

PRINCESS PRIMARY SCHOOL



DISCIPLINE POLICY JANUARY 2014

1. WHY A POLICY ON DISCIPLINE?

- 1.1 To ensure each learner of an ideal learning environment and each educator of an environment where quality education can take place.
- 1.2 To say exactly what is meant with acceptable and unacceptable behaviour.
- 1.3 To determine appropriate rewards, penalty measures and different forms of punishment.
- 1.4 To establish the reputation of the school's disciplinary policy within the community.
- 1.5 To give to each educator an aid to handle even the most difficult learner.
- 1.6 To identify the role-players in the school's disciplinary management.
- 1.7 To raise the educator's tolerance towards learners.
- 1.8 For act strictly against regular offenders.
- 1.9 To establish a positive image of the school in the community.
- 1.10 To enable all members of the school community to be able to show good behaviour towards each other and to work together in the teaching and learning process.

2. RATIONAL FOR THE POLICY ON DISCIPLINARY

The rational for the disciplinary policy is based on our Credo and in the fact that our school is a place where people can work together, support each other and have reciprocal respect towards each other. The school belongs to us all and we share the same positive values. Strategies are in place to intercept negatives inclinations and to change them into positive orientations.

The application of school policy and the execution of correct procedures will function in each and every classroom to ensure a tranquil learning environment.

3. GUARDIANSHIP

To realise the above-mentioned objectives an effective guardian system is essential. The guardian system will consist of the following facets:
Register classes with a guardian educator, also known as the register class educator;

- 3.1 Grade advisors;
- 3.2 Heads of department;
- 3.3 Deputy principals;
- 3.4 Headmaster;
- 3.5 Coaches for extra-mural activities;
- 3.6 Class / learning area educators;
- 3.7 Parents;
- 3.8 Active participation in the learning events in every class;
- 3.9 Conscientious school attendance;
- 3.10 Participation to the curricular and extra-curricular program;
- 3.11 Use of all school facilities with care;
- 3.12 To wear the correct school uniform and to have a neat appearance;
- 3.13 Not to collaborate with offenders;

- 3.14 To establish rules of order for the enforcement of good discipline and order and for the entire functioning of the schools as a whole;
- 3.15 To live and demonstrate the school's ethos.

4. DISCIPLINARY PROCEDURES

- 4.1 When a learner in the class breaks any rule or commits an offence such learner must also accept the consequence of his misbehaviour;
- 4.2 For every transgression / offence / misbehaviour the learner receives a "Notice of Transgression;
- 4.3 The educator completes the form and the learner signs it.
- 4.4 The educator then sends the form to the register class educator for further procedure.
- 4.5 As soon as a learner has three notices of transgression at the register class educator, these forms are to be sent through to the Head of Department: Educational Guidance for further action.
- 4.6 During the two weekly meeting of the Head of Department: Educational Guidance's Support Group all learners who were reported as offenders with three notices of transgression are discussed. The Head of Department: Educational Guidance will have the learner's Personal Portfolio's with all other kinds of reports at hand to obtain a broader picture of the offending learner.
- 4.7 Minutes are kept of discussion on the offending learner and a note is made on the learner's Personal Portfolio's for later reference.
- 4.8 The meeting considers the nature of the transgressions / offences / misbehaviours and decides on one of the following:
- A personal interview with the offending learner;
 - A telephone call to the parents;
 - A personal interview with the parents where the learner is present.
- 4.9 After any such meeting, a registered letter is always sent to the parents as a notification of certain offences that have been committed by their child.
- 4.10 A copy of the letter and the three notices of transgression is filed into the learner's Personal Portfolio;
- 4.11 At the fourth offence, the learner's parents are telephonically invited for an appointment with the headmaster with the learner present during the interview.
- 4.12 The Head of Department sends a letter of confirmation for the interview to the parents: Educational Guidance. A copy of the letter is also filed in the learner's Personal Portfolio.
- 4.13 The Department: Educational Guidance presents the learner's Personal Portfolio to the headmaster two days in advance of the interview to allow time for preparation.
- 4.14 At the next offence of the learner, the learner and his/her parents are invited to the fortnightly meeting of the Head of Department: Educational Guidance's Support Group. At this meeting, the learner is interviewed and if the parents are present, they could also comment on their child's actions. The seriousness of the situation is spelled out the learner and his/her

parents and the learner is then referred to the Governing Body's Disciplinary Committee for a hearing.

- 4.15 The Head of Department: Educational Guidance then does the necessary preparation to charge the learner at this hearing. It is important the all written pieces of previous interventions be made available during the hearing according to the requirements of the South African Schools Act.
- 4.16 As soon as the date of the hearing is known, the parents are informed per registered letter in which the learner and his parents are summoned to appear before the Disciplinary Committee for a hearing.
- 4.16 The Governing Body's Disciplinary Committee's hearing will be constituted under the terms and regulations set out in the School's Act and other relevant regulations.
- 4.17 The parents could make use of legal representation during the hearing.

5. AN ALTERNATIVE PENALTY MEASURE

- 5.1 At the beginning of each term, every learner receives 15% of the term's mark in each learning area. The learners who shows good co-operation, good behaviour and does homework regularly retains the 15%, but for every offence, the learner commits a certain amount of percentage points could be deducted.
- 5.2 The percentage points are divided up as follows: 5% for homework regularly done, 5% for good behaviour in class and 5% for good co-operation in the learning area.
- 5.3 If a learner does not do homework, show bad behaviour in class or refuses to co-operate, for each offence one percentage point of the term mark is deducted to a maximum of 5 percentage points for each component as set out above.
- 5.4 Dates of transgressions are kept on a class list for reference purposes. With each transgression, a signature is obtained as proof of the offence.
- 5.5 At the end of each term the educator determines from his records the amount of percentage points the learner has lost / maintained. The total for learner work in each learning area is then calculated out of 85% and the remaining marks of the 15% part is added to the 85% part to obtain the grand total for the term.

6. BACKGROUND TO THIS POLICY ON DISCIPLINE

6.1 Philosophical approach

Our school considers each child a unique creature who actualises his / her positive God-given personality traits. Because these possibilities can only be realized in the presence of an adult educator and other learners, it is of decisive importance that this intervention is done in an orderly and well-managed educational climate. If, by reason of the encumbrance of one learner on another, the child will later be unable to realize his / her possibilities fully which will have a detrimental effect on the child's later development. This policy serves thus to ensure that no learner by his / her

own unauthorized performance, prevents any other learner from completing his / her own personality development.

6.2 Educational approach:

The school's Disciplinary Policy will at all times be implemented in a spirit of love, support and the right inclination.

Discipline is obviously linked to the use of punishment. Learners must know what is expected of them and what actions will be taken against them if they disobey school rules. They must know what punishment will be used if they behave in an unacceptable way.

