

**The Capstone School**

**Learner**

**Code of Conduct and  
Disciplinary Policy**

<b>Policy name:</b>	Learner Code of Conduct and Disciplinary Policy			
<b>Date Approved:</b>		<b>Date policy will take effect:</b>		<b>Date of next review:</b>
<b>Developed by:</b>	ACSI Southern Africa			
<b>Approved by:</b>				
<b>Body Responsible for Communication and Implementation:</b>				
<b>References and legislation:</b>	<p>The Constitution of the Republic of South Africa (Act no. 108 of 1996)  The South African Schools Act (Act no 84 of 1996) as amended by the Education Laws Amendment Act, 2005. ("SASA")  National Education Policy Act (Act 27 of 1996)  The regulations for Misconduct of Learners at Public Schools and Disciplinary Proceedings, 2001 (General Notice 2591 of 2001). ("Regulations")  The promotion of Administrative Justice Act (Act no. 3 of 2000)  The promotion of Access to Information Act (Act no 2 of 2000)  National Education Guidelines on Code of Conduct for Learners</p>			
<b>Supporting Documents, Linked Documentation, Procedures and Forms for this Policy:</b>	This policy should be read in conjunction with the following policies and documents: Discipline in the Classroom by Sharon R. Berry			
	<p>Vision and Mission  School values  Philosophy of Education  Statement of Faith  Statement of family values  Expected Student Outcomes  Harassment Policy  Anti-Bullying Policy</p>	<p>Attachment 1 Learner Pledge  Form A Counselling and Corrective Action  Form B Written Warning  Form C Final Written Warning  Form D Notice of Disciplinary Enquiry  Form E Summons to appear at a  Disciplinary Hearing  Form F Notice of Appeal  Form G Notice of Grievance</p>		
<b>Scope:</b>	School Board, Principal, School Management Team (SMT), Staff, Learners, Parents			
<b>Revision History</b>				
<b>Expiry date of the Policy:</b>	This policy remains in force until such time as it is replaced by a policy revised and approved by the School Board.			

## 1. DEFINITION

**Discipline** has as its main components - training and correction.

The dictionary definitions of discipline are:

1. The practice of training people to obey rules or a code of behaviour, using punishment to correct disobedience.
2. The training expected to produce a specific character or pattern of behaviour, especially training that produces moral or mental improvement.
3. To train by instruction and practice, as in following rules or developing self-control.
4. A state of order based on submission to rules and authority.

**Biblical discipline** is so much more than the punishment of behaviour. It includes training and instruction, given in love that involves the heart and God's Word, and is expected to produce a specific character or pattern of behaviour, moral values, ethical behaviour, spiritual growth and self-control.

It is training learners to think rightly, and not only comply outwardly with what is required. It is motivating them out of a love of righteousness rather than a fear of punishment.

Well-designed and managed discipline instructs, shapes, moulds, corrects, punishes, rebukes, and inspires appropriate behaviour. Discipline includes Bible-based guidance as well as the opportunity to direct learners away from sin. Discipline is best carried out progressively over time as a corrective measure in the form of training unless circumstances necessitate immediate and decisive action.

**Misconduct** describes a learner's behaviour that is inappropriate and negatively impacts the learner's work, environment, parents, staff, or peers. Misconduct can range from minor issues to serious breaches of the school's values, statements, rules, practices and/or policies.

**Harassment** is unwanted conduct which is persistent or serious in nature. It demeans, humiliates, and/or creates a hostile environment that aims to induce submission in others through actual or threatened adverse consequences. It could be related to a person's (presumed) membership of a group identified by one or more of the prohibited grounds/characteristics associated with such a group such as race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language, birth.

**Grievance** is defined as any feeling of dissatisfaction or injustice experienced by a learner while at school or because of the actions or inactions of the school.

## 2. PREAMBLE

The school, in line with the vision and mission statements, establishes with parents and learners a clear understanding of the authority structure used in the school. This should develop into relationships that are based on mutual respect and, for the learners, obedience. This relationship is the key to all effective discipline. The learners begin to understand that they belong and are safe because there is this clearly understood relationship set within biblical boundaries. Learning takes place in a social context where staff, learners and parents understand that each person is an image bearer of God.

The aim of discipline and training is to address the heart issue behind wrong behaviour and not to shame or humiliate learners. The focus is on long-term change of heart in an individual as they internalise right behaviour.

Misbehaviour becomes the “teaching moment” and is used by staff to help a learner to evaluate their behaviour and the consequences of wrong decision making. This develops inner discipline and self-discipline that enables a child to grow in spiritual maturity.

### 3. FUNDAMENTAL BIBLICAL PRINCIPLES FOR DISCIPLINE AND CONDUCT

This Learner Code of Conduct and Disciplinary Policy and is based on the principles in the Bible for training, correction and disciplining of children.

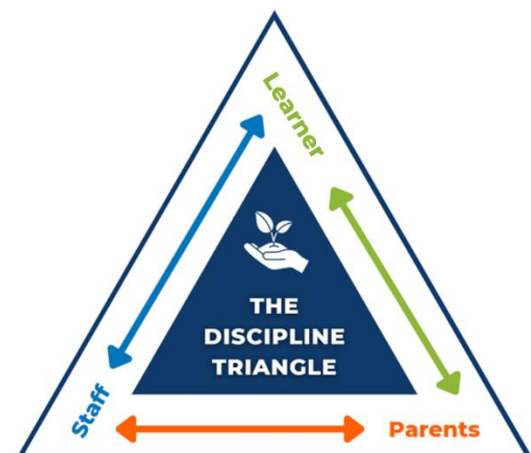
### 4. AIMS OF THE POLICY

The purpose of this policy is to establish the framework in which the school will:

