the learner adheres to the Code of Conduct and any other rules that may be created by the school.
  - Support their child in the completion of all academic assignments and activities, including homework,
  - Be responsible for all fees and/or levies imposed by the school and/or SCHOOL GOVERNING BODY of the school or any trust created solely for the provision of education and co-curricular activities to the children of the school. However, a learner may not be deprived of his or her right to participate in all aspects of the programme of a public school despite the non-payment of school fees by his or her parent and may not be victimised in any manner, including but not limited to: suspension from classes; verbal or non-verbal abuse, denial of access to cultural, sporting or social activities of the school, or denial of a school report or transfer certificate
  - Regularly attend meetings that the school and/or SCHOOL GOVERNING BODY arranges.
  - Ensure that required documents for admission are provided. If a parent or guardian fails to provide any required documents, the learner shall nonetheless be allowed to attend school, but the principal must advise the parent or guardian to secure the documents.
  - Be aware that knowingly providing false or misleading information, or forged documents, when applying for admission or exemption from school fees, is an offence.

#### **15. SCHOOL RULES**

- These rules exist to ensure that the school functions harmoniously and efficiently, and to safeguard the interests and rights of all learners. They may, by notice, be amended from time to time, and as school circumstances may demand. They are not exhaustive and any conduct not specifically mentioned herein, but which in the reasonable opinion of the



School Governing Body may be deemed inappropriate will also be deemed included herein.

- Should a learner wish to be exempted from, or require a deviation of adherence, to any of these rules, application may be made to the school for the granting of such exemption or deviation. Such application must be made in writing and be supported by full reasons detailing the grounds upon which it is required, together with supporting submissions from independent third parties in motivation thereof. This application process specifically applies to exemptions from compliance with certain provisions of the Code of Conduct on account of cultural beliefs, religious observance, or medical grounds, as mandated by Section 8(4) of SASA.
- On receiving such an application, the School Governing Body must communicate its decision to the learner, or the parent of the learner, within 14 days after receiving the application, and must in the case of a refusal provide written reasons for the refusal.
- A learner, or the parent of a learner, who has been refused exemption may, within 14 days of receiving the notice of the decision, appeal to the Head of Department against the decision of the governing body. The Head of Department must, after considering the reasons for the appeal and the reasons for the refusal by the governing body, communicate his or her decision to the learner or the parent of the learner, and to the governing body, within 14 days after receiving the appeal, and must provide written reasons for his or her decision.
- Until such application has been finalised, the *Code of Conduct* and Rules must be adhered to.

#### **16. THE RAISE RESPONSIBILITY SYSTEM USED IN ALL CLASSROOMS**

- Education and learning can be successful if the learners are committed to self-development, education and learning and the educators are dedicated to education and teaching.
- When a learner chooses to act in an unacceptable level of the 'Levels of Development', the learner is asked to reflect on the level of chosen behaviour. This approach separates the learner from the behaviour, thereby eliminating the natural tendency of Educators to address the learner, rather than the behaviour, which leads to confrontations. This system addresses the incorrect behaviour and *not* the learner.
- The levels are displayed in the Code of Conduct File for Educators and discussed with learners.
- The Code of Conduct must be given to each learner in the official language of teaching of the learner when he/she enrolls at the school.
- Recording of both positive and negative behaviour is done by using two systems:



**16.1 LEARNER CHECKLIST** is used for recording negative behaviour according to three behaviour levels. An offence not listed may be classified according to the educator's discretion. The school must have a list of offences that may lead to suspension when a learner breaks a rule in the Code of Conduct for learners and this list must be part of the Code of Conduct. It must be noted that a learner may not be suspended if there is no such list that is part of the school's Code of Conduct. The school must have a list of offences that may lead to expulsion. This must be the same list that is part of the current Regulations on Discipline, Suspension and Expulsions. It must be noted that a learner may not be referred for expulsion if the Code of Conduct for learners does not have the list as part of the Code of Conduct.

<b>LEVEL 1 BEHAVIOUR (Minor Offences)</b> <b>Corrective Measures by Educator/Principal</b>	<b>LEVEL 2 BEHAVIOUR (Moderate Offences) Referral to Departmental Head/Head of Discipline</b>
<ul style="list-style-type: none"> <li>• Not submitting absent notes as stipulated</li> <li>• Littering</li> <li>• Chewing gum</li> <li>• Speaking out of turn/undue noise in class</li> <li>• Being late for class</li> <li>• Eating in class</li> <li>• Running in corridors</li> <li>• Ignoring verbal warnings</li> <li>• Non-completion of homework/classwork</li> <li>• Loitering at toilet/change rooms</li> <li>• Undue talking in class</li> <li>• Not having required working material</li> <li>• Not adhering to class rules</li> <li>• Non-participation in lessons</li> <li>• Disruptive behaviour</li> <li>• Arriving late for school without an excuse note</li> <li>• Fetched late from school</li> </ul>	<ul style="list-style-type: none"> <li>• Vulgar language</li> <li>• Disrespect to staff or fellow learners</li> <li>• Misuse of cell phones/electronic devices</li> <li>• Smoking</li> <li>• Disrespect or objectionable behaviour</li> <li>• Stealing/possession of stolen property (minor)</li> <li>• Minor acts of dishonesty</li> <li>• Refusal to accept punishment</li> <li>• Undue movement in class</li> <li>• Wearing incorrect uniform items which is visible</li> <li>• Throwing objects at others</li> <li>• Writing/Drawing of dirty/inappropriate letters/ pictures</li> <li>• Writing on / Damaging school property – Can be cleaned</li> <li>• Tampering with safety and other equipment on School premises</li> <li>• Unreasonable repetition on a LEVEL 1 offence</li> </ul>
<p><b>LEVEL 1: CORRECTION OF BEHAVIOUR</b>            *Written notification to parents on <u>third</u> entry – Meeting not necessary (blue letter)            *Written notification to parents on <u>fifth</u> entry – Meet with parents (orange letter)            *(Records will be kept of all discussions with parents/guardians.)</p> <p style="text-align: center;"><b><u>DETENTION</u></b></p> <p>*<u>Offence</u>: Learners who have defaulted regarding the 'Second' level of discipline as outlined above            -<u>Procedure</u>: 1) Staff member must send learner to DH in Foundation Phase/Intermediate Phase to complete a Detention letter            2) Reply slips must be returned the next day            3) Detention will be on a Friday            4) Learners will do Comprehension Test under supervision of Educators</p>	<p><b>LEVEL 2: CORRECTION OF BEHAVIOUR</b>            *Written notification to parents on <u>second</u> entry – Meeting not necessary (blue letter)            *Written notification to parents on <u>fourth</u> entry – Meet with parents (orange letter)            *(Records will be kept of all discussions with parents/guardians.)</p> <p style="text-align: center;"><b><u>DETENTION</u></b></p> <p>*<u>Offence</u>: Learners who have defaulted regarding the 'Second' level of discipline as outlined above            -<u>Procedure</u>: 1) Staff member must send learner to DH in Foundation Phase/Intermediate Phase to complete a Detention letter            2) Reply slips must be returned the next day            3) Detention will be on a Friday            4) Learners will do Comprehension Test under supervision of Educators</p>