The Disciplinary Policy implies the following:

6.2.1 Learners will be learning area to, with the necessary sensitivity and understanding to the application of all rules and regulations. Authoritative guidance will at all times be sympathetic, because all learners have the right to be heard and to be listened to.

6.3 Moral approach:

The headmaster and staff of our school believe that each child is called to achieve a certain purpose in life. It is the aspiration and intention of this school that each child be accompanied in such a way that he/she will achieve his / her life's purpose. Intervention will only happen when it is found that a learner's attitude or performance is not satisfactory when in relation to what is anticipated of the particular learner.

6.4 Banning of corporal punishment

The Schools Act bans corporal punishment, which is considered an infringement of the rights of learners and incompatible with the spirit of partnership and co-operation embodied in the act.

Anyone found guilty of punishing a learner using corporal punishment could be sentenced the same as for assault.

No person in authority shall administer corporal punishment to any learner. Any person, who contravenes sub-clause [1] of the Education Act, is guilty of a misdeed and a sentence of guilt and a penalty can be imposed on such a person as for assault.

7. **MAIN OBJECTIVE OF THIS POLICY ON DISCIPLINE**

Good school discipline is always a characteristic of effective schools.

Learners learn best in an orderly environment and therefore discipline is an integral part of school management.

The main objective of this Disciplinary Policy is to create an orderly, disciplined and purposeful school environment in which meaningful and qualitative education can take place, self-discipline is promoted and in which each learner will gain optimally, with the following supporting aims:

- 7.1 This Policy on Discipline wants to ensure good discipline and aims to create an environment of serenity in which each learner can be called to self-discipline and responsibility.
- 7.2 This Policy on Discipline is meant to regulate learner conduct.
- 7.3 This model also is intended to discipline the unruly learner and to call him / her to responsibility.
- 7.4 There must be a constant drive to prevent negative characteristics in learners, and to enhance all positive features and to ensure the learners of love and respect at all times.
- 7.5 The Policy on Discipline attempts to also set a record in place for each learner, either positive or negative according to the learner's nature.
- 7.6 The model acknowledges the learner's right to discipline and for the learner to be heard.
- 7.7 This Policy on Discipline anticipates of each learner to always do what is correct and to prove his / her progress on the way the educator takes him/her.

This Policy on Discipline also wants to identify the learner with serious deviations in his / her behaviour pattern and to admonish and accompany such a learner in order for his / her behaviour pattern to be improved. If his / her behaviour does not improve, such a learner can be isolated [suspended] in order to minimise his / her influence on the other learners.

8. DISCIPLINARY SYSTEM

This disciplinary system is the result of working sessions and discussions between parents, educators and the Governing Body.

The Governing Body of the school has approved this disciplinary system and accepted it as a policy document of the school.

Each situation must be handled on merit.

The rehabilitation of learners is set as a priority.

Application of discipline will only take place after guilt was determined above all doubts.

Temporary exclusion is immediately of power for all facets of school activities.

All penalty measures will be documented on the learner's record.

Learners and parents should always be warned of the consequences following any further offences.

9. OFFENCES

Schedule 1 Offences:

A learner will be guilty of misconduct if he or she, intentionally and without just excuse:

- a. Seriously threatens, disrupts or frustrates teaching or learning in a class;
- b. engages in a conspiracy to disrupt the proper functioning of the school through collective action;

- c. insults the dignity of or defames a staff member;
- d. distributes any test or examination material that may enable another person to gain an unfair advantage in a test or examination;
- e. cheats in a test or examination;
- f. engages in any act of public indecency;
- g. sexually harasses another person;
- (h) Is found in possession of or distributes pornographic material; or
- (i) Is under the influence of alcohol.

Schedule 2 Offences:

A learner will be guilty of misconduct if he or she:

- a. Is found guilty of misconduct as contemplated in Schedule 1 after having been found guilty of the same or similar misconduct on two previous occasions;
- b. fails to comply with a punishment of suspension as a correctional measure;
- c. intentionally and without just excuse;
 - i. Forges any document or signature to the potential or actual prejudice of the school;
 - ii. Trades in any test or examination question paper or in any test or examination material;
 - iii. attempts to bribe or bribes any person in respect of any test or examination to enable himself or herself or another person to gain an unfair advantage therein;
 - iv. engages in fraud;
 - v. engages in theft, or otherwise acts dishonestly to the prejudice of another person;
 - vi. is in possession of any dangerous weapon;
 - vii. is in possession of, consumes or deals in any illegal substance;
 - viii. assaults or threatens to assault another person;
 - ix. hold any person hostage;
 - x. rapes any person; or
 - xi. maliciously damages another persons property;
 - xii. commits and be found guilty of any criminal act.

10. THE HEADMASTER 'S DECISION

Only the Principal may institute disciplinary action against a learner in respect of serious misconduct.

11. REGULATIONS RELATING TO MISCONDUCT OF LEARNERS

Definitions

- (a) Learning area to sub regulations;
- (b) and unless the context indicates otherwise, a word, which is defined in section 1 of the School Education Act, 1995, shall have the same meaning in these regulations, unless the context indicates otherwise "any law" includes these regulations:

- (ii) "Code" means the code of conduct of a school;
- (iii) "Disciplinary Committee" means a disciplinary committee appointed in terms of regulation 7(1);
- (iv) "MEC" means the Head of Department responsible for education in the province;
- (v) "Learner" means a person learning area to the discipline of a school as contemplated by regulation 2(2);
- (vi) "Member of the Executive Council" means the member of the executive council responsible for education in the province;
 "misconduct" means misconduct committed by a learner and includes the following:
 - (aa) misconduct committed on the premises of a school, whether during or outside of school hours;
 - (bb) misconduct committed during any school activity, irrespective of whether it is committed within or outside the school premises, and during or outside of school hours; and
 - (cc) any conduct, committed in or out of school uniform and within or outside the school premises, which:
 - (aaa) tends to bring the school into contempt or disrepute;
 - (bbb) interferes with the governance and proper administration of the school;
 - (ccc) interferes with the conditions necessary for any school activity;
 - (ddd) Is committed with the intention of preventing any person from exercising his or her rights, powers or duties as a member of the school community, or is committed in retaliation against such exercise; or
 - (eee) is prohibited by the code of the school;
 - "parent" means a parent as defined in section 1 of the South Africa Schools Act, 1996 (Act No. 84 of 1996);
 - "prosecutor" means the Principal or an educator appointed by him or her to present the case against a learner;
 - "representative" means a learner's parent or a co-learner chosen by a learner to represent him or her at a disciplinary hearing; and
 - "Serious misconduct" means misconduct in respect of which a punishment of suspension or expulsion may be imposed.