1. Promote godly behaviour, correct wrong-doing and deter unacceptable behaviour.
2. Ensure that biblically based principles, values and ethos are reflected in the training and correcting of learners.
3. Train learners by instruction to practise responsible behaviour at an ever-increasing level of competence to prepare them for adulthood.
4. Teach learners to obey God-given authority.
5. Consistently discipline learners in such a way that they move from external to internal discipline.
6. Practise fair, consistent discipline for the good of the learner, the well-being of the school as well as the successful achievement of the school’s objectives.
7. Implement consequences for wrong behaviour that are realistic, age appropriate, fit the misbehaviour and that can be carried out – in other words, are not empty, foolish threats.
8. Ensure that learners display good manners and courteous conduct towards friends, as well as staff and family members.
9. Help learners to move toward developing positive character traits and the fruit of the spirit.
10. Promote a climate where respect, discipline, consideration towards others and responsible behaviour are demonstrated.
11. Lead learners to salvation and a relationship with God.
12. Provide the necessary framework to build the learners’ faith in Christ.
13. Ensure that in changing times the school can maintain a high standard of discipline, in keeping with biblical principles and standards.
14. Endorse the basic rights of teachers to teach and to maintain an orderly learning environment, as well as the rights of learners to learn in a secure, non-threatening environment.

### 5. ROLES AND RESPONSIBILITIES

The three main role players in the discipline system are the parents, staff and learners. These three need to develop a good relationship and a basic agreement with each other about discipline and how it is practised in the school. Staff members, learners and parents have a slightly different yet crucial role in ensuring effective functioning of the school’s discipline system.



#### The role of the school board

In their governance role, the school board should:

1. Ratify the learner code of conduct and disciplinary policy.

2. Delegate the disciplinary processes to the principal.
3. Handle a grievance once this has been escalated to them.

### **The role of the principal**

The principal should:

1. Build a clearly defined, biblical philosophy of discipline in the school, based on the principles in God's Word.
2. Maintain fair, just and consistent discipline in the school context.
3. Make certain that learners and parents are made aware of rules, standards, expected behaviour as well as what constitutes misconduct as adopted by the school.
4. Update this policy to ensure that it is relevant, compliant and fosters Christ-like practice.

### **The role of management** (made up of the principal, phase or subject leaders, deputy principal)

Management should:

1. Set an example of Christ-like behaviour to staff and learners.
2. Ensure that staff train learners as to the contents of the code of conduct and how to apply this to daily living.
3. Follow disciplinary policy and procedure for counselling or misconduct.
4. Be fair and just when implementing disciplinary action.
5. Assist staff to implement discipline for level 1 misconduct.
6. Find out the causes and discuss possible remedies to any alleged misconduct.
7. Give or facilitate counselling to learners who need this.
8. Treat with confidentiality all counselling and instances of misconduct.

### **Role of staff members**

Teachers and staff member are responsible for discipline at a class and school level and have full authority as well as the responsibility to correct the behaviour of learners whenever such correction is necessary. This ensures that teaching and learning takes place in a structured, disciplined environment. Training is the primary focus. Any corrective measure or disciplinary action should be carried out in a professional way and in line with the disciplinary system.

### **Staff members should:**

1. Set an example of Christ-like behaviour to parents and learners.
2. Establish personal, caring relationships with learners.
3. Pray consistently for learners.
4. Teach and live the principles of authority structure.
5. Develop and exemplify respect and self-discipline.
6. Treat the parents of learners as partners in teaching and learning.
7. Act when learners infringe the code of conduct and apply the disciplinary process.
8. Affirm learners by acknowledging their God-given uniqueness.
9. Lay the foundation for open communication by communicating effectively with learners and their families.
10. Develop rules in the class to set the standards of expected behaviour.
11. Follow disciplinary process and procedures.
12. Apply consequences.
13. Train learners in good decision making by:
  - a. Helping learners identify why they are being disciplined.
  - b. Making the learner aware that they have/had a choice of how they could have acted in the situation.
  - c. Asking what choice would have been a better one to make and show from the Bible what would have been a better choice.
  - d. Explaining that their choices and behaviour are to please God – ask if this was so in this instance.
  - e. Pointing out that wrong choices have consequences.

14. Encourage the learner to set the situation right by saying sorry/asking for forgiveness and restoring the relationship with the teacher and/or learner.
15. In the case of a grievance, use the correct procedure for handling the complaint.

### **The Role of the Parents**

1. Commit to the school code of conduct, train your child to follow it and co-sign the pledge with your older child(ren).
2. Show respect for the school, rules and staff.
3. Ask questions about school on a daily basis and listen to what your child says.
4. Respond to letters and requests from school.
5. Have your child at school before the start of school and collect your child at the stated time.
6. Make sure that homework is done and signed.
7. Ensure that bags are packed with what is necessary for the day. Learners should take increasing responsibility for packing and unpacking bags.
8. Check that your child wears correct uniform and is dressed in sport clothing (with a hat/cap and water) on appropriate days.
9. Mark clothing and shoes with your child's name for easy identification.
10. Teach your children to greet staff and friends as well as adults both in the morning and when leaving at the end of the day.
11. Deal with problems and queries with the person involved, without breaking down the school or teacher in front of your child(ren).
12. Carry over to home the routines that are practised at school – such as tidying up quickly without complaining, being prepared for daily activities and taking responsibility for personal belongings.
13. Allow your child to deal with the consequences of disobedience and misconduct.

### **The Role of the Learner**

It is essential that learners are trained to abide by the code of conduct and discipline system of the school. For younger learners, teaching and reinforcing of the code of conduct will be done by the teacher and staff members. Older learners need to commit to the code of conduct and the implied lifestyle so that God is honoured. From Grade 3 the learner should be of an age and maturity level to agree to this pledge. See Learner Pledge Attachment 1.