5) Any apologies for not attending, needs be to in writing, but will be postponed to the next session

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**LEVEL 3 BEHAVIOUR (Serious Misconduct)**  
**Governing Body Disciplinary Proceedings leading to Suspension or**  
**Recommendation for Expulsion**

**A learner may be suspended by the Governing Body only after having been granted a reasonable opportunity to make representations in relation to the accusation of such serious misconduct for the following acts:**

- Physical assault of a learner, employee, or other person related to the school, with the intention to cause grievous bodily harm, or the imminent threat to commit such an act, while on school premises or during any school activity, or in any circumstance that could reasonably be connect to the school.
- Any form of harassment, including sexual harassment of a learner, employee or other person related to the school, including via electronic and social media.
- Repeated offences related to bullying, or imminent threat to commit such an act.
- The illegal possession of a drug or liquor.
- The repeated disruption of the school programme, or the imminent threat to commit such an act.
- Serious transgressions relating to any test, examination or examination paper.
- Fraud
- Theft or any other dishonest act to the prejudice of another person
- The possession of a dangerous object while on school premises, or during a school activity, or in any circumstance that could be connected to the school.
- The possession or distribution of pornographic material.
- Engaging in sexual activity on school premisses, or during any school activity, or in any circumstance that could be connected to the school.
- Any other serious act contemplated in Schedule q to the Criminal Procedure Act that prejudices the constitutional rights of learners, employees, or other persons related to the school.
- Unreasonable repetition of a LEVEL 2 offence

**A learner must be suspended immediately by the Governing Body, without granting an opportunity to make representations, if accused of committing the following acts of serious misconduct on school premises or at a school activity, and has been formally charged by the South African Police Service:**

- Murder or attempted murder.
- Culpable homicide.
- Any sexual offence including rape.
- Robbery
- Theft
- Assault with intent to do grievous bodily harm.
- Breaking or entering any premises with intent to harm a person.
- Any offence under any law relating to the illicit possession of any dependence-producing drugs.
- The conveyance or supply of dependence-producing drugs at school and to learners.

**LEVEL 3: CORRECTION OF BEHAVIOUR**

The SMT member/Head of Disciplinary Committee will contact parents on first entry.  
(Records will be kept of all discussions with parents/guardians.)

Every educator is responsible for discipline and has the full authority and responsibility to correct the behaviour of learners whenever such correction is necessary. All class or other rules are to be consistent with the overall Code of Conduct, be clear and understandable and make provision for fair warnings. All learners will abide by the discipline system that has been developed to assist and guide learner behaviour in School and ignorance of these rules are not an acceptable excuse.



## 16.2 DISCIPLINARY STRUCTURES AT PAROW INCLUSIVE SCHOOL

FIRST 'LEVEL' OF PUNISHMENT
STAFF
A) <u>General Comments:</u> <ul style="list-style-type: none"><li>• Staff are responsible and accountable for the first 'level' of punishment.</li><li>• Punishment administered by the staff member closest to the offence is most effective.</li><li>• Staff must be seen to act first... and then only... -pass on to the existing structures /grade heads/head of discipline</li></ul>
B) <u>Examples of Suitable Punishment:</u> <ol style="list-style-type: none"><li>1. Reprimand</li><li>2. Standard method of writing out, e.g. Work planned in Phase meeting.</li><li>3. Keep small groups during breaks.</li><li>4. Communicate with parents:<ul style="list-style-type: none"><li>○ by means of homework book</li><li>○ telephonically, email or WhatsApp</li><li>○ blue letter will go out.</li></ul></li><li>5. See <b>CORRECTION OF BEHAVIOUR ABOVE</b></li></ol>
C) <u>Late commers:</u> <ul style="list-style-type: none"><li>➤ <i>Offence:</i> Learners who are late for the start of the school day</li><li>➤ <i>Procedure:</i> Learner must get a late note from the office if coming late for two or more times in the same week</li><li>➤ <i>Repeating late coming</i> will be dealt with at the discretion of the Head of Discipline</li></ul>

**16.3 HANDING OUT OF CERTIFICATES** is used for recording positive learner behaviour. Learners behaviour is recorded according to certain criteria as pre-determined by the grade Educators. Categories include: time on task, homework completed, improving on previous assessment results, helping others, good manners, organised and clean workspace, etc.