12. APPLICATION

1. These regulations and the Code of Conduct made in terms thereof apply to a person who was at the time of the misconduct alleged against him or her learning area to the discipline of the school.
2. A person is learning area to the discipline of the school (a) if he or she
 - (i) Is registered as a learner at a school; or

- (ii) Has been accepted by a school with a view to his or her becoming a registered learner.

13. CODE OF CONDUCT

13.1 The Governing Body of the school shall draw up a Code of Conduct for the school.

13.2 The Code of Conduct conform to the following principles:

- (a) Any learner accused of contravening the code
 - (i) Must be presumed innocent until proven guilty; and
 - (ii) May not be found guilty unless he or she has been given a fair hearing on the charges against him or her.
- (b) The code must distinguish between categories of misconduct according to their seriousness.
- (c) The code must specify which punishments may be imposed in respect of the different categories of misconduct.
- (d) The code must identify who is entitled to adjudicate charges of misconduct falling into each category.
- (e) The code may not conflict with any provision of law.

13.3 The Member of the Executive Council may, by notice in the Provincial Gazette, publish a model code, which shall be deemed to be the code of any school, which does not have a code, until the Governing Body of that school has drawn up a Code of Conduct.

13.4 Learning area to the provisions of any law, discipline at a school shall be regulated in terms of the code of the school.

14. LIMITATIONS ON PENALTIES FOR MISCONDUCT

14.1 Learning area to regulation 5, no learner may be suspended from a school unless:

- (a) He or she is found guilty of misconduct specified in Schedules 1 or 2 to these regulations; and
- (b) The provisions of these regulations relating to suspension have been complied with.

14.2 No learner may be expelled from a school unless

- (a) He or she is found guilty of misconduct specified in Schedule 2 to these regulations; and
- (b) The provisions of these regulations relating to expulsion have been complied with.

15. SUSPENSION OF LEARNER PENDING CRIMINAL PROCEEDINGS

Unless the MEC orders otherwise, a learner who has been charged with a criminal offence arising out of misconduct specified in Schedule 2 shall be suspended from his or her school until the criminal proceedings against him or her have been finalised.

In exercising his or her discretion under subregulation (1), the Head of Department must have regard to the following factors:

- (a) The right of the suspended learner to education;
- (b) The need to protect the safety of learners and educators at the school; and
- (c) The need to protect the property of the school.

16. INSTITUTION OF DISCIPLINARY PROCEEDINGS WHICH MAY LEAD TO SUSPENSION OR EXPULSION

The Principal may institute disciplinary action against a learner in respect of serious misconduct only if:

- (a) There is sufficient evidence to institute such proceedings; and the Principal considers it to be in the best interests of the school and its community that such disciplinary action should be instituted;
- (c) The principal informs the Chairperson of the Governing Body of his decision.

17. DISCIPLINARY COMMITTEE FOR SERIOUS MISCONDUCT

17.1 Upon the advice of the Principal that he or she has instituted disciplinary action against a learner in terms of regulation 6(2), the governing body must appoint a Disciplinary Committee to hear the allegation of serious misconduct.

17.2 Learning area to subregulation (3), the Disciplinary Committee appointed by the governing body must comprise three persons who are either members of the governing body or persons who are eligible to be elected as members of the governing body.

17.3 The appointment of persons to a Disciplinary Committee is learning area to the following conditions:

- the Chairperson of the Disciplinary Committee must be a parent member or community member of the governing body;
- the two remaining members of the Disciplinary Committee may not be the Principal or a learner at the school; and
- No person may be appointed to the Disciplinary Committee if he or she has personal knowledge of any matter that may be in dispute at the hearing.

18. PROCEDURE OF HEARING BEFORE DISCIPLINARY COMMITTEE FOR SERIOUS MISCONDUCT

18.1 A learner charged with serious misconduct shall be entitled to a hearing before the Disciplinary Committee.

18.2 A learner charged with serious misconduct must be given not less than ten school days' written notice of the hearing into his or her alleged misconduct, unless:

- (a) The Governing Body directs, with good cause, that a shorter notice period shall apply; and

There is no prejudice caused to the learner by the shorter notice period.

18.3 the notice contemplated by subregulation (2) must:

- (a) Contain sufficient particularity of the date, place and nature of the alleged misconduct to enable the learner to identify the incident in question and to respond thereto;

- (b) Inform the learner of the place and time of the hearing and
 - (c) Inform the learner of his or her rights in terms of these regulations.
- 18.4 The governing body must give the notice contemplated in subregulation (2) to the learner and deliver a copy thereof to the learner's parents.
- 18.5 The learner may require that the hearing be held on a date earlier than that specified in the notice by giving two school days' written notice of his or her preferred date to the Principal, who must inform the governing body accordingly.
- 18.6 The learner must be accompanied by one of his or her parents at the hearing unless he or she is 21 years or older.
- 18.7 The learner is entitled to be represented by his or her parents or a co-learner at the hearing. No other person may represent the learner at the hearing.
- 18.8 At the beginning of the hearing the Chairperson of the Disciplinary Committee must inquire whether a member of the Disciplinary Committee, the learner or his or her parent or representative, requires the services of an interpreter.
- 18.9 Before any witness testifies at the hearing, the Chairperson of the Disciplinary Committee must inquire of that witness whether he or she requires the services of an interpreter.
- 18.10 If a member of the Disciplinary Committee, the learner, his or her parent or representative or a witness requires an interpreter, the Disciplinary Committee may not proceed with the hearing until an interpreter competent in the relevant languages has been made available, provided that it shall not be necessary to make available a formally qualified interpreter.
- 18.11 The prosecutor must commence proceedings at the hearing by presenting the case against the learner and setting out the charge to the learner.
- 18.12 The Chairperson of the Disciplinary Committee must ask the learner whether he or she admits or denies the charge as set out. The learner must respond thereto. Should the learner fail to respond, the learner will be deemed to have denied the charge.
- 18.13 If the learner admits to the charge, the following procedure must be followed:
- (a) The Chairperson must question the learner with reference to the alleged facts comprising the misconduct as outlined by the prosecutor in order to satisfy the Disciplinary Committee that the learner is indeed guilty of the charge.
 - (b) If, upon questioning the learner, it appears that his or her version materially differs from the facts as outlined by the prosecutor, or if the Chairperson is not satisfied that the learner is guilty of the charge, the Chairperson must enter a denial in respect of the charge on behalf of the learner.
 - (c) If the Disciplinary Committee, or the majority of its members, is satisfied that the learner is guilty of the charge, the Disciplinary Committee must find the learner guilty of the charge.