#### **Responsibilities:** Learners should:

- Obey directions and instructions of staff members, coaches and teachers.
- Be punctual when arriving at school and be in class on time.
- Be prepared for classes with all necessary supplies, books, equipment and materials.
- Follow all school rules and regulations.
- Consistently align behaviour to classroom norms.
- Be responsible and accountable by taking ownership for actions and behaviour.
- Complete and hand in homework, projects and assignments on time.
- Organise time well.
- Be respectful of staff and learners and cooperate in class.
- Meet academic expectations and ask for help if unable to do this.
- Contribute to class culture and class accountability.
- Take good care of school property.
- Be involved in keeping the school neat and clean.
- Grow and develop in practising Christ-like behaviour.

#### **Participation:** Learners should:

- Be an active participant in classroom activities.

- Contribute to discussions and group activities by actively listening, making comments, sharing opinions, and discussing ideas.
- Ask questions when not understand what is required.
- Participate in school activities as well community and extra mural programmes.
- Use initiative to take on leadership roles.
- Contribute to group work by negotiation and being a peace maker.
- Help maintain discipline in the class as well as in school by behaving appropriately.

**Character:** Learners should:

- Grow in understanding of the values, expectations, and culture of the school.
- Grow in character by choosing carefully between right and wrong.
- Develop skills such as cooperation and consideration.
- Be inquisitive and nurture curiosity.
- Welcome challenges to develop flexibility and resilience.
- Help others, especially those needing protection, support and inclusion.

## **PART 1 CODE OF CONDUCT**

This School is committed to providing an environment for the delivery of quality teaching and learning by:

1. Promoting the rights and safety of all learners and staff and parents.
2. Ensuring learners' responsibility for their own actions and behaviours.
3. Prohibiting all forms of unfair discrimination and intolerance.
4. Eliminating disruptive and offensive conduct.

The code of conduct spells out the rules regarding learner behaviour at the school. These rules apply to all learners while they are on the school premises or when they are away from the school representing it or attending a school function.

This code of conduct is designed to build and promote the following attributes in the learner:

1. Godly values, character traits and behaviour.
2. A sense of responsibility for their actions.
3. Consideration and respect towards others.
4. A consistent display of good manners and courteous conduct.

The vision and mission of the school, rules, policies, instructions, expected and acceptable behaviour and standards are intended to establish a disciplined and purposeful environment to facilitate effective teaching and learning. Each one of these in part, and as a whole, forms the code of conduct. Nothing shall exempt a learner from complying with the these. Ignorance of these is, therefore, not an acceptable excuse.

### **General School Rules**

1. Learners are always expected to behave in a courteous and considerate manner towards each other, towards all members of staff and visitors to the school.
2. Learners are expected to abide by the school rules with regard to appearance and behaviour when representing the school both during school hours as well as after school hours, while at school and when away from school. Learners may not say or do anything that will discredit themselves or the school.
3. No learner has the right at any time to behave in a manner that will disrupt the learning activity of other learners or will cause another learner physical or emotional harm.
4. Loitering and/or playing in and around the corridors, stairwells and toilets is forbidden.
5. All litter must be placed in refuse bins or wastepaper baskets.

6. Wilful damaging or vandalising of school property and the property of others, either by writing or by a physical act, is prohibited.
7. Theft of school property and private property is prohibited.
8. Any act of cheating in class work, homework, informal and formal tests or internal or external examination is prohibited. Furthermore, copying and/or borrowing another learner's work is forbidden.
9. Disruptive, unruly, rude and/or offensive behaviour will not be tolerated.
10. The timeous handing in of work is the responsibility of each learner.
11. Learners who fail to produce a medical certificate for absenteeism during formally scheduled examinations/tests/assessment period will obtain a mark of "0" (nought) for the examination/test/assessment task.
12. Learners will respect the beliefs, culture, dignity and rights of other learners, as well as their right to privacy and confidentiality.
13. Language that is seen as pejorative, discriminatory or racist is prohibited.
14. Any act that belittles, demeans or humiliates another learner's culture, race or religion is prohibited.
15. All learners have the right to an education free of interference, intimidation and/or physical abuse. The learner will respect the property and safety of other learners. Fighting or threatening other learners is forbidden.
16. The learner will respect those learners in positions of authority. A learner who is in a position of authority will conduct him/herself in a manner befitting someone in authority. S/he will respect the rights of other learners and will not abuse such authority bestowed upon him/her through his/her position.
17. The carrying, copying and/or reading of offensive material is prohibited.
18. Learners must keep clear of areas that are indicated as out of bounds.  
These include:
  - The area behind the school hall
  - The swimming pool and area, except during a lesson while under the supervision of a teacher.
  - Electrical mains distribution boxes, fire extinguishers and hoses.

The school will contact parents/guardians when a learner's behaviour becomes a cause of concern and will endeavour, in a spirit of constructive partnership, to resolve the problem.

### **General Classroom Rules**

In each class, teachers will:

1. Discuss and set class rules at the beginning of the year. These should range from between 3 to 10 rules depending on the age or grade of the group.
2. Make sure that every learner understands the reason for the rules.

## **6. PROCEDURES TO BE FOLLOWED FOR IMPLEMENTING THE CODE OF CONDUCT**

The implementation and administration of the code of conduct is the responsibility of the school management team.

### **Pre-school and younger learners**

The basic assumption of the school and the staff is that learners of this age are still learning appropriate social and life skills, and that they need time and training to acquire these skills.

In the younger age groups the class teacher deals with misconduct. Younger children are separated if physically hurting another child. As they get older, children are put on a



few minutes of 'time out' near a caregiver, to calm down.

When conflict arises, or when there is a need for discipline, older learners are first told to stop a certain behaviour, then instructed as to why such behaviour or language is wrong. If they do not respond after a few requests, the learner is put on a few minutes of 'time out' near a teacher, to calm down.