## 17. DRUG POLICY

- The school explicitly prohibits any person from bringing a dangerous object, liquor, or any drug onto school premises or having such in their possession on school premises or during any school activity, unless authorised by the principal for legitimate educational purposes.
- Where a learner approaches any of the school's staff, it will be managed in confidentiality. The staff member who is being approached, must contact the learner's parents, as well as a senior staff member who is involved with counselling. No other staff member, learners or parents will be informed. Where it is in the learner's interest that any other person be informed, it will be done in consultation with the learner.
- **Random Search and Seizure:** the principal or his or her delegate may, at random, search a learner or any group of learners, or the property of a learner or group of learners, for any liquor, dangerous object or drug, if a fair and reasonable suspicion has been established that liquor, a dangerous object or a drug may be found on school premises or during a school activity; or that one or more learners on school premises or at a school activity are in possession of liquor, dangerous objects or drugs. A search may only be conducted after taking into account all relevant factors, including the best interest of the learners in question or of any other learner at the school; the safety and health of the learners in question or of any other learner at the school; reasonable evidence of illegal activity; and all relevant evidence received. When conducting a search, it must be done in a manner that is reasonable and proportional to the suspected illegal activity. Where a search entails a body search, such search may only be conducted by the principal or delegate of the same gender as the learner, in a private area, not in view of another learner, with one adult witness of the same gender and it must not extend to a search of a body cavity.
- **Confiscation and handover:** any liquor, dangerous object or drug that has been seized must be clearly and correctly labelled with full particulars (name of learner, time/date of search, incident number, name of searcher and witness, etc.), recorded in the school record book, and handed over to the police immediately to dispose of it in terms of Section 31 of the Criminal Procedure Act. If the police cannot collect it immediately, the principal or delegate must take it to the nearest police station, and the police officer must issue an official receipt.
- **Drug and liquor testing:** the principal or his or her delegate may at random administer a urine or other non-invasive test to any learner or group of learners who are on fair and reasonable grounds suspected of using liquor or drugs, after considering all relevant factors. Such a test may only be conducted by a person of the same gender, in a private area, not in view of another learner, with one adult witness of the same gender, and the sample must be clearly labelled. The principal or delegate must, within one working day if practicable, inform the parent that a random test or search was done and inform the learner and parent of the result immediately.
- **Disciplinary proceedings:** A learner may be subjected to disciplinary proceedings if liquor, a dangerous object or any drug is found in his or her possession, or if his or her sample tested positive for liquor or any drug. These disciplinary proceedings must be conducted in terms of this Code of Conduct. No criminal proceedings may be instituted by the school against a learner in respect of whom a search was conducted or a test proved positive.



## **18. CONFISCATION POLICY**

- **Incorrect uniform items which are visible** – 2-week confiscation for the first offence. Second offence: meeting with parents.
- **iPods, MP3 and MP4 players, earphones, tablets or any such items** visible during school hours (07:45 – Gr R 12:40; Gr 1, 2, RC 13h15; Gr 3 13h45; Gr 4 & 5 14h15), in the school building or anywhere on the school grounds – 2 weeks for the first offence. Second offence: meeting with parents.
- **Cell phones** visible during school hours (07:45- Gr R 12:40; Gr 1, 2, RC 13h15; Gr 3 13h45; Gr 4 & 5 14h15), in the school building or anywhere on the school grounds – a R50 fine is payable, and the parent must collect the cell phone from the school's front office. Cell phones must be handed in at the office before contact time.
- **Any other item deemed inappropriate** – Confiscation. Inform parents. Parents must collect it from school.

## **19. BULLYING AND CYBER BULLYING**

Parow Inclusive School has zero tolerance with regards to bullying as well as cyber bullying. Bullying, including cyberbullying, is considered a serious misconduct. The school will address and manage such issues through disciplinary action as outlined in this Code of Conduct, in accordance with SASA Section 9.

## **20. SCHOOL AND CLASS ATTENDANCE**

- Parents, guardians, learners, Educators and School Governing Body members are jointly responsible for ensuring that all learners attend School. Attendance of Grade R is compulsory from the first school day of the year in which the learner reaches the age of six years and learners must not leave school until the last school day of the year in which they reach 15 years or complete Grade 9, whichever occurs first.
- If a learner does not attend school regularly, the relevant grade Educator will report the absence of the learner to the parent and the principal. If a learner is absent for three consecutive school days without valid reason, the class educator concerned must report the absence to the principal. The principal must, within 24 hours after being informed of the absence, investigate the matter by making a reasonable effort to contact the parent of the learner by whatever means are suitable for the circumstances of the school and the family concerned and report the matter to the governing body of the school for further intervention.
- The Educator must keep an accurate register of learner attendance and must keep copies of all communication to parents when absence from the classroom is reported.
- All learners must arrive at school before the official starting time. Learners who are late for school will be marked as being late and letters will be sent to parents. Registers are completed at the beginning of each school day.
- Absence from a class, without the permission of the Educator or subject Educator, is prohibited.
- Any absence from school must be covered by an absentee note from a parent/guardian.
- Should a learner be absent from school for a period of three (3) days or longer, this leave of absence must be supported by a letter from a registered medical practitioner/parent/guardian.
- Any absence from a formal examination, test or assessment must be supported by a letter from a registered medical practitioner.
- Learner may not leave the school/school grounds during school hours without a letter from a parent/guardian requesting the release of their child and the permission of the Principal/Departmental Head /Grade Head. Learners must be signed out by the parent or guardian at Reception. All learners leaving early are to be collected from Reception.
- Truancy from school is prohibited.



- All learners will attend assembly for the full duration thereof unless requested in writing from the parent/legal guardian for the learner not to attend assembly.
- The governing body must ensure that the code of conduct for learners contains rules dealing with punctuality and regular school attendance.