- 18.14 If the learner denies the charge:
- (a) The prosecutor may call witnesses or present other evidence in respect of the allegations against the learner;
 - (b) The learner, or his or her representative, may question any witness and examine any evidence presented by the prosecutor;
 - (c) After all the evidence has been led against the learner, the learner or his or her representative may call witnesses or present other evidence in support of his or her denial of the charge;
 - the prosecutor may question any witness and examine any evidence presented on behalf of the learner;
 - the Disciplinary Committee may question any witness or examine any evidence at any time;
 - after all the evidence has been presented, first the prosecutor and then the learner or his or her representative may address the Disciplinary Committee;
 - the Disciplinary Committee must thereafter adjourn the hearing to a specified time and date, during which adjournment the Disciplinary Committee must decide whether, on a balance of probabilities, the learner has been proved guilty of the charge;
 - at the time and date contemplated in paragraph (g), the Disciplinary Committee must inform the learner and his or her parents or guardians and his or her representative of its findings.
- 18.15 If the learner is found not guilty of the charge, the Disciplinary Committee must, if the learner so requests, publish its findings in the school with or without disclosure of the name of the learner in accordance with the learner's request.
- 18.16 If the learner has been found guilty of the charge, the prosecutor and the learner or his or her representative, may present evidence before the Disciplinary Committee relevant to an appropriate penalty, including evidence of the learner's personal circumstances, general record of past conduct at the school, the nature and seriousness of the misconduct in question, and the interests of the school community.
- 18.17 After considering any evidence presented in terms of subregulation (16), the Disciplinary Committee must impose on the learner a penalty that it is empowered to impose in terms of the code and these regulations, and inform the learner, his or her parents and representative in writing thereof.
- 18.18 If the Disciplinary Committee decides that the learner should be expelled from the school, it must make a recommendation to that effect to the Head of Department and must suspend the learner from the school pending the decision of the Head of Department on whether the learner is to be expelled.
- 18.19 A suspension imposed in terms of subregulation (18) takes immediate effect unless the MEC orders otherwise.

19. FURTHER PROVISIONS ON SUSPENSION AS A CORRECTIONAL MEASURE

1. Where the Disciplinary Committee imposes on a learner a penalty of suspension as a correctional measure, it must in writing
 - (a) inform the learner, his or her parents and his or her representative as well as the principal of the period of suspension, which may not exceed one week; and
 - (b) inform the learner and his or her parents of their right to appeal to the MEC against the findings of the Disciplinary Committee as provided in this regulation.
2. A learner or his or her parent may appeal to the MEC against
 - (a) any finding of guilt by the Disciplinary Committee in respect of which a penalty of suspension as a correctional measure has been imposed; and
 - (b) a penalty of suspension as a correctional measure imposed by the Disciplinary Committee.
3. A learner or his or her parent or guardian who wishes to appeal against a decision contemplated in subregulation (2) must, within 14 days of being notified of the decision in terms of subregulation (1), deliver a Notice of Appeal together with the grounds for the appeal to the MEC.
4. Unless the MEC on good cause orders otherwise, the lodging of an appeal shall have the effect of suspending the penalty imposed by the Disciplinary Committee until the MEC has decided the appeal.
5. Within three days of receiving the Notice of Appeal, the MEC must inform the prosecutor and the Disciplinary Committee of the lodging of an appeal and provide them with a copy of the Notice of Appeal.
6. Within five days of receipt of the Notice of Appeal from the MEC the prosecutor shall deliver to the MEC record of the evidence presented at the hearing and the findings made by the Disciplinary Committee; and the prosecutor and the Disciplinary Committee may respond in writing to the Notice of Appeal and state the reasons why the appeal should be dismissed.
7. The MEC must convene an Appeal Hearing within 14 days of the receipt of the Notice of Appeal.
8. At the Appeal Hearing the learner or his representative and the prosecutor shall be entitled to address the MEC.
9. After considering the appeal the MEC must
 - a) dismiss the appeal;
 - b) impose on the learner a lesser punishment permitted by the code of the school and these regulations; or

- c) find the learner not guilty;
- d) and notify the learner, his or her parents and his or her representative of the decision.

The decision of the MEC in respect of the appeal shall be final.

20. FURTHER PROVISIONS ON EXPULSION

20.1 Where a Disciplinary Committee in terms of regulation 8(18) suspends a learner from attending school with a view to expulsion by the MEC, the Disciplinary Committee must:

- (a) inform the learner, his or her parents and his or her representative
 - (i) of the suspension of the learner from attending school;
 - (ii) of the reason for the suspension, in particular that the matter has been referred to the MEC with a recommendation that the learner be expelled;
 - (iii) that the suspension will, unless otherwise ordered by the MEC, take immediate effect and will last until the MEC has decided whether or not to expel the learner; and
 - (iv) that they have the right within the next five days to make written representations to the MEC concerning the findings of the Disciplinary Committee;
- (b) ensure that if the learner is a boarder in a hostel, his or her parent removes him or her;
- (c) direct the Principal to submit to the MEC a report in respect of the learner which must include the following:
 - (i) the learner's full name, date of birth, grade and academic record;
 - (ii) the evidence presented and findings made at the hearing;
 - (iii) the learner's past disciplinary record;
 - (iv) the date of suspension and proof that the Disciplinary Committee has complied with the provisions of paragraph (a); and reasons why no other penalty than the learner's expulsion would be appropriate in the circumstances.

20.2 After considering the report contemplated in subregulation (1)(c) and any representations made by the learner or his or her parent within five days of being informed of the decision of the Disciplinary Committee, the MEC must:

expel the learner;

- impose on the learner a lesser punishment permitted by the code of the school and these regulations; or (c) find the learner not guilty;
- and notify the learner, his or her parents and his or her representative of the decision.

20.3 (f the MEC expels a learner, he or she must notify the learner and his or parents in writing of their right to appeal against his or her decision to the MEC.

- 20.4 If the MEC expels a learner who is of compulsory school age, he or she
- (a) must ensure that the learner is admitted to another school or centre of learning within the province;
 - (b) may require that the learner attend counselling; and must procure regulatory progress reports in respect of any counselling contemplated in paragraph (b).
- 20.5 If the MEC expels a learner who is not of compulsory school age he or she may order that the learner not be re-admitted to another school within the Province.

