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

## 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>Educator</b>	<i>A person appointed as defined in Proclamation 138 of 1994 (xiii) Educators' Employment Act of 1994</i>
<b>Learner</b>	<i>Any person receiving or who is obliged to receive education as defined in SASA</i>
<b>SGB</b>	<i>School Governing Body</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"
- 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 SGB 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.

#### 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.

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 SGB, 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 teacher 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 teacher 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.*
- *Raises awareness for individual responsibility.*
- *Calls attention to the fact that people are constantly making choices.*
- *Empowers young people.*
- *Encourages learners to achieve at the highest level.*
- *Fosters character education.*
- *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 teacher. The essential point to convey with these two levels is, when learners operate on these levels, they are telling the teacher, “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*.
- 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 of school property.
  - Outside the school property when the learner is identifiable because of school clothes.

## **10. NORMS 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. 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.
3. 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.
4. A learner shall not be treated or punished in a cruel, inhuman or degrading manner and corporal punishment shall not be allowed.
5. Learners may not be locked up in solitary confinement.
6. Learners shall have, subject to the rules contained in this code, freedom of speech.

7. Learners have the right to a clean and safe environment that is conducive to education.
8. Everyone has a right to education and to further education, which the state must make progressively available and accessible.
9. The right to education includes the right 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 during school hours and to have the potential of all learners fully developed.
10. Learners have the right to:
  - be taught in a safe school environment
  - attend all classes regularly, free from interference, whether of a verbal or physical nature, by any other person
  - receive tuition in all preferred subjects, where practicable, according to the learner's abilities and subject to the core curriculum and standards required by the Provincial Department of Education
  - 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
  - request in writing, to be excused from any activity which is against religious beliefs
  - follow an agreed-upon procedure for expressing and resolving grievances
  - have privacy in her personal possessions unless the Principal, or designee, has reasonable cause to believe that illegal or harmful materials are possessed by the learner and/or are being used to disrupt the educational process or to endanger the health, safety or welfare of the learner herself and/or others
  - attend a school free of drugs, weapons, drunkenness, verbal and physical bullying, intimidation or victimisation
  - attend a school free of sexual harassment or criminal behaviour
  - develop his/her full potential
  - be treated with courtesy, tolerance and consideration
  - clean surroundings and hygienic premises
  - essential and appropriate learning facilities

## 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 generally 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
- attend all classes daily on time
- do all academic assignments and activities, including homework
- 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
- 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
- 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, intimidation, verbal and physical bullying, sexual harassment, victimization, smoking, drunkenness, the possession or use of drugs, or being in possession of pornographic material.

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

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

- In the school, classroom and at all school activities, Educators have the right to respect, which includes:
  - common courtesy
  - being greeted appropriately
  - attentiveness during lessons and have completed all homework
  - use of appropriate language at all times
  - a classroom environment which is conducive to learning and teaching
  - punctual and regular attendance by learners
  - having their classrooms and physical resources (e.g. notes, chalkboards, computers, etc.) respected by learners
  - 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, losing, or in the face of alleged bad decisions by the umpire/referee
  - players who understand that even on the sports field there are lessons to be learnt and that sport is not simply entertainment
  - players who uphold and enhance the reputation of the school at all times, though not at the expense of the opposition
  - players who respect their opponents
  - players who adhere to the school's dress code
- During excursions Educators have the right to
  - learners who in dress, behaviour and speech uphold the positive image of the school and its staff
  - 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
  - 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 on a daily basis 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.
- It is expected of parents and guardians 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.
  - listen with an open mind to their child and the Educator.
  - guard against being prejudiced and always look for a win-win solution.
  - teach children to find positive solutions to problems that they encounter daily and to manage confrontation without violence.
  - take an active interest in their child's schoolwork and make it possible for the child to complete assigned homework.

- be responsible for all fees and/or levies imposed by the school and/or SGB of the school or any trust created solely for the provision of education and co-curricular activities to the children of the school.
- regularly attend meetings that the school and/or SGB arranges.

## 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 SGB 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. Upon receipt the application will be considered and where necessary, the school may call for further submissions, after which the decision will be communicated to you. 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

- 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 totally 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.
- 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. Offences are ranked according to the nature and degree of seriousness of the offence, of which Level 3 is the most serious. The level of the offence determine the disciplinary procedure to follow. An offence not listed may be classified according to the educator's discretion.