## **21. DISCIPLINE**

- It is an acknowledged fact that effective teaching can only take place in a disciplined environment.
- It is the aim of the school to promote positive discipline, self-discipline and exemplary conduct to enable learners to learn by observation and experience.
- Section 8 of the South African Schools Act, Act No. 84 of 1996 (as amended) empowers the Governing Body of the school to maintain discipline in the school.
- The disciplinary process must be expeditious, fair, just, corrective, consistent and educative. Where possible, the parent should be informed and involved in the correction of the learner's behaviour. Disciplinary proceedings must be age-appropriate, must be conducted in the best interest of the learner, and must adhere to the principles of natural justice, fairness and reasonableness prescribed by the Constitution.
- Every Educator is responsible for discipline at all times at the school and at school-related activities. Educators have full authority and responsibility to correct the behaviour of learners whenever such correction is necessary at the school and to deal with minor offences at school or at school-related activities, on or off school property.
- Serious misconduct and offences must be referred to the principal, who may refer the matter for hearing by the disciplinary committee of the SCHOOL GOVERNING BODY, should it be deemed necessary. The Governing body has the authority to suspend a learner for serious misconduct, but only the Head of Department may expel a learner from a public school.
- Any corrective measures of disciplinary action must be commensurate with the offence/infraction. Corrective measures may become more severe with subsequent repeated infractions. Suspension or expulsion may follow.

## **22. DISCIPLINARY MEASURES**

- The following only serves as a guide when considering an appropriate sanction in respect of certain specified conduct, and is not exhaustive or definite. The Principal, or delegated authority in dealing with matters which are not referred for hearing, and the committee conducting a disciplinary hearing, may have regard to these guidelines, but shall at all times be entitled to impose punishment/sanction, which they having regard to all the circumstances deem fit.
- A learner who is charged with an offence that warrants a disciplinary hearing and the learner's parent/guardian shall be notified of such a hearing, in writing, in advance.
- Although it is practice to have a disciplinary hearing after more serious infractions, the Principal shall, however, be entitled, in her or his discretion not to follow such procedures in appropriate circumstances and shall further be entitled to also refer minor infractions, particularly, but not limited to, when they are repeated infractions.

## **23. DISCIPLINARY PROCESS**

- When the *Code of Conduct* is alleged to have been transgressed, the matter may be reported to any or all of the following:
  - Subject Educator
  - Register Class Educator
  - Grade Head
  - Departmental Head
  - Principal



- It is the responsibility of all Educators to discipline learners. They have full authority to reprimand learners in order to improve their behaviour, when necessary. Any disciplinary action must correspond, and be in line with, the offence. All learners must obey the disciplinary system which has been developed exactly to guide and control learner conduct in our school
- Informing parents when learners do not conform to school/class rules and expectations will take place by means of written notification, which will be sent home.

**24. ACTION WHEN ALL ELSE FAILS**

- Educators and learners have to learn the importance of mediation and cooperation, to seek and negotiate non-violent solutions to conflict and differences, and to make use of due process of law.
- A learner will appear before a sub-committee of the SCHOOL GOVERNING BODY: Disciplinary Committee.
- Disciplinary hearings/meetings will be conducted according to regulations. The SCHOOL GOVERNING BODY will decide on suspension as a punitive measure if due process has been followed, and may make a recommendation to the Head of Department to expel such a learner.

**25. DISCIPLINARY HEARING – APPLICABLE TO SERIOUS MISCONDUCT**

<b>Chair</b>	The person appointed by SCHOOL GOVERNING BODY who will chair the appeal hearing and deliver the findings and, where required, the sanction
<b>Disciplinary Process</b>	The processes and procedures outlined in this <i>Code of Conduct</i>
<b>Investigating Officer</b>	The person elected by the school to conduct investigations into the alleged misconduct
<b>Parents</b>	Includes biological parents, parents of adopted children, legal guardians and caregivers
<b>Staff</b>	Members of the academic staff, administrative staff and support staff

**26. PREPARATION (for Disciplinary Hearing)**

The disciplinary committee (so appointed)/governing body so appointed must conduct the hearing in accordance with the provincial regulations laid down by the Provincial Minister of Education. For the hearing the learner must:

- Be informed of and understand the charges of which written notice should be given at least five days before the time also indicating the date, time and place of the hearing.
- Receive such particulars on the charges according to law, if he/she so request.
- Get the opportunity to be heard and tell his/her side and to present the relevant facts.
- not be prohibited from being represented by legal counsel, in which case written explanation of the charges must be given or in less serious cases the learner may be represented by a parent, guardian or designated person
- be heard by an impartial person(s).
- be treated with dignity during the process.
- be informed in writing of the decision of the governing body on whether or not he/she is guilty of misconduct and the penalty to be imposed in the case of suspension or expulsion; and
- have the right to appeal to the Provincial Minister of Education if he/she is aggrieved by the decision of the governing body.



## **27. THE INVESTIGATIVE PROCESS**

- The Principal will appoint a senior member of staff to be the Investigating Officer, which may include the Learning Support Educator if senior member of staff is not available. The Investigating Officer will conduct a preparatory investigation into the allegations of serious misconduct by a learner.
- The Investigating Officer will inform the learner of the allegations against him/her and that he/she could be required to explain his/her conduct during the Disciplinary Process.
- The investigative process will involve collecting and collating evidence, including interviewing the learner involved, other learners and/or potential witnesses.
- Any learner who are to be interviewed are entitled to be represented by their parent/s or a person designated by the parent.
- All those involved in the interviewing process and disciplinary enquiries will be expected to tell the truth. Failure to do so could be considered to be an aggravating factor when appropriate sanctions are being considered. If learners who are witnesses do not tell the truth, they run the risk of disciplinary action being taken against them in accordance with this *Code of Conduct*.
- When the investigation has been completed, the Investigating Officer will present his/her findings to the Principal and they will, together, decide whether to proceed with a Disciplinary Hearing.
- Should the decision be made that there has been no act of serious misconduct or that there is insufficient evidence to warrant referral to a Disciplinary Hearing, the Principal will communicate this in writing to the learner and the parent.