21. APPEAL AGAINST DECISION OF MEC TO EXPEL A LEARNER

- 21.1 (a) A learner or his or her parent may appeal to the Member of the Executive Council against
- (a) any finding of guilt by the MEC in respect of which a penalty of expulsion has been imposed;
 - (b) a penalty of expulsion imposed by the MEC; and
 - (c) an order made by the MEC in terms of regulation 10(5).
- 21.2 A learner or his or her parent or guardian who wishes to appeal or review a decision contemplated in subregulation (1) must, within 14 days of being notified in terms of regulation 10(2) of the decision, deliver a Notice of Appeal together with the grounds for the appeal to the Member of the Executive Council.
- 21.3 Unless the Member of the Executive Council on good cause orders otherwise, the lodging of an appeal shall not have the effect of suspending the penalty imposed by the.
- 21.4 Within five days of receiving the Notice of Appeal, the Member of the Executive Council must inform the MEC, the prosecutor and the Disciplinary Committee of the lodging of an appeal and provide them with a copy of the Notice of Appeal.
- 21.5 Within five days of receipt of the Notice of Appeal! from the Member of the Executive Council, the prosecutor and the Disciplinary Committee may respond in writing to the Notice of Appeal and state the reasons why the appeal should be dismissed.
- 21.6 The Member of the Executive Council must convene an Appeal Hearing within 14 days of the receipt of the Notice of Appeal.
- 21.7 At the Appeal hearing the learner or his or her representative and the prosecutor shall be entitled to address the Member of the Executive Council.
- 21.8 After considering the appeal the Member of the Executive Council must
- (a) dismiss the appeal;
 - (b) impose on the learner a lesser punishment permitted by the code of the school and these regulations; or
 - (c) find the learner not guilty;

and notify the learner, his or her parents and his or her representative of the decision.

21.9 The decision of the Member of the Executive Council in respect of the appeal shall be final.

22. SCHOOL RULES

School rules are standards of behaviour that tell us what to do and what not to do.

School rules must always be obeyed, even if you are alone.

School rules ensure a safe and disciplined school environment.

1. Lining up when the bell goes:

The bell rings at the start of the school day. When the bell rings, all learners must line up in front of their register classes. At the sign of the educator, they enter the class in a well-behaved manner.

2. Assembly at the hall.

At the line up for assembly, the learners move orderly into the hall. When they line up absolute silence must prevail, also when the learners enter the hall.

3. Maintenance and neatness of the school environment:

Just as one is proud of oneself, so one should be proud of the neatness and tidiness of your environment. Each learner must take pride in the tidiness of the school grounds, the buildings, the sports field, the garden and the classes. It is not just the duty of the general assistants to clean up the school grounds, but it is the duty of all the learners to help in this regard.

4. Announcements:

When announcements are made over the intercom, all learners must be quiet and should be paying attention to what is being said. All announcements should be written into the announcement book on the day of the announcement.

5. Conclusion of the school day:

During the conclusion of the school day over the intercom, all learners must cease their activities and pay attention to the relevant thought for the day. No noise will be tolerated during this time.

6. Absence

Learners may only be absent from school by reason of illness or funerals. All other absence must be limited and all doctor appointments must wherever possible be scheduled for the afternoons.

Learners, who were absent, must on the first day of his / her return to school, provide a letter from the parents stating the reason for the absence. The letter must be handed in at his / her register class at the start of the school day.

Learners that were absent for two or more days must submit a doctor's certificate on their return explaining the reason for their absence.
All parents wishing to collect their children from school during school hours must first obtain the necessary permission from the office.
Learners that were absent during a test or exam must hand in a medical certificate upon their return, otherwise a zero will be allocated for that particular test or exam.
Irregular school attendance influences the learner's progress and such conduct leads only to ignorance and incompetence.

7. Ball games:

No ball games are allowed under any roof, on any passage or against any wall.

8. Injury or illness during school hours.

If a learner gets hurt during school hours or becomes ill, it must immediately be reported to the office. A third party with the parent's permission may only fetch such a learner from the school.

9. Breakage and malevolent damage:

No breakage or malevolent damage of private or school property will be allowed. Any such occurrences must immediately be reported to the office or to the educator on playground duty. The guilty person will be expected to make good the damage by paying the account for the necessary repair work.

10. Eating during lesson hours:

No learner would be allowed to eat during lesson hours. The educator may confiscate all food items and discard it in the waste bin.

11. Electrical installations:

No learners will have permission to tamper or play with any electrical installation or open any distribution board. Light switches may only be utilised for the proper purpose.

12. Cycling on the school grounds:

Before entering the school grounds, learners must get off their bicycles and push the bicycle to wherever they go on the school grounds. In the afternoons, the same procedure must be followed until they reach the school's exits. During school hours, all bicycles must be locked in the bicycle shed.

13. Behaviour in the classroom:

Inside the classroom, each learner must help to create an orderly atmosphere in which learning can be optimised. Learners should work as rapidly as possible to obtain the best results.
The educator will confiscate all toys.

Upon entering the classroom, learners will stand next to their desks and wait for the educator's instruction to take their seats.

All rubbish must be collected before leaving the desk.

No writing or scratching is allowed on any of the furniture.

No learners will be allowed outside the classrooms during lesson hours, except when formal work is to be done outside the classroom.

Learners may not change seats without the educator's permission.

The learners must respect visitors to the classroom by standing up if a visitor enters the class.

14. Behaviour on the school grounds:

Learners are expected to greet their educators in a friendly manner on the school grounds.

Learners must not display a lax attitude by leaning against walls or palisades.

Learners must respect each other and by no means will dirty language or dirty games be allowed on the school grounds.

15. Behaviour of our learners towards our educators:

Our educators must be considered as our instructors and councillors who are always willing and prepared to give us guidance and lead us in our growing up. They are also the persons that watch each child's progress on every area of the school life. It is expected of the learners to be courteous and amicable against their educators. It is also expected of learners to be obedient and do their daily assignments and homework to the best of their ability.

The learners are expected to behave in a well-disciplined manner and all undisciplined behaviour will be penalised with demerits or stricter action.

16. Behaviour of our learners against each other:

Every learner will have the opportunity to be a senior of the school and it is expected from the junior learners to show the necessary respect for the seniors. We look up to our seniors to give direction to the junior learners to help to maintain the good traditions of our school.

It is expected of all the learners to support each other mutually and to help where assistance is needed.

Learners must be gentle and polite against each other.

Learners must be tolerant and should help along to create a tranquil atmosphere.

Learners must believe in teamwork and do their best if they participate in sport or other team events.

Learners should reprimand each other if incorrect behaviour is noticed.

Learners must always behave themselves everywhere they go in school uniform and defend the school's good name.

New learners must feel welcome at our school and should be absorbed into the friendship circles.