LEVEL 1 BEHAVIOUR	LEVEL 2 BEHAVIOUR
1. Denies wrongdoings	1. Chewing bubble gum
2. Disturbance in class or wasting time	2. Disrespecting Educators / Back chatting / Undermining authority
3. Does not complete tasks or homework	3. Electronic violation – Use of cell phone
4. Does not follow or ignores direct instructions	4. Inappropriate displays of affection
5. Does not/Refuses to complete class work or activities	5. Inappropriate language / Swearing / Rude gestures
6. Eating in passages/lines/class without permission	6. Lying
7. Excessive talking	7. Fighting
8. Inappropriate behaviour during school assemblies/activities	8. Property misuse
9. Incorrect uniform ( <i>No note from parent/guardian</i> )	9. Name-calling / Teasing / Making derogatory or personal remarks
	10. Refusal or defiance
	11. Threatening learners / Threatens to use



<p>10. In need of haircut – Hair too long  11. Littering  12. Running in class/passages, or sliding down stair railings  13. Walking around in class, or loitering in the passages  14. Eating and drinking in contact time (assembly and class)  15. <u>Failure to:</u>  *submit absent notes as stipulated  *pay lost text books  *attend detention classes  16. Arriving late for school without an excuse note  16. Fetched late from school</p>	<p>violence  12. Throwing objects at others  13. Writing/Drawing of dirty/inappropriate letters/ pictures  14. Writing on / Damaging school property – Can be cleaned  15. Tampering with safety and other equipment on School premises  16. Unreasonable repetition on a LEVEL 1 offence</p>
<p><b><u>LEVEL 1: CORRECTION OF BEHAVIOUR</u></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 style="text-align: center;"><b><u>DETENTION</u></b></p> *<u>Offence:</u> Learners who have defaulted with regard to the ‘Second’ level of discipline as outlined above  -<i>Procedure:</i> 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  5) Any apologies for not attending, needs be to in writing, but will be postponed to the next session</p>	<p><b><u>LEVEL 2: CORRECTION OF BEHAVIOUR</u></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 style="text-align: center;"><b><u>DETENTION</u></b></p> *<u>Offence:</u> Learners who have defaulted with regard to the ‘Second’ level of discipline as outlined above  -<i>Procedure:</i> 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  5) Any apologies for not attending, needs be to in writing, but will be postponed to the next session</p>
<b>LEVEL 3 BEHAVIOUR</b>	
<p>1. Bullying / Intimidating others  2. Cheating in assessments  3. Incorrect hairstyle  4. Leaves school premises without permission  5. No respect for authority or school rules  6. Racist remarks/actions  7. Writing on/Damaging school property  8. <b>Possession of unacceptable, harmful or inappropriate items or literature</b> (as defined by the SA Schools Act) e.g. weapons, e.g. knives, blades, sharp objects cigarettes/drugs, pornography or any other material which may be offensive to others  9. <b>Theft and vandalism</b>  10. <b>Threats</b> made towards Educators, learners or any other person.</p>	

**11. Intentional injury or accidental, but severe injury caused**

**12. Sexual misconduct:**

- *Verbal, e.g.*
  - inappropriate language, suggestions, insinuations, invitations
  - discussions of any sexual nature or content
- *Non-verbal, e.g.*
  - displaying intimate parts
  - touching intimate parts of self or others
  - movements of a sexual nature
  - sexual harassment
  - sexual assault
  - any conduct of a sexual nature that is non-consensual

**13. Unreasonable repetition of a LEVEL 2 offence**

**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 teacher is responsible for discipline and has the full authority and responsibility to correct the behaviour of learners whenever such correction is necessary. Any corrective measure or disciplinary action will correspond with and be appropriate to the office. All learners will abide by the discipline system that has been developed to assist and guide learner behaviour in School.

**16.2 DISCIPLINARY STRUCTURES AT PAROW INCLUSIVE SCHOOL**

<b>FIRST 'LEVEL' OF PUNISHMENT</b>
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 take action 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 eg. 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) Late commers:

- *Offence:* Learners who are late for the start of the school day
- *Procedure:* Learner must get a late note from the office if coming late for 2 or more times in the same week
- *Repeating late coming* will be dealt with at the discretion of the Head of Discipline

**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 drug policy of Parow Inclusive School is contained in a separate policy, which goes hand-in-hand with the *Code of Conduct*.
- In the interest of safeguarding all learners against possible drug possession and/or mind-altering substance possession and/or use, random searching and/or testing on suspicion of possession and/or use may be conducted by the Principal or delegated authority. The tests are for the parents' account.
- Any learner found to be in possession of, and/or distributing, and/or purchasing, and/or using drugs/mind-altering substances, or tests positive for the use of drugs/mind-altering substances, or anyone who is an accomplice to those in possession of and/or distributing and/or purchasing and/or using drugs/mind altering substances may be dismissed. Prosecution and a possible criminal record may follow.