## **28. SUSPENSION OF A LEARNER**

- The Governing Body may, on reasonable grounds and as a precautionary measure, suspend a learner who is accused of serious misconduct from attending school. For serious misconducts listed in SAS Section 9(1)(a), the learner must first be granted a reasonable opportunity to make representations. For serious misconduct listed in SASA Section 9(1)(b) where the learner has been formally charged by the South African Police Service, the Governing Body must suspend such learner immediately without granting an opportunity to make representations.
- The School Governing Body authorises the principal to suspend a learner as a precautionary measure if he/she is charged with serious misconduct as set out in Section 8 of the Schools Act.
- Before a learner is suspended, he/she and his/her parents/guardians must be informed why the suspension should not be considered.
- The disciplinary procedures must be commenced with within one week of the suspension. If not, permission must be obtained from the provincial Head of Education for the continuation of the suspension.
- The suspension is valid until the learner is found not guilty, or should the learner be found guilty, until appropriate sanctions are determined.

## **29. THE FORMAL DISCIPLINARY HEARING COMMITTEE**

- Chair of the Disciplinary Committee (elected or co-opted member of the SCHOOL GOVERNING BODY/senior member of staff)
- Two parent representatives of the SCHOOL GOVERNING BODY
- Secretary – Staff member
- Departmental Head
- The Disciplinary Official must keep record of all documentation relating to the transgression, the finding of the hearing and the sanction applied.



- For suspension or recommendation for expulsion, the SCHOOL GOVERNING BODY, or its duly authorised Disciplinary Committee acting on its behalf, will conduct the disciplinary proceedings.

### **30. CONDUCT DURING DISCIPLINARY HEARINGS**

- The Chair of the committee must lead the proceedings.
- The Chair of the committee must introduce those present.
- The Chair of the committee must ensure that witnesses are only present when providing evidence.
- The Chair must inform the learner of his/her rights.
  - The right to a fair hearing
  - The right to be present during the hearing.
  - The right to prepare for the hearing.
  - The right to be informed of the charge in good time.
  - The right to be accompanied by a parent or a person designated by the parent. The School Governing Body must indicate what establishes good cause to continue with proceedings in the absence of the parent or designated person by the parent.
  - The right to ask questions about any evidence provided or declarations by witnesses.
  - The right to call eyewitnesses to testify on his/her behalf.
  - The right to appeal to any sanction imposed by the Disciplinary Committee, within the stipulated timeframes as per SASA.
- The Chair must explain the severity and type of offence to those present.
- The Chair must explain the hearing procedures. The complainant and his/her witnesses' testimony must be heard first. The learner and panel may ask questions about the charge. The learner and his/her witnesses/representative may then provide evidence and the complainant and committee may ask them questions.
- As soon as everyone has been heard, the Chair must conclude the hearing, dismiss the complainant as well as the accused, representatives, parents/guardians and all the witnesses.
- The Disciplinary Committee must discuss the evidence and decide on a suitable sanction.
- The Chair must call all interested parties together.
- The Chair must announce the hearing committee's verdict.
- The Chair must explain the verdict as well as the reasons for the sanction decided upon.
- Relevant documents will be sent home for parents to sign. The reply slip must be returned to school the next day and it will be kept in the Disciplinary File in the Office.
- The Governing body must keep a record of the proceedings of the hearing and
  - (a) May inform, in writing, the Head of Department of its decision to suspend a learner' or
  - (b) Must inform the Head of Department within the stipulated time of its recommendation for expulsion of the learner.

### **31. PROCEDURE OF THE DISCIPLINARY HEARINGS**

- At the start of the Disciplinary Hearing, the Chair will ask the Representative of the school to read the complaint to the student on behalf of Parow Inclusive School.
- The learner will then be asked to either admit or deny his/her guilt.
- The learner will be asked to state in his/her own words and with sufficient detail why he/she is guilty of the complaint(s), or to present a written, signed statement to that effect. The Chair will decide whether to accept such admission.
- The Chair may question the learner to clarify any aspect of the statement (whether oral or written) to satisfy himself/herself that the admission of guilt was correctly made by the learner.
- The Chair will then decide whether the learner is guilty. If the finding is one of guilt, the Chair will proceed to hear evidence in mitigation and aggravation.



- The learner or the learner's Representative shall first present his/her case on mitigation.

**31.1 IF A LEARNER ADMITS GUILT**, the Disciplinary Hearing shall proceed as follows:

- The Disciplinary Hearing will be adjourned for the Chair to present his/her findings on an appropriate sanction.
- The findings of the Chair and the sanction will be communicated in writing to the student and the parents as soon as possible.
- In the event of a dismissal, the notification will include a copy of the findings of the Chair.
- At the discretion of the Chair, the sanctions may be imposed. (One or more of these sanctions may be applied at a time.)