Time out will last for up to five minutes, depending on the age of the learner or the severity of the incident.

A teacher will help the child to deal holistically with regards to any conflict or bad behaviour, be it physical or verbal.

If the child still does not respond favourably to this training, an informal conversation is had with the parents to reinforce the school methods of discipline at home.

Should there be more serious problems that are ongoing and have not been satisfactorily resolved, a meeting with parents, the principal and the class teacher will take place, to find out how together the team can work to resolve the behaviour. A referral to a specialist may also be requested by the school.

### **Primary and High School Learners**

In the discipline process, when the code of conduct is breached, the emphasis is always on training the learner toward righteousness. Consequences are used to correct and train the learner to become more disciplined and to move from external to internal discipline. Learners are taught how to ask for forgiveness for their misconduct, as well as to correct their behaviour.

Throughout this process, parents are enlisted as allies. They are kept up to date with the results of the application of disciplinary measures.

Monitoring of the corrective action may include:

- A behaviour contract with the learner.
- Daily or weekly reports to parents from the teacher.
- A support action plan for parents to implement.

### **Primary School**

Learners in Grade 3 and above, as well as their parents, are expected to sign a pledge of commitment. (Attachment 1).

### **Handling of a parent's grievances/complaints or appeals regarding discipline**

A complaint made to the teacher by a parent or learner is handled by the teacher of the learner. The principal is informed of the complaint.

When a teacher is not able to resolve a complaint, and further discussion is needed, an appointment is made for the teacher and parent to discuss the complaint with the principal.

In such an inquiry, the principal, with the teacher and parent meeting with the principal separately from each other if necessary. Once facts are established regarding the content of the complaint, the principal will consider the facts presented to him/her, resolve the complaint and give a ruling.

If a parent, learner, or teacher of the learner is not satisfied with the resolution process,

a parent, learner or teacher can escalate the complaint by formally requesting in writing that the school board address the issues surrounding the complaint.

At any point in the discipline process, parents may lodge a grievance with the principal. Such a grievance or complaint will be handled by the principal, or a designated representative appointed by the principal.

Any grievance/complaint will be handled with discretion and confidentiality.

## **PART 2 THE DISCIPLINARY SYSTEM**

### **Discipline in the school**

A school ethos based on mutual respect within which learners know the boundaries decreases the need for disciplinary action and ensures that learners develop self-discipline.

Each staff member should build God-centred relationships with learners that lead the learner to an understanding of authority and obedience. Training a learner in this way is a slow process as it requires heart change.

Discipline is to train/teach/instruct, never to condemn or shame a child, thus discipline should always:

1. Be fair and carried out for the good of the learner.
2. Be consistent.
3. Deal with outward behaviour in younger children leading to helping older learners examine the motives of the heart.
4. Move from external discipline to internal discipline as the learner grows older.
5. Be reasonable and practical, with consequence that can be carried out.
6. Take place in private and when both staff member and learner are calm.

The tool used at The Capstone School for maintaining discipline in the Intermediate phase is the Strike System. At all times the emphasis is on guiding the learner to make the correct choices.

The discipline process begins in the classroom where the teacher will give individual training and attention to a learner.

Parents are informed of their child's misbehaviour by a written notification after the child receives a strike. Time out or separation from the class is handled by the teacher who may also use the arrangement of desks and the placing of learners to facilitate better discipline.

Persistent misconduct will lead to a phone call to parents, followed by a meeting with the parent and counselling with the parent and/or learner.

Should the required change in behaviour and/or language not become evident after a certain time, a written warning is given. After a disciplinary inquiry, at which parents are present, the learner may be suspended from school for one or two days. Continued infringements of Level 1 and 2 offences that indicate no change in the behaviour or language of the learner has taken place, despite corrective measures being applied, may lead to a disciplinary hearing.

There are four levels of offences which describe possible transgressions of the code of conduct and the corrective measures and actions that will be applied for misconduct.

Depending on the nature of the incident requiring disciplinary action, any of the actions or behaviour in the levels below can be involved without any preceding level or levels having been involved. This implies that disciplinary action does not need to begin at Level 1 and move from level to level. Rather the misconduct justifies at which level is the disciplinary action is set.

### Level 1: Offences handled by the teacher/staff member

This level usually involves about 85% of learners.

When a learner commits a relatively minor form of misconduct or is not complying with school or class rules, a staff member may give a verbal warning. The learner will be made aware that further misconduct or non-compliance is likely to lead to further disciplinary action being taken against him or her in terms of the disciplinary code. He/she will be made aware of standards expected. The staff member will keep a brief written record of the warning and the facts leading to it.

Level 1: Offences		
No	Level 1: Offences	Recommended Corrective Measures
1.	Late arrival in class or for an activity	Corrective actions/sanctions are carried out by a teacher/staff member and may include the following:
2.	Extra-mural activity: non-attendance at school practices and matches (without a valid excuse to teachers/coach)	
3.	Personal conduct while on school property: <ul style="list-style-type: none"> <li>• inappropriate displays of affection between learners</li> <li>• late arrival for class</li> <li>• uncooperative behaviour</li> <li>• discourteous behaviour/insolence/temper tantrum</li> <li>• foul language</li> <li>• defacing desks or walls or books</li> <li>• littering</li> </ul>	Verbal warning  Verbal reprimand  Punishment in accordance with school discipline system e.g., strike  Detention
4.	Minor infringements of uniform: incorrect socks, jersey or top, wearing of jewellery, untidiness, and unkempt appearance	Subtracting of marks (homework)
5.	Excessively noisy or unruly behaviour before school, during change overs, during breaks and after school.	Temporary confiscation of items (such as uniform, jewellery, cell phones, bags and cases) until the end of the week/term
6.	Entering an out of bounds area without permission	
7.	Loitering in the walkways or the toilets	Removing of graffiti from bags and cases to be done during break
8.	Chewing gum during contact time (class and assembly)	
9.	Misconduct in assembly	
10.	Misconduct or poor sportsmanship during an extra mural activity/practice	Written notification to parents
11.	Continual interference with another learner that causes minor physical or mental discomfort	