- 17. Make-up:**
No lip-gloss, mascara, eyeliner, blush, base, medicinal cream or any other make-up is allowed. This rule applies at all times when learners are in uniform.
- 18. Running in the passages:**
No running will at any time/excuse be allowed in the passages, as this can be hazardous.
- 19. Handbooks:**
Learners must at all times take good care of all the handbooks in their possession.
All books must have a proper protective cover.
If a book is lost, the replacement cost of the book can be obtained from the office, so that the learner can replace the book.
- 20. Hair style for Boys:**
Hair must be tidy and neatly clipped.
The ears must be open with the hair neatly clipped around it.
When the hair is combed down side ways, it may not cover the ears.
The neck must be clean cut for at least 3 cm above the collar.
Hair must slope evenly upwards with no visible step.
The length of the longest part of the hair may not exceed 2.5 cm.
The forehead must be open and if hair is combed forward over the forehead, it may not cover the eyebrows.
Hair may not point away from the head in a permed style.
No foreign hairstyles are allowed. The hair may not be coloured or permanently waved.
- 21. Homework:**
Here the learner is allowed the opportunity to work independently.
Homework is not restricted to written work only.
Study and memorising are just as important.
Conscientious learners will never allege that they have no homework.
Daily revision of the work done in the class is to every learner's advantage.
All homework must be written down in the personal diary on the day it is given.
Learners are advised to read wider than the suggested material. Here the library plays an important role.
- 22. Homework diary:**
Each day's homework must be copied down in the homework diary.
Mark each item of homework off that has been completed.
Parents must regularly sign the homework diary.

The educator can also make use of a learner's homework diary to communicate with the parents.
It is also important that the learners should not misplace their homework diaries.

23. Jewellery

No excessive jewellery is allowed. No bangles, chains and rings will be allowed.

A watch, signet ring, neck chain and one ear studs per ear are items of jewellery allowed.

The signet ring's broadest point should not exceed 5mm.

24. Class rotation.

During class rotation, the learners should move as quickly as possible to the next class. The girl class leader walks at front while the boy class leader walks at the back of the group. Nobody plays during class rotation. No one is allowed to visit the toilets during class rotation.

Line up at the following class until the educator gives the sign for the class to enter the room.

During class rotation, the minimum of noise is to be caused and no excessive noise will be tolerated.

Bags must preferably be carried in the left hand during rotation.

No bags are to be carried on the back or over the shoulders.

Always keep to the left, especially on staircases where learners can easily get hurt.

25. Bathrooms:

Appropriate request in the class to the educator is: " May I go to the bathroom? "

Bathrooms are to be kept tidy and clean.

No foodstuffs are to be taken into the bathrooms.

No playing will be allowed in the bathrooms.

Only one learner per turn is allowed to leave the class for the bathroom.

Always flush the toilet after use.

26. Chewing gum:

No chewing gum is allowed on the school premises.

No chewing gum may be chewed while a learner is dressed in school uniform.

27. Nails:

Nails may not be longer than the point of the finger.

No nail polish is allowed.

Under no circumstances will permission be given for long nails.

28. Initiation:

No initiation ceremonies will be tolerated on the school premises.
No learner may be offended or his / her human dignity be impaired.

29. Coming late for school:

Learners must be on time for school. During hall assembly, all latecomers must report to the office for their names to be taken down.
On other days, all latecomers must first report to their register classes, before such learners are allowed into the normal classes.

30. Reception foyer:

No learners are allowed into the reception foyer, except when send to the office by an educator or when an inquiry is to be made at the office.

31. Offences that will not be tolerated:

Bad language, cursing, dirty conversations, bad behaviour, coping of home work, awolling from school, bunking, gossiping, lax attitude, chewing gum, stealing, uncourteous behaviour and impolite remarks.

32. School times:

The school starts at **07:40** and closes at **13:50**, winter and summer.
No learner is at liberty or has the permission to leave the school premises during these hours.

33. Behaviour in public:

In public, the learners will always display the best behaviour as representatives of the school. At all school activities visitors will be welcomed and greeted in a friendly manner.

The school uniform is an advertisement for the school and should be worn with the necessary courtesy.

Be courteous and amicable against everybody. Be humble and know your place. Take care that people will only talk good about our school.
You should immediately reprimand a fellow learner who can't behave in public.

34. Pornography and erotic material:

No such material will be allowed onto the school grounds. The strictest possible measures will be implemented against any learner who transgresses this rule.

35. Break:

During break, all learners will play on the allocated parts of the playground. No rough games are allowed and the older learners must stay away from the younger learners.

No fighting will be allowed on the school ground and swearing is totally forbidden. No learner may play near any motor vehicles. No stones may be thrown.

All rubbish must be placed in the rubbish bins.

36. Radio's in the classroom:

No radio or receiving device will be allowed into the classrooms.
No listening to any sports broadcasts is allowed during lesson hours.

37. Report cards:

Report cards are for the learner and his / her parents. The parents must always sign the report card and sent it back to the school on the first day after the holidays.
The report card becomes the property of the learner at the end of the year.

38. Reply slips:

All reply the parents must sign slips and send back to the school the following day.

39. General Remarks:

During break the learners are not allowed to go into classrooms or the hall without permission.

Nobody is allowed into the bicycle shed during school time.

Each learner is responsible to keep the classrooms, bathrooms, passages and playground tidy and clean from rubbish.

The building, furniture and all apparatus should be looked after with the necessary care and respect.

No smoking is allowed on the school ground.

Every learner is responsible for his / her property. Lost articles must be handed in at the office.

Inquire at the office if you have lost any item.

Learners are at all times responsible for the tidiness and cleanliness of the school and playground.

Use the rubbish bins available on the playground.

Always pick up a paper that lies on the ground, don't walk past it.

Immediately address a litterbug.

There is regular class duty with the educator on playground duty.

The policy of cleanliness also applies during all visits to other schools.

Leaders must always be ready to motivate learners to clean up where they have wasted.

40. School Times:

The school starts at **07:40** and closes at **13:50**.

41. Moving away:

When a learner knows that he/she is going to leave the school for another school, application should be made to the secretary for a transference card a week in advance. The learner must also hand back all his / her handbooks to the respective educators whom must sign the handbook list.

- 42. Toys:**
No toys are allowed into classes. If a learner plays with a toy while in class, the educator, effectively cancelling the learner's property right to the toy may confiscate such a toy.
The same rule applies to all assemblies in the hall.
- 43. Playground Demarcation:**
Consult the playground duty roster for the demarcation of the playground showing where the different age groups should play during breaks.
- 44. Games:**
No rough or dangerous games where learners may get hurt are allowed at school. The older learners are not allowed to mix with the little ones during break.
- 45. Teasing of Fellow Learners:**
No teasing is allowed. The right, dignity and privacy of every learner must be respected. The use of nicknames is also forbidden.
- 46. Sports Participation:**
It is each learner's first priority to participate for the school in any school sports of his / her choice. Afterwards outside bodies may be represented in the specific club's colours. It is the aspiration of the school that every learner will participate in one or more types of school sport, as group participation fosters the feeling of belonging, which is important for the school as a whole.
- 47. Sports Practices:**
Learners must be on time for sport practices. The correct dress code must be adhered to. During sport practices all bicycles must be secured as no responsibility can be taken for theft during sport practices.
- 48. Dress code:**
Parents are requested to buy only the prescribed school uniforms from the official suppliers. School clothes must always be neat and clean.