**31.2 IF A LEARNER DENIES GUILT**, the Disciplinary Hearing shall proceed as follows:

- The Parow Inclusive School's Representative will present the case for the school.
- The Parow Inclusive School's Representative may call witnesses, and/or produce documentary, and/or physical evidence, to support the charges levelled against the learner.
- The learner or his/her Representative may cross-examine each witness.
- The Parow Inclusive School's Representative may then re-examine the witnesses, but only in respect of new issues raised by the learner under cross-examination.
- The Parow Inclusive School's Representative will present any aggravating factors.
- The learner will have the right to reply but only to new issues raised by the Parow Inclusive School's Representative.
- The learner or his/her Representative will then present his/her case and will also be allowed to call witnesses and produce documentary, and/or physical evidence to support his case.
- The Parow Inclusive School's Representative will, in turn, be allowed to cross-examine each witness.
- The learner may then re-examine the witnesses, but only in respect of new issues raised by the Parow Inclusive School's Representative under cross-examination.
- The Chair may question any person giving evidence at any time for the purposes of obtaining clarity or establishing any facts.
- The Chair will ensure that minor witnesses are protected from cross-examination which is calculated to bully or traumatise them. Where it appears that a witness under the age of 18 years would be exposed to undue mental stress of suffering if he or she testifies, the Governing Body may, if practicable, appoint a competent person as an intermediary to enable such witness to give evidence through that intermediary.
- Once the evidence has been heard, the Parow Inclusive School's Representative and the learner, or his/her Representative may, in turn, address the Chair on the facts presented and the conclusions which they consider should be drawn from them.
- The Chair shall then weigh up the evidence and determine whether the learner is guilty or not.
- For the Chair to make a finding the Disciplinary Hearing may be adjourned for not more than three working days. Both parties may use this time to prepare any evidence and argument they may wish to present in mitigation or aggravation should the learner be found guilty by the Chair.
- In the case of a guilty finding by the Chair, the evidence and argument in mitigation and aggravation will be heard by the Chair.

**32. REPRESENTATION AT A DISCIPLINARY HEARING**

- At a Disciplinary Hearing, a learner must be accompanied by his or her parent(s) or a person designated by the parent.
- If the learner chooses not to be represented, or to be represented by a person other than his/her parents, the parents must confirm and agree to the decision in writing before the Disciplinary Hearing commences. This requirement is capable of being waived if the Chair



is satisfied that the parent/s has received, but has failed to confirm the decision of the learner as aforesaid.

- Legal representation is not permitted at any stage of the disciplinary proceeding unless the Chair believes that the nature of the issues being considered warrant legal representation. This decision will be entirely at the discretion of the Chair; or the Learner's Representative coincidentally has legal training, or is a member of the legal profession.

### **33. SANCTIONS**

- The Governing Body, following disciplinary proceedings, may impose suspension for a period not longer than seven school days or any other sanction contemplated in the code of conduct, or make a recommendation to the Head of Department to expel such a learner. Only the Head of Department may expel a learner.
- For offenses that may lead to suspension refer to **16.1 LEVEL 3 BEHAVIOUR (Serious Misconduct)**

### **34. THE APPEAL PROCESS**

- The learner may appeal against both the findings of guilt and the sanctions, if there are reasonable grounds for the Appeal. In other words, the appeal must be based on evidence that the Chair did not apply him/herself and/or the *Code of Conduct* properly; that the sanction was not consistent; due process was not adhered to; etc. An appeal cannot be pursued only on the unsubstantiated grounds that the learner and/or the parents are unhappy with the findings and/or the sanction.
- Appeals shall be addressed to and lodged with the Chair within the timeframes specified by SASA for the particular decision.
- An appeal shall be in writing and shall include the following:
  - the full names of all the parties at the Disciplinary Hearing.
  - the findings of the Chair;
  - the facts and grounds for appeal.
- If either party wishes to introduce new evidence, an application to do so must be made to the Chair.
- The Chair may hear new evidence or refer the matter back to the Disciplinary Hearing to hear the new evidence. In this case, the Chair, after following the procedure set out for the Disciplinary Hearing above, shall either confirm the Chair's finding.

#### **Specific Appeal Routes and Timeframes as per SASA:**

- **Appeal against refusal of exemption from Code of Conduct:** A learner or parent who has been refused exemption may appeal to the **Head of Department** within **14 days** of receiving notice of the decision.
- **Appeal against refusal of admission to a public school:** A learner or parent who has been refused admission may appeal to the **Member of the Executive Council** within **14 days** of receiving notification of refusal.
- **Appeal against expulsion from a public school:** A learner who has been expelled may appeal to the **Member of the Executive Council** within **14 days** of receiving the notice of expulsion.
- **Dispute resolution (Head of Department and Governing Body):** If informal resolution fails, the Governing Body may appeal to the **Member of the Executive Council** against the decision that gave rise to the dispute. The MEC must consider and decide on the matter within **30 days**.

### **35. SCHOOL UNIFORM**

#### **35.1 GIRLS**



*Girls Uniforms*

*Summer*



### ***Girls' Summer Uniform:***

1. Black school shoes, lace up, buckle or T-bar, acceptable. **No** fashionable extras, thick platforms, or coloured laces will be allowed. **No** bare feet will be allowed.
2. White school ankle socks, which can be folded over at the top. **No** coloured stripes in the turnover are allowed.
3. White short-sleeved school shirt; open-neck collar.
4. Bottle-/dark green school skirt. **No** pinafore dresses will be allowed. The length of the skirt may be no shorter than the level at which the tips of the fingers reach the sides of the legs, when the arms are hanging straight at the sides of the body, and no longer than below the bottom of the knees. The skirt may not be made privately.
5. The jersey must be bottle-/dark green. Pull overs must also be bottle-/dark green. The jersey may not be knitted privately.
6. Girls have to wear only bottle-/dark green school panties. The wearing of G-string or tanga-style panties is strictly prohibited. The wearing of lycra cycling-style shorts under the school dress, is **NOT** allowed.