12.	Failure to hand in an absentee letter or medical certificate	Meeting with parents  Pastoral care
13.	Failure to wear the full correct uniform when in public, including the wearing of unauthorised items.	
14.	Failure to wear the correct sport clothes for a practice or match	
15.	Disruptive behaviour in class	
16.	Spitting	
17.	Failure to: <ul style="list-style-type: none"> <li>• Do work in class as set by teacher</li> <li>• Hand in homework</li> <li>• Bring required books, stationery, equipment or notes to a lesson</li> <li>• Hand in work on time</li> </ul>	
18.	Copying another learner's class work or homework	
19.	Possession or use of a cell phone, computer game, smart watch or similar electronic devices during official school time	
20.	Failure to: <ul style="list-style-type: none"> <li>• Attend class</li> <li>• Attend a compulsory activity</li> </ul>	

### Level 2 Offences – School Intervention

This level usually involves about 7-15 % of learners. When a learner commits a more serious breach of the rules or regulations, a formal written warning may be issued after a formal enquiry has taken place. The written warning and the hearing proceedings will be recorded by a member of the senior management team and/or principal, using a disciplinary report form. The learner and his/her parents should be requested to sign the warning as an acknowledgement of the proceedings. If he or she declines to do so, this fact should be noted in writing on the form by the person holding the enquiry. A copy of the warning will be handed to the learner and a copy placed in his or her file. A first written warning will expire 3 months after the date of issue and second written warning will expire 6 months after the date of issue.

Level 2: Offences		
No	Level 2: Offences	Recommended Corrective Measure
1.	Plagiarism of any work or cheating/attempted cheating in class test/assignment	Grade teacher to identify culprit/s and organise corrective measures
2.	Interfering with or damage to property/possession of another person's property without the owner's consent	
3.	Defiance/ insolence/disrespect/disregarding of an authority figure's instructions	Zero for work
4.	Insubordination – ignoring or failing to carry out a specific instruction.	Repair/replacement of damaged property at cost to parent.

5.	Detention – non-attendance	Warning letters – First and second
6.	Disregarding test/examination procedures	
7.	Verbal abuse of a person including racist remarks and insults	Detention
8.	Disruptive or uncooperative behaviour which prevents normal teaching and learning in the classroom	Suspension from class
9.	Repeated dress code infringements including hair and personal grooming	Meet with principal
10.	Fighting	Pastoral care
11.	Possession or use of firecrackers at school	Disciplinary inquiry
12.	Forgery, e.g., parent/guardian’s signature or altering of any document or marks	
13.	Intimidation by verbal abuse or physical threat to harm a person or her/his property (bullying)	Call to parents
14.	Misconduct or poor sportsmanship during an inter or intra school competition or league fixture	Formal meeting with parents
15.	Gambling on school property	Immediate exclusion from the rest of the match or school competition
16.	Graffiti on books, case, desks, walls, etc.	
17.	Late for school – three (3) days per term	Confiscation of money
18.	Lying, swearing, or using offensive gestures	
19.	Possession of offensive material excluding pornographic material.	Physical removal of graffiti by cleaning or painting, or by replacing of object
20.	Smoking – possession of cigarette/vape/e-cigarette/holding cigarette/caught in the act on/off or near to school property	
21.	Smoking – selling cigarettes on/off school property	Community service
22.	Threatening assault or intimidation of a person	Confiscation of cigarettes, lighters and vape/e-cigarette
23.	Truancy – bunking a lesson, a day or part of a day	
24.	Tampering with safety equipment or any other school apparatus	Parent to pay for damages
25.	Vandalism – defacing or damaging or breaking school property	
26.	Any action which brings the school’s name into disrepute	
27.	Unreasonable repetition of a Level 1 offence Copying of work, projects, or any other work Unreasonable repetition of a Level 1 offence	
28.		

### Level 3 Offenses – Transition to Formal Disciplinary Process

This usually involves between 3-5% of learners.

If, after having been previously warned in writing, a learner continues to breach rules and regulations, or if he/she is guilty of misconduct or unacceptable standards of a serious nature, not warranting expulsion, he/she may be issued with a final written warning. Gross misconduct could result in expulsion after a formal disciplinary hearing.

Each case must be evaluated on its own merits and must be provided with a sanction justifiable for that specific case.

<b>Level 3: Offences</b>		
<b>No</b>	<b>Level 3: Offences</b>	<b>Recommended Corrective Sanctions</b>
1.	Entering the school premises while under the influence of alcohol, possession at school or on a school outing or smelling of liquor or under the influence at school or on a school outing	Suspension from class/school, Disciplinary hearing Final warning letter
2.	Substance abuse – possession, sniffing or use of unauthorised substance (e.g., glue, meths, benzene, thinners, etc.) or drugs	Community service Detention
3.	Assault with the intent to do grievous bodily harm, fighting, common assault, or attempted assault	Confiscation of a weapon that could cause physical injury and/or illegal substances
4.	Possession of weapons that can cause physical injury such as knives etc.	Return of stolen property
5.	Violating the rights of a staff member to carry out his/her tasks to the detriment of the school, staff, teachers, or learners	Replacement of stolen property at cost to parent
6.	Theft	
7.	Public disturbance and public indecency	
8.	Cheating/attempted cheating, having forbidden material or information in examination/cycle test/portfolio work. This includes any form of communication, verbal or non-verbal with another learner.	Compensate for damages, to cover the cost of repair or replacement of the lost or damaged item
9.	Possession/distribution of test or examination material prior to test or examination being written	Zero marks issued for cheating/attempted cheating,
10.	Use of a cell phone or digital device as a means of communication during a formal test or exam	Zero for test/examination Interview and plan of action with parents
11.	Copying of computer exercises, projects or any other work intended for the year mark	Behaviour management monitoring
12.	Ongoing behaviour that violates the rights of other learners to receive education by disrupting and preventing others from learning, thus frustrating the educational programme	Accountability reporting Placed on a restorative programme
13.	Disruptive behaviour on school property or at school sponsored fixtures or outings or trips or tours which frustrates the school's educational or extracurricular programme	Professional intervention Counselling