Summer Dress Code for Girls:

Blazer:

Uniform:

Shirt:

Socks:

Shoes:

Jersey:

Panty:

Summer Dress Code for Boys:

Blazer:

Shirt:

Trousers:

Socks:

Shoes:

Jersey:

Winter Dress Code for Girls:

Blazer:

Uniform:

Shirt;

Scarf:

Tracksuit:

Socks:

Shoes:

Winter Dress Code for Boys:

Blazer:

Shirt:

Pants:

Jersey:

Tracksuit:

Socks:

Shoes:

Sports Dress Code for Girls:

Tracksuit:

Netball Dress Code:

Hockey Dress code:

Athletics Dress Code:

Cross-country running Dress Code:

Tennis Dress Code:

Swimming Dress Code:

Physically Training Dress Code:

Sports Dress Code for Boys:

Track Suit:

Rugby Dress Code:

Cricket Dress Code:

Athletics Dress Code:

Cross Country Running Dress Code:

Tennis Dress Code:

Swimming Dress Code:

Physical Training Dress Code.

49. School Bags:

Only canvas or leather school bags will be allowed.

The minimum measurements must be 40 x 25 cm. Bags with compartments inside are preferred that offer adequate space so that handbooks and exercise books can be comfortably packed without damage to the said items. The school bag must also be tidy and may not be pasted with stickers.

50. Tennis Courts:

Learners with the right clothing will be allowed onto the tennis courts. It is very important that learners wear the right type of tennis shoes, as shoes with hard soles will only damage the surface of the tennis courts. The tennis courts may not be used without permission.

51. Leaving the School Grounds during school hours:

No learner has the authority to leave the school grounds during school hours without obtaining the necessary permission from the office. Letters from the parents asking for permission must be submitted to the office during the outset of the school day.

52. Access to the School Grounds.

Access to the school grounds may only be through the gates. No learner may climb over a fence or make a hole in it to get through. It also constitutes an offence of trespassing to enter the school grounds after-hours.

53. Staircase:

No learner may run up or down staircases, including those of the pavilion. Always keep to the left on staircases.

54. Swearing:

Swearing and dirty (bad) language are bad habits and are not allowed at school. To swear at any learner constitutes defamation of character.

55. Before School in the Mornings:

No learners are allowed into classrooms before school starts, except those who perform duties in the classrooms. A maximum of 3 learners may enter the classroom to perform these duties.

School bags are to be placed in a neat row in front of the classrooms before school.

When learners have put their school bags down, they should go to the allocated playground. No playing will be allowed on or near the passages.

56. Appearance of School Uniform:

The school uniform must always be clean and neat. No unauthorised pieces of clothing are allowed with the school uniform, especially during the winter months when only the prescribed school uniform will be tolerated.

Fingernails and hair must be clean and well looked after. The school keeps the right to decide when a learner's hair is too long or the hairstyle is unacceptable. Girls with hair touching the collar must tie the hair up or wear a ponytail.

Regular uniform inspections can be carried out at random.

57. Stolen Goods:

The possession of stolen goods is a punishable offence.

58. Possession of Alcohol:

The possession of alcohol is a punishable offence.

59. Weapons:

No learner shall at any time bring a weapon to school or be in possession of a weapon on the school premises. The contravention of this rule constitutes a very serious offence and will be punished in the strictest way possible.

60. Drugs:

The possession or distribution of any narcotic substance or drugs on the school premises is a very serious offence and will be punished in the strictest way possible.

23. DISCIPLINARY PROBLEMS

Schools must handle discipline problems responsibly if they wish to have learners take responsibility for their own actions. Strict enforcement of rules and regulations or doling out prescribed punishments from a rigid penal code is not dealing responsibly with discipline problems. Although either tactic may force learners to change their behaviour, neither effectively deals with the problem. To deal with the problem, the underlying causes of the behaviour must be identified and dealt with. Good behaviour can be learned and taught just as learning area matter can be learned and taught.

Identifying the underlying causes can be difficult. Oliva divided the causes of learner behaviour problems into six categories:

- (1) causes originating with the child;
- (2) causes originating within the child's group;
- (3) causes originating with the educator;
- (4) causes originating with the school;
- (5) causes originating with the home and community;
- (6) causes originating in the larger social order.

To determine causes, learners must believe the school environment is receptive and the school and administration are concerned about learner welfare. If the

school's climate is not open-minded, learners will not volunteer much information about the underlying causes of their problems.

In attempting to identify causes, the principal and / or educator might ask questions relating to Oliva's categories.

- Is the learner physically or mentally incapable of behaving in a certain manner?
- Is the learner emotionally upset?
- Is his or her peer group competitive or hostile?
- Does the educator humiliate the learner in front of the class?
- Does any one listen to the learner when he or she has a complaint about the school?
- Do the learner's parents think school is a waste of time?
- Is the student worried about finding a job when the unemployment rate is so high?

After identifying the causes, a course of action can be undertaken. The school might see that the learner gets medical or psychological attention. The principal might talk to the educator about interaction with the learner. The parents might be invited to the school.

In addition to dealing with the causes of a specific behaviour problem, the school should try to prevent these problems from occurring. Annual workshops could be held for educators to improve their skills. The principal could set up a committee in which learners have input into decisions about disciplinary procedures and dress codes. The secondary school could provide services to help learners deal with such concerns as job placements. Career centres with information on the types of jobs available and the qualifications needed to hold them would provide valuable assistance to learners.

It seems wise to establish a format to allow learners to discuss current problems of the larger social order, such as war, integration, and politics. The school should have a procedure to deal with these types of issues on short notice. Learners are sensitive to these contemporary issues and may feel compelled to express their point of view on the day -to-day actions of people in government on the local or national levels.

Learners must be assisted to understand how they can best make their actions produce effective results. Learners must know how to take democratic action rather than resort to actions alienating them from people who could help. The principal must recognise the importance of analysing the pattern of underlying causes of disciplinary problems. This pattern and resolving underlying causes may provide the key to preventing discipline problems.