**17.1 CONFIDENTIALITY**

Where a learner approaches any of the school's staff, it will be handled 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.

**17.2 TEST**

When a test must be done, it will be done with consideration of the necessary clinical procedures and personal rights with regards to privacy, dignity and physical integrity. The procedure is set out in the Parow Inclusive's *Drug Policy*.

**17.3 SEARCHES**

Where there is reasonable suspicion that a learner is in possession of a forbidden substance, a search will be done in terms of Act 8A of the South African School Law. The process is set out in the Parow Inclusive's *Drug Policy*.

**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. The *Policy with regards to Bullying and Cyber Bullying* needs to be read with the *Code of Conduct*.

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

- Parents, guardians, learners, Educators and SGB members are jointly responsible for ensuring that all learners attend School.
- 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.
- 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.

## **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.
- 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 of 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 SGB, should it be deemed necessary.
- 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 SGB: Disciplinary Committee.
- Disciplinary hearings/meetings will be held as scheduled on the term plan. All hearings/meetings will be conducted according to regulations. The SGB will decide on what action will be taken.

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

<b>Chair</b>	The person appointed by SGB 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. 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.
- 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 parents.

## **27. SUSPENSION OF A LEARNER**

- The SGB 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 given an opportunity to indicate 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.

## **28. PREPARATION**

- The SGB will inform the learner and his/her parents in writing of the decision to conduct a Disciplinary Hearing. Written notice of a formal Disciplinary Hearing must be issued at least five school days before the hearing. When issued with a notice, the parent must sign the reply slip as acknowledgement of receipt and return it to the school the next day. If a learner is not present during the hearing, the hearing will continue in his/her absence.
- Written notification shall include:
  - the complaint that the learner is facing;
  - the date, time and venue of the Disciplinary Hearing;
  - the right of the learner to be represented by a Representative;
  - the right of the learner to call any witness, or produce any evidence which will substantiate his/her defence or disprove the complaint made against him/her.
  - In order to prepare for the case, the learner should be given reasonable access to his/her Representative.
  - The Disciplinary Hearing will be convened within a reasonable time (7 days) after the decision to proceed has been made, but if there are circumstances that make this impossible, such hearing will be convened as soon as it is practically possible in the circumstances and at the discretion of the Chair.
  - The Disciplinary Hearing will be conducted in English.
  - It is the responsibility of the secretary of the Disciplinary Committee to ensure that the proceedings at the Disciplinary Hearing are accurately recorded.

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

- Chair of the Disciplinary Committee (elected or co-opted member of the SGB/senior member of staff)
- Two parent representatives of the SGB
- 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.

## **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 represented by one internal representative
  - The right to be assisted by parents/guardians during the hearing
  - 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 five days
- 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.

### **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 or not 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 in order 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.
- 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.
- In order 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 will always be entitled to be represented by:
  - his/her parent(s), or
  - a member of Parow Inclusive School Staff.
- 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**

<b>Offences</b>	<b>Possible proposed sanctions</b>
Possession of weapons that may cause physical injury (knives, etc.)	Disciplinary Hearing, or written warning
Entering school grounds, attending a school activity, or wearing a school uniform under the influence of alcohol/drugs	Suspension from school. Disciplinary Hearing, written warning, or counselling
Possession, copying, distribution, use or showing pornographic material	Suspension from school. Disciplinary Hearing, written warning, or counselling