14.	Taking part in any form of illegal strike/action/meeting/campaign on school premises that disrupts the proper functioning of the school through collective action	Regular meeting with mentor teacher  Pastoral care Intervention
15.	Drugs – consumption or sale not associated with school	Temporary suspension of school-related privileges.
16.	Gangs – promoting formation/forming of/associating with/furthering activities of school gangs/ 'social groups'	
17.	Involving/attempting to involve outsiders in disputes between learners	Exclusion from school activities and functions.
18.	Pornography – possession, copying, distribution, use or displaying of pornographic material.	Withdrawal of recognition, e.g., award or position of office.
19.	Racist conduct that defames a learner/teacher	Expulsion
20.	Conduct which is intentionally or unintentionally seriously detrimental to the maintenance of order or discipline while the learner is under the control of school authority	
21.	Improper suggestions of a sexual nature	
22.	Harassment	
23.	Threatening to assault or intimidate a teacher	
24.	Verbal abuse of a teacher	
25.	Vandalism of school or personal property	
26.	Absence from school or leaving of school property without necessary permission	
27.	Unreasonable repetition of a Level 2 offence	

#### **Level 4 Offences - Disciplinary Hearing for gross misconduct**

This level usually involves only between 2-3% of learners.

The principal may institute suspension, as a precautionary measure, with regard to a learner who is charged with a serious misconduct offence.

Where a learner is guilty of gross misconduct or a major breach of the rules and regulations of the school or where, after previous written warnings, he or she fails to meet the standards of required conduct, a disciplinary hearing will be held.

The chairperson of disciplinary hearing may, subject to provisions, recommend expulsion.

After a formal disciplinary hearing, should the chairperson of the disciplinary hearing find the learner guilty, the chairperson will notify the principal of the findings. After completing a formal report, the chairperson will give the report, documents, and the record of the hearing to the principal with his/her recommendations. The principal will then enact this dismissal by informing the learner and his/her parents in writing of the decision to expel him or her.

### Level 4: Offences

No	Level 4: Offences	Recommended Corrective Sanctions
1.	Use of weapons that cause physical injury such as knives etc.	Suspension from School.
2.	Possession and/or use of a firearm, firearm magazine, ammunition, dangerous or lethal weapon	Final warning letter Detention
3.	Possession, using and/or dealing in drugs, or alcohol, or any other illegal or intoxicating substances – dealing or pushing these at school or on school outings	Community service Counselling/Pastoral Care
4.	Poisoning or attempting to poison another person	Replacement of stolen articles
5.	Forgery of any document or signature to the potential or actual prejudice of the school	Professional evaluation Disciplinary hearing
6.	Theft, robbery, breaking and entering	Expulsion
7.	Fraud (financial)	
8.	Hostage-taking	
9.	Rituals and practices that damage property or cause harm to people or any other living creatures.	
10.	Sexual assault, rape, attempted rape	
11.	Physical assault that results in bodily harm	
12.	Sedition or inciting any form of illegal strike action/meeting/campaign on school premises	
13.	Dishonest conduct to the prejudice of another person	
14.	Trading in test/examination material or altering marks on school system	
15.	Vandalism – malicious damage to the property of the school, staff members, learners or any other person	
16.	Any offence punishable under common law	
17.	Unreasonable repetition of a Level 3 offence	

### Counselling

Counselling is a positive intervention as compared to disciplinary action.

At first, it is advisable to counsel learners rather than to discipline them if misconduct is on level 1 and 2.

Counselling involves explaining to the learner what is expected of him/her and how the learner should address the problem and what actions to take.



The time given to a learner to implement actions suggested during counselling may vary from about two weeks to one or two months depending on the circumstances. The learner should be given a letter or report (Form A) containing all the relevant points covered in the discussion and a copy should be kept in the learner's file.

If there is no progress or no attempt by the learner to improve, then disciplinary action may follow.

Counselling details must not be entered on the disciplinary record as counselling is an attempt to correct, restore and help the learner change behaviour, and not punish deviant behaviour. However, when taking disciplinary action after counselling for the same misconduct, then the counselling may be referred to when determining an appropriate penalty.

### **Suspension**

In the case of serious misconduct, the principal may suspend a learner.

### **Misconduct**

As far as possible, disciplinary procedures are to be held at the school and to be conducted in an age-appropriate manner.

If a learner commits a form of misconduct that is also a criminal offence, criminal procedures and the disciplinary procedure will continue as separate and different proceedings.

Disciplinary proceedings must be concluded in the shortest possible time frame.

In dealing with misconduct, the principal must assess the seriousness of the alleged misconduct by considering:

- the extent to which the misconduct impacts the school and stakeholders.
- the circumstances in which the alleged misconduct took place.

The form of disciplinary procedure to be followed in any case is determined by the principal.

In cases where misconduct warrants counselling, a staff member must:

- Bring the misconduct to the attention of the learner.
- State the nature of the misconduct and give the learner an opportunity to respond to the allegations.
- During counselling, decide on a method to remedy the conduct.
- Take steps to implement the corrective action decided on in counselling.