24. GOOD DISCIPLINE

Schools with exemplary discipline exhibited these characteristics:

- These schools did many things that have been done by good schools and good educators for a long time;
- These schools fostered good discipline by creating a total school environment that is conducive to good discipline rather than adopting isolated practices to deal with discipline problems;
- Most of the educators viewed their school as a place where staff and learners come to work and to experience the success of doing something well;
- These schools are learner oriented;
- These schools focused on causes of discipline rather than symptoms;
- Programs in these schools emphasised positive behaviour and used preventive measures rather than primitive actions to improve discipline;
- These schools adapted practices to meet their own identified needs and to reflect their own styles of operation.
- The principal plays a key role in making these schools what they are. The programs in these schools often result, either through happy coincidence or through deliberate design, from the teamwork of a capable principal and some other staff who has the personal leadership qualities that complement those of the principal;
- The staff of these schools believe in their school and in what its learners can do; and they expend unusual amounts of energy to make that belief come true;
- Educators in these schools handle all or most of the routine discipline problems themselves;
- The majority of these schools have developed stronger-than-average ties with parents and with community sources.



PRINCESS PRIMARY SCHOOL

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NOTICE OF OFFENCE COMMITTED

NAME OF LEARNER: _____ GRADE: ____/____

NAME OF EDUCATOR: _____ LEARNING AREA:

SIGNATURE OF LEARNER: _____ DATE: _____

NATURE OF OFFENCE: (Indicates with)

CATEGORY 1- OFFENCES (Expected to be done, but didn't do it)

Busy with other things		Bad manners	
Books not covered		Unsatisfactory execution of instruction	
Bad manners		Unprepared for oral task	
Talking without end		Exercise book not handed in	
Handbook / exercise book at home		Lax or untidy work	
Homework not done		Occupied with toys	
Homework incomplete		Play instead of work	
Report card not handed in		Need stationary	
Report card not signed		Test not signed	
Late for class		Worksheet not pasted in book	
Noisy on entering / leaving class			
PT clothes at home			

CATEGORY 2- OFFENCES (Not allowed, but done)

Bully fellow learner		Make a mess in class	
Absent without permission		Despise educator's authority	
Copy homework		Make noises in class	
Fight and hurt fellow learner		Excessive jewellery	
Dirty class		Disobedience	
Damage school property		Inappropriate behaviour	
Damage private property		Disrupt learning activities in class	
Damage plants		Disrupt group work	
Damage bus seat		Fiddle with other people's property	
Show disrespect		Shoot objects	

Eat in class		Play dangerous games	
Talk instead of work		Write on school property	
Run in passages		Play in passages	
Repeated bad behaviour		Carelessness	
Ignore leader's order		Falsify signature	
Ignore educator's order		Cause disruption	
Chew chewing gum in class		Delay teaching process	
Laugh in a loud manner in class			

CATEGORY 3- OFFENCES (Moral offences)

Assault of fellow learner		Satanism activity	
Fighting		Commit fraud	
Cheat in test		Smoke, in possession of cigarettes	
Insult dignity of educator		Conspiracy for collective action	
Damage good name of school		Sexual misconduct	
Damage others property		Gossip	
Damage school property		AWOL	
In possession of pornography		Play truant	
Theft		Play during prayers	
Aggressive behaviour		Prick fellow learner with sharp object	
Serious disruption of class routine		Unacceptable behaviour	
Serious emotional outburst		Bad behaviour while in uniform	
Frustrate teaching process		Indecent behaviour in public	
Behaviour in conflict with school's values		Urinate in public	
Malicious damage		Afflict someone sexually	
Tell lies		Vandalism	
Take school property unlawfully		Destroy school property	
Touch / cuddle fellow learner		Destructive behaviour	
ill-mannered behaviour		Distribute test material	
Undermine authority		Reject ethos of school	
Dishonest in test / exam		Swear at fellow learners / staff member	
Disrupt teaching process		Dirty words in letters	
Indecent language		Rape person	
Murder person		Leave school grounds without permission	

CATEGORY 4- CRIMINAL OFFENCES (Specify)



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DISCIPLINARY ACTION

PROOF OF CONVERSATION

I, _____ in grade _____ / _____

acknowledges herewith that the Head of Department: Educational Guidance has conducted an interview with me in regard to the three disciplinary offences I have committed. I acknowledge that I have contravened the school's Code of Conduct.

I realise that the offences I have committed are unacceptable for the school and I pledge to give my full co-operation and I also realise that any further contraventions of the school's Code of Conduct could lead to my expulsion from school. The consequences of further offences were also explained to me.

SIGNATURE OF LEARNER

DATE

HEAD OF DEPARTMENT

DATE



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DATE: _____

Dear Parent

Please note that your child, _____ in
grade ____/____ has been put in detention for disciplinary reasons.

As a result, he / she will have to remain at school from _____ to
_____ on the following day: _____

Please contact the HoD:EG for further details, if needed.

HoD:EG

Principal

Reply Slip

I, _____ parent of _____ in

grade ____/____ acknowledge receipt of the detention notice

dated _____.

Parent's signature

Date: _____



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DATE: _____

Dear Parent

Please note that your child, _____ in
grade ____/____ has already accumulated _____ demerits as a result of
various offences he/she has committed.

This kind of behaviour is unacceptable and detrimental to the well being of the rest
of the school. It is expected of each learner to abide by the school's Code of
Conduct.

Please see this letter as a formal warning and acknowledge receipt thereof by
returning the signed reply slip to the school.

Please contact the HoD:EG for further details, if needed.

HoD:EG

Principal

Reply Slip

I, _____ parent of _____ in

grade ____/____ acknowledge receipt of the formal warning notice

dated _____.

Parent's signature

Date: _____



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Time-Out Notice

Offender's name: _____ Date: _____

Class educator: _____

Second educator: _____

Signature of class educator



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Date: _____

Address:

Dear : _____

Offence:

We wish to draw your attention to the fact that your (son / daughter),
(name) _____ in grade ____/____
has(describe the offence committed) _____
_____.

As a result, (he / she) will be temporary suspended from attending
classes on _____ to _____ and should report for
school again on _____.

This behaviour is unacceptable and detrimental to the well being of the rest of the
school as it sets a bad example to other learners. Should there be any further
incident of contravening of Code of Conduct at (School's name) in future, your child
will again be suspended from classes.

Please see this letter as a formal warning and please acknowledge receipt thereof
by signing the enclosed copy and return it to (School's name) by (date).

Yours sincerely

HoD:EG

Principal

Parent's acknowledgement of receipt of letter.

I have received a written warning re (name's)
unacceptable behaviour at school and take notice of (his / her) temporary
suspension.

Signature: Parent

Date



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DATE: _____

Dear : _____

Your child in grade_____/_____ must appear before our school's Internal
Disciplinary Committee on the _____of _____, 200__ at____:_____.

During this meeting, your child's _____demerits will be discussed and in terms of
the current School's Act the Disciplinary Committee has the authority to consider
certain disciplinary measures against your child.

You as parent are welcome to attend the meeting as an observer of the proceedings.

HoD: EG

Principal