### ***Girls' Winter Uniform:***

1. Black school shoes, as stipulated under summer uniform.
2. Grey long school socks. No coloured stripes are allowed in the socks  
OR  
Black stockings (thick, but **NOT** knitted); **NO** tights are allowed.  
The school reserves its right to determine what black stockings are deemed suitable or not.
3. White long-sleeved school shirt; open-neck collar.
4. Bottle-/dark green school skirt as stipulated under summer uniform.
5. Bottle-/dark green V-necked jersey, as stipulated under summer uniform.
6. Girls also have the option of wearing long grey trousers instead of the skirt. See Boys' winter uniform, for details.
7. Girls must wear bottle-/dark green school panties. See summer uniform for details.
8. Beanies and scarves, in bottle green may be worn BUT must be removed in class.
9. Girls may wear bottle green wind breakers. The school reserves the right to use its right to determine if the wind breakers are deemed suitable or not.
10. School track suit DOES NOT form part of the school uniform and may only be worn during PT lessons. The learners get dressed at school before the period starts.



### ***Girls' Sports Togs:***

1. Black PT shorts. Lycra cycling-style shorts may not be worn.
2. White, golf-style shirts/white T-shirt with NO PRINTING on. No alternatives are acceptable.
3. White school ankle socks, which can be folded over at the top.
4. Takkies/Sports shoes **must** be worn, and must be at least 80% white in colour. Fashionable and expensive brand-name takkies/sport shoes are not advisable. The school reserves the right to use its own discretion as to whether a learner's takkies/sport shoes are deemed suitable or not.
5. Takkies/Sports shoes may not cover the ankle, i.e. boot-type sneakers may not be worn.
6. The rules regarding hair, jewellery, make-up and nails apply at all times to the wearing of sports togs.
7. Girls have to wear bottle-/dark green school panties. See summer uniform for details.
8. The school tracksuit may be worn in colder weather, but not when matches are played.

### ***Girls' Hair:***

1. Hair that is shoulder-length or longer, must be tied up. Only plain tie-ups and Alice bands in black, white and bottle-/dark green, are allowed.



2. Shorter hair styles with a longer fringe, which hangs in the eyes, will have to have the fringe pulled back from the face and secured. The school reserves the right to use its own discretion as to whether a learner's fringe needs to be secured or not.
3. Fashion clips, baubles, fancy bands and decorative hair accessories, are not allowed. The school reserves its right to determine what hair accessories are deemed suitable or not.
4. The colouring, highlighting, tinting and streaking of hair in any manner or form, is strictly forbidden.
5. Hair gel may only be used to keep the hair neat and in place. It may not be used to create fashionable styles. The school reserves the right to determine the suitability of a learner's hairstyle when applying this rule.
6. No learner may shave her head completely bald, or shave a part of the head completely bald, unless this has been deemed necessary by a medical doctor.
7. Weaving of hair will be allowed, but the hair must be tied up. The school reserves the right to determine the suitability of the learners' hairstyle when applying this rule. The weave must be the same colour as the learners' hair.



*Boys Uniform*

*Summer*

## 35.2 BOYS

### ***Boys' Summer Uniform:***

1. Black lace-up school shoes. No fashionable extras, thick platforms or coloured laces will be allowed.
2. Grey long school socks. No colour stripes are allowed in the sock.
3. Grey school shorts with zip-up fly and waistband. Shorts may not be worn knee length and should sit and fit comfortably on the mid-thigh. The school reserves the right to use its own discretion as to whether a learner's shorts are deemed suitable or not.
4. White short-sleeved school shirt; open-neck collar.
7. Bottle-/dark green V-necked jersey. Pull overs must also be bottle-/dark green. The jersey may not be knitted privately. No other type of jersey will be allowed.
5. Boys have the choice of wearing their long grey winter trousers, instead of shorts. See Boys' winter uniform for details.
6. Boys are not allowed to wear silk boxer shorts as underwear, if they can be seen at any time above the waistband, or hanging out at the bottom of the shorts. The school reserves the right to use its own discretion as to whether a learner is breaking this rule or not.
7. A plain black matt finish leather belt, with a simple buckle, may be worn if required. The school reserves the right to determine whether a learner's belt is deemed suitable or not.

### ***Boys' Winter uniform:***

*Winter*

1. Black school shoes, as stipulated under summer uniform.
2. Grey long school socks. No colour stripes are allowed in the socks.
3. Grey school long trousers with zip-up fly and waistband. No turn-ups on the hem are permitted, and the length should be such that the hem rests neatly on the top of the shoe. The trousers should fit comfortably. The school reserves the right to use its own discretion as to whether a learner's trousers are deemed suitable or not.
4. White long-sleeved button-up school shirt with open-neck collar, to be worn.
5. Bottle-/dark green V-necked jersey, as stipulated under summer uniform.
6. Boys are not allowed to wear silk boxer shorts as underwear, if they can be seen at any time above the waistband. The school reserves the right to use its own discretion as to whether a learner is breaking this rule or not.
7. A plain black matt finish leather belt with a simple buckle, may be worn if required. The school reserves the right to determine whether a learner's belt is deemed suitable or not.
8. Boys may wear bottle green wind breakers. The school reserves the right to use its right to determine if the wind breaker is deemed suitable or not.
9. School track suit DOES NOT form part of the school uniform and may only be worn during



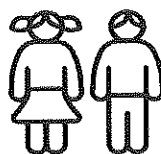
PT lessons. The learners get dressed at school before the period starts.

### ***Boys' Sports Togs:***

1. Black PT shorts.
2. White, golf-style shirts/white T-shirt with NO PRINTING on. No alternatives are acceptable.
3. Socks are determined by the sport to be played. Consult with the relevant sport coaches.
4. Takkies/Sports shoes must be worn, and must be at least 80% white in colour. Fashionable and expensive brand-name takkies/sport shoes are not advisable. The school reserves the right to use its own discretion as to whether a learner's takkies/sport shoes are deemed suitable or not.
5. Takkies/Sports shoes may not cover the ankle, i.e. boot-type sneakers may not be worn.
6. The rules regarding hair, jewellery, make-up and nails apply at all times to the wearing of sports togs.
7. Boys are not allowed to wear silk boxer shorts as underwear, if they can be seen at any time above the waistband, or hanging out at the bottom of the boxer shorts. The school reserves the right to use its own discretion as to whether a learner is breaking this rule or not.
8. The school tracksuit may be worn in colder weather, but not when matches are played.