If the seriousness or extent of the misconduct does not warrant a formal disciplinary hearing, a member of the senior management team must convene a disciplinary enquiry (Form D) where:

- The learner and parents are to be present.
- During the meeting, the learner is presented with the alleged misconduct.

After hearing the response of the learner, the member of the senior management team should:

- Issue a verbal warning.
- Issue a written warning.
- Issue a final written warning or
- Impose a combination of corrective actions.

In cases where the seriousness of the misconduct warrants it, the member of the senior management team may give the learner a written warning.

The following provisions apply to written warnings:

- The written warning must be in accordance with (Form B) attached to this policy.
- The member of the senior management team must give a copy of the written warning to the parents and learner who must acknowledge receipt on the copy.
- If the learner refuses to sign the copy of acknowledgement, the member of the senior management team must hand the warning to the learner in the presence of a staff member who signs in confirmation that the written warning was conveyed to the learner.
- The written warning must be filed in the learner's file.
- A first written warning remains valid for three months from date of issue.
- A second written warning remains valid for six months after the date of issue.
- If, during the validity period, the learner is subject to disciplinary action for the same issue, the written warning may be considered when deciding on an appropriate action.

If the learner disagrees with the written warning or wishes to add any further information, he or she may lodge such additional information or a written objection against the actions. The additional information and the objection must be filed with the written warning.

In cases where the seriousness or extent of the misconduct warrants it, the principal may give the learner a final written warning. The following provisions apply to a final written warning:

- A disciplinary enquiry (Form D) should take place before a final written warning is issued. The parents of the learner must be at the disciplinary enquiry.
- A final written warning must be in accordance with (Form C) attached to this policy.
- The principal must give a copy of the final written warning to the learner, who must sign to acknowledge receipt of the warning.
- If the learner refuses to sign to acknowledge the receipt of the final written warning, the principal must hand the warning to the learner in the presence of a staff member, who must sign to confirm that the written warning was given to the learner.
- A final written warning remains valid for one year.
- If, during the one-year period, the learner is subject to disciplinary action, the final written warning may be considered in deciding on further appropriate actions.

If the learner disagrees with the final written warning or wishes to add any information, he or she may lodge such additional information or written objection against the disciplinary action or actions. The additional information and the objection must be filed with the final written warning.

To determine appropriate disciplinary action, valid warnings for similar offences by the learner would be considered.

## **PROCEDURE FOR A FORMAL DISCIPLINARY HEARING**

The hearing is chaired by a neutral, impartial person with experience in managing such hearings and is appointed by the school.

The learner and parents must be given written notice of at least five working days before the date of the hearing. A learner under the age of 18 must have a parent or parents present during a disciplinary hearing.

The written notice of the disciplinary hearing must be given in accordance with Form E attached to this policy and must contain:

- A summary of the main evidence which the school will present.
- Details of the time, place, and venue of the hearing.
- Information on the rights of the learner, which are:
  - The right to a formal hearing.
  - The right to be present at the hearing.
  - The right to be given time to prepare for the hearing case.
  - The right to be given advance notice of the charges.
  - The right to be represented.
  - The right to ask questions on any evidence produced, or on statements of witnesses.
  - The right to call witnesses to testify on his/her behalf.
  - The right to an interpreter, to be requested 24 hours prior to the hearing.
  - The right to appeal to the school board within five (5) days against any disciplinary measures imposed by the school.

The learner and parents must acknowledge receipt of the notice by signing a copy of the notice.

If the learner refuses to sign for the receipt of the notice, it must be given to the learner in the presence of a staff member who must sign in confirmation that the notice was conveyed to the learner.

If there is documentary evidence, the learner must be given copies to prepare for his/her case and if the learner requests documentation in support of their defence, he/she must be given access to this unless the documents are strictly confidential.

For the purposes of the investigation and hearing, the school may summon any person who:

- May be able to give information of material importance concerning the subject of the investigation or hearing, or
- Has in his/her possession, custody or control, any book, document, or object which may have a bearing on the matter.

Where the learner has requested that a person be present at a hearing as his or her witness, the school should provide the learner with logistical help to ensure that witness(es) attend.

Neither the learner nor the witnesses can be compelled to make statements either prior to or during a disciplinary hearing.

If the learner and his/her parents do not attend, the hearing will be conducted in his/her absence.

The chairperson must keep a record of the notice of the disciplinary hearing and of the proceedings.

Prior to commencement of proceeding, the chairperson should:

1. Ensure that the correct learner is present with his/her parents.
2. Check that the learner has received notification of the allegations and that sufficient information has been provided concerning the relevant allegations.
3. Ascertain if there are any objections to his/her chairing the hearing and if so, deal with these before commencing the hearing.
4. Get agreement on the language to be used.

5. Ensure that a suitable means for recording the proceedings is available.
6. Explain the purpose of the hearing and describe how it is to be conducted.
7. Explain that witnesses should not be present prior to their giving evidence.
8. Explain that answers to questions and representations should be addressed to the chairperson and that when any person is speaking, he/she should not be interrupted by anyone other than the chairperson.
9. Ask any witnesses present to leave the hearing and to remain available until called.
10. Check that there is an understanding of the procedure to be followed.
11. The chairperson should then read out charges, ask the learner if the charges are understood and if necessary, explain them. If the learner needs time to consider the charges and his/her defence once charges have been explained, the chairperson must give this time to the learner.
12. The chairperson must refer the parties to the charge(s) in the Disciplinary Policy.

The chairperson must then ask learner how he/she pleads – guilty or not guilty.