Physical assault with the intention of grievous bodily harm	Suspension from school. Disciplinary Hearing, written warning, or counselling
Racist remarks/insults	Disciplinary Hearing, written warning, or counselling
Infringing upon the rights of learners who wish to receive tuition by disrupting classes, preventing other learners from attending class or preventing Educators from giving class	Disciplinary Hearing, or written warning
Use of cell phone during a formal assessment	Nought and written warning
Dishonesty or attempted dishonesty in examination/test/portfolio work	Nought and written warning
Possession/distribution of test/examination material before/during the test/examination	Disciplinary Hearing, nought for test/examination, or written warning
Use of weapons which may cause physical injury (knives, etc.)	Suspension from school. Disciplinary Hearing, written warning, or expulsion
Possession and/or use of firearms, magazines, ammunition, dangerous/deadly weapons	Suspension from school, and Disciplinary Hearing and expulsion
Possession or use of or trading in drugs/alcohol during school hours, when attending a school activity or while wearing the school uniform	Suspension from school, and Disciplinary Hearing and expulsion or counselling
Poisoning or attempted poisoning of any person	Suspension from school, and Disciplinary Hearing and expulsion or counselling
Theft, robbery and burglary	Disciplinary Hearing, replacement of stolen items, written warning, or expulsion, or counselling
Malicious damage to school property	Disciplinary hearing, repair of damages, written warning, or expulsion, Counselling
Injury to staff, co-learners or any other person	Suspension from school, Disciplinary Hearing and expulsion or counselling
Rape, attempted rape or indecent assault	Suspension from school, Disciplinary Hearing and expulsion or counselling
Possession or setting off of fireworks	Disciplinary hearing, written warning, or expulsion
Incitement/initiation/attendance of any form of illegal strike/action/meeting/campaign on school grounds	Disciplinary hearing, written warning, or expulsion, or counselling
Any offence that is punishable under general law after the learner has been found guilty	Suspension from school, Disciplinary Hearing and expulsion or counselling
Where approval for expulsion is not granted, learners will attend counselling or the relevant life skills programme before they may return to class. Such learners will be accommodated in the exclusion room in the interim to continue with school work until they have completed the series of counselling sessions or the stipulated life skills programme.	

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

- The learner may appeal against both the findings of guilt and the sanctions, provided that 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 two working days of the learner and, at least, one of his/her parents being notified of the sanction.
- 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.

## 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.
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. 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.

*Winter*

#### ***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.

**35.2 BOYS**



*Boys Uniform*

*Summer*

***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:***

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. 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:***

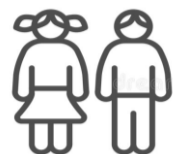
1. Black PT shorts.
2. White, golf-style shirts/white T-shirt with NO PRINTING on. No alternatives are acceptable
3. Socks are determined by the sport to be played. Consult with the relevant sport coaches.
4. Takkies/Sports shoes must be worn, and must be at least 80% white in colour. Fashionable and 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 GIRLS AND BOYS

1. **Badges**, supplied by the school, may be worn. No other badges or brooches are allowed.
2. **Barefoot policy**: No barefoot – learners need to wear school shoes/tackies at all times, unless arrange differently.
3. **Beanies** may not be worn with school uniform.
4. **Birthdays**: No big cakes allowed; only cupcakes and party packs.
5. **Cases** can be purchased at PEP/Pick & Pay.  
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.
6. **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.
7. **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 un ironed, 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.
8. **Glasses**: The wearing of sunglasses and clear-lenses fashion frames, is strictly forbidden.
9. **Jewellery**:
  - Girls may wear a set of earrings. This set must be worn as such that one earring is in place in each earlobe, respectively. More than one earring in an earlobe, or ear, is not allowed. The set of earrings may only be gold or silver in colour. Only a plain, small stud or a plain small sleeper, may be worn. No stones in the studs, or any form of trinket/s on the sleepers, will be allowed. The school reserves the right at all times to determine the suitability of earrings.
  - Boys are not allowed to wear earrings.
  - No necklaces are allowed to be worn, except in the case of a Medic-Alert tag.
  - No bracelets are allowed to be worn, except in the case of a Medic-Alert tag.
  - Ankle chains and belly chains are not allowed.
  - Any other form of body piercing, displaying decorative jewellery or trinkets of any sort, which are visible at any given time, are strictly forbidden. The school reserves the right to enforce this rule whenever the school feels it is being broken in any manner or form.
  - Rings worn on fingers and toes are not allowed. This includes the wearing of signet rings.

10. **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.
11. **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
  - Girls' skirts to be marked on the inside at the back on the waistband
  - Socks to be marked on the inside at the back
  - Shoes to be marked on the inside of the tongue, or the inside of the strap, or the inside of the T-bar. This should be done with a permanent marker, as stitched labels are obviously inappropriate.
  - The inside of the lid of the school case to be marked with a permanent marker with the learner's name and surname.
12. **Nails** (fingers and toes) are to be kept clean, and worn short at all times. Wearing nail varnish is strictly forbidden.
13. **Outing clothes:** Normal, correct seasonal school uniform is to be worn.
14. **Physical Education (PE) Uniform:** PE black pants, white golf shirt/white t-shirt, barefoot or tackies (80%). Grades 1 to 5 learners may wear this uniform on the day they have Physical Education. If it is cold, learners must wear their school uniform and then change into their Physical Education uniform.
15. **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.
16. **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.
17. **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, in order 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 is 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.**