### ***Boys' Hair:***

1. Boys' hair is to be kept short and neat. The hair may not touch the collar, may not be worn long over the ears, and the fringe may not hang in the eyes. A "short-back-and-sides" cut is recommended. The school reserves the right to determine the suitability of a learner's hairstyle, when applying this rule.
2. Hair cut into steps, drawing undue attention to it or braiding, is not allowed. The school reserves the right to determine the suitability of a learner's hairstyle, when applying this rule.
3. The colouring, highlighting, tinting and streaking of hair in any manner or form, are strictly forbidden.
4. Hair gel may only be used to keep the hair neat and in place. It may not be used to create fashionable styles. The school reserves the right to determine the suitability of a learner's hairstyle when applying this rule.
5. No learner may shave his head completely bald, or shave a part of the head completely bald unless this has been deemed necessary by a medical doctor. The school requests that a "number 2" is the shortest setting allowed when shaving the head.
6. Boys may not wear any form of hair accessory. The school reserves the right to determine what they regard hair accessories to be.



**GENERAL**



### 35.3 GENERAL RULES FOR ALL LEARNERS

1. No learner may wear a head covering of any kind (unless for religious beliefs or medical grounds, which must be formally applied for as an exemption in term of Section 15 of this policy).
2. School bags/Cases must be black or bottle-/dark green in colour. They must contain four divisions inside. The case must have a lid with two clips to secure it. The case must have a handle at the top for carrying purposes, and back straps on the back. Cases with wheels are **not allowed**. The school reserves the right to use its own discretion as to whether a learner's school case is deemed suitable or not.
3. **Civvies:** All rules regarding jewellery, make-up, and nails apply to the occasions when learners are allowed to wear civvies. Learners may also not wear clothing which exposes the midriff (stomach), or which is transparent in any way. The school reserves the right at all times to use its own discretion as to whether a learner is appropriately dressed or not.
4. **Condition of uniforms:** The school expects uniforms worn by the learners to be neat, clean and tidy at all times. Uniforms that are torn, damaged, bleached or unironed, excessively creased, will not be tolerated. The school reserves the right to use its own discretion as to whether this rule is being broken or not.
5. **Glasses:** The wearing of sunglasses and clear-lenses fashion frames is strictly forbidden.
6. **Jewellery:**
  - Girls may wear a set of earrings. This set must be worn as such that one earring is in the bottom hole of each earlobe. Only sleeper earrings or stud earrings are allowed. These earrings may be either gold or silver. No other earrings are allowed, including multiple earrings.
  - Boys are not allowed to wear earrings.
  - No chains, necklaces or bracelets are allowed, except in the case of a Medic-Alert tag.
7. **Make-up** of any form, including nail varnish on toes and fingers, and lip-gloss, is strictly forbidden. The school reserves the right to determine, at all times, what is considered to be make-up.
8. **Marking of property:** Please ensure that all items of clothing are marked. The school accepts no responsibility for lost property. All school clothes must be marked clearly with your child's name and surname.
  - Shirts, jerseys and tracksuit tops to be marked inside the collar.
  - Trousers, sports shorts and tracksuit bottoms to be marked on the inside, at the back on the waistband.
  - School shoes to be marked on the inside.
9. **Outing clothes:** Normal, correct seasonal school uniform is to be worn.
10. **Physical Education (PE) Uniform:** PE black pants, white golf shirt/white t-shirt, barefoot or tackies (80% white). Learners must wear their school uniform and then change into their Physical Education uniform when they have Physical Education or sport.



11. **Tattoos and henna body art:** Permanent body tattoos may at no time be visible. The wearing of temporary tattoos, and/or henna body art, is forbidden. The school reserves the right to use its own discretion as to whether a learner is breaking this rule or not.
12. **Watches:** Learners are allowed to wear one watch at a time to school. Smart watches, with computing and cellular functions) may not be worn. In the case of fashionable watches, the school reserves the right to determine if the watch is suitable or not.
13. **Windbreaker jackets** may be worn in wet weather, while outdoors. The windbreaker may be worn inside and is an alternative to a jersey. The windbreaker is to be bottle-/dark green, with a zip-up front, and pockets. No variations will be accepted to maintain the standard of style and colour. The school reserves the right to use its own discretion as to whether a learner's windbreaker is deemed suitable or not.

**36. GENERAL**

As parents/guardians, you will understand that the *Code of Conduct* has to be revised continuously. Your support and co-operation are critically important. We would like to thank you in advance for your understanding and support. We are raising adults – adults, who as independent, future citizens, will undoubtedly have to be disciplined, responsible and held accountable.

**THIS CODE OF CONDUCT WAS COMPILED BY THE GOVERNING BODY OF PAROW INCLUSIVE SCHOOL. THE GOVERNING BODY OF PAROW INCLUSIVE SCHOOL THEREFORE HAS THE STATUTORY DUTY TO IMPLEMENT THE CODE OF CONDUCT IN ORDER TO ENSURE PROPER MANAGEMENT AND DISCIPLINE.**

*E Binedell*

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CO-ORDINATOR: E BINEDELL

*G Mason*

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PRINCIPAL: G MASON

*E Adams*

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CHAIRPERSON OF THE SGB:  
E ADAMS

*2026~02~26*

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DATE

*26.02.2024*

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DATE