If the learner pleads guilty:

1. The principal will then present evidence and give a summation of the charge.
2. The chairperson must then ask the learner to state the details addressed in the charge and if he/she agrees with the facts thus set out as proving the charge.
3. The chairperson must ask the learner for factors in mitigation and the principal for factors in aggravation.
4. The hearing will then end.

After due consideration of the evidence, with an understanding of the specifics of the case, the chairperson will give written notification of his/her recommendations, based on the details heard, to the principal.

If the learner pleads not guilty, evidence must be led as follows:

1. The principal first presents his/her case followed by cross examination by the learner and parents. The chairperson may ask questions.
2. Witnesses for the school are brought in separately to give evidence in support of the case followed by cross examination. The chairperson may ask questions for clarification.
3. The learner presents his/her case followed by cross examination by the principal. The chairperson may ask questions for clarification.
4. Witnesses supporting the learner, are brought in separately to give evidence to refute charges followed by cross examination. The chairperson may ask questions for clarification.
5. After this, the learner and parents are asked to present any mitigating factors that should be considered by the chairperson.
6. The principal is also required to state and substantiate what aggravating circumstances may be applicable.
7. The chairperson asks the principal and the learner to present their closing statement or final argument. This final argument/statement must be based on the facts of the current case.
8. After all the evidence has been heard, the chairperson should ascertain whether anyone has any problems with the way in which the enquiry was conducted and should, as far as possible, deal with any problems raised to the satisfaction of the parties.

The disciplinary hearing will end to enable the chairperson to consider the evidence and information presented during the hearing. Based on the facts presented to him/her, the chairperson will decide if the learner is guilty or not guilty.

The chairperson must notify the principal of his/her findings and recommendations in writing and the reason/s for the finding. If expulsion is decided upon, the principal will inform the learner and parents of this decision in writing, and of the right to an appeal. This appeal is to be done on Form F.

The Independent Schools Directorate should be informed of the decision to expel a learner as any appeal may have to be dealt with by the Department of Education. When assessing the so-called procedural fairness of an expulsion, the Head of Department (HOD) expects the school to be able to show proof that the procedures outlined in the South African Schools Act, the regulations and the school's code of conduct have been complied with. The procedures become applicable from the moment an investigation into an alleged act of misconduct starts, through to the moment a disciplinary sanction (such as suspension and/or expulsion) is selected.

If the case against the learner is not proved, and the learner is consequently found not guilty, the matter must be dismissed, and the alleged misconduct cannot be taken into consideration in any future disciplinary action.

### **Collective Disciplinary Action**

The above-described disciplinary procedure is principally designed to deal with instances of misconduct by individual learners. Alleged misconduct by a group of learners, usually acting in collusion with one another, or where the offences are of a similar nature or objective, is considered as being collective misconduct. Generally, collective misconduct is more effectively dealt with on a collective basis.

The following procedures must be followed:

- An investigation into the alleged misconduct is conducted with all the learners concerned.
- A single disciplinary hearing may then be conducted with the learners concerned, with their parents/guardians present.
- The same procedures as provided for in individual cases are followed in a collective situation. In a collective disciplinary hearing, however, individual learners must still be provided (during or immediately after the hearing process) with the opportunity to demonstrate that their own circumstances may be different to the other learners or the group involved, and of showing why they should be treated differently.
- In certain cases, however, it might be considered appropriate by the school to conduct separate investigations or hearings with individual learners. The school reserves its right to exercise its option to conduct individual or collective procedures. Any differences in verdict, or penalties imposed, between different learners involved in the same incident/offence, will have to be justified if the school is called upon to do so.

Should a learner be found guilty by a court of law for breaking the law of the Republic of South Africa, the school has the right, after a disciplinary hearing, to expel a learner. A hearing will be convened with a view to verifying this expulsion.

In a case where this policy is in contradiction of any law then such law shall take precedence.

This policy was adopted by the School Board on .....  
(Date)

**Signed by**

.....

**Chairperson of the  
School Governing Body**

.....

**Date**

.....

**The Principal**

.....

**Date**

## Attachment 1

..... School

### Learner Pledge of Commitment

I, ....., a learner at .....School,  
understand the rules and their implications and hereby commit myself to uphold  
the Code of Conduct and Disciplinary Policy of the school with this Pledge

#### The Pledge

- 1 I will be responsible for upholding the values, traditions and ethos of the school.
- 2 I will abide by the Code of Conduct and Disciplinary Policy of the school.
- 3 I will make every effort in work and play to be an example of Christian love toward others.
- 4 I will accept responsibility for my learning by attending class regularly, being punctual and completing all my tasks, and recognising that with responsibility comes accountability.
- 5 I will cooperate with my teachers and school staff with a good attitude and a willing heart.
- 6 I will treat everyone with respect by being polite, considerate, and helpful at all times regardless of differences in culture, religion, ability, race gender, age, sexual orientation or social class.
- 7 I will assist in making the school a safe place at all times.
- 8 I will let the school know if my rights have been infringed, or if I experience any other difficulty, and seek help from a person I trust.
- 9 I will respect my environment by consciously taking up God's command to care for and protect my physical and natural surroundings.
- 10 I will endeavour to have the courage to face and overcome challenges in a God-honouring way and stand up for what is right and fair.

Learner: .....

Parents: .....

Date: .....

**Form A: Counselling Form with Corrective Action**

Learner \_\_\_\_\_

Staff member \_\_\_\_\_

Date of Counselling \_\_\_\_\_

Counselling is intended to correct behaviour and includes an assessment of progress since previous discussions and actions taken by the learner, if applicable.

Specific concerns will be discussed and included in a written report.  
Expected outcomes and results will be listed.

Description of situation and review of previous discussions, if applicable:

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Reasons for the behaviour:

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A summary of the reasons/causes of the problem:

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Actions to be taken and behavioural standards to be achieved; rules that must be followed and reasons why the learner must have these in place:

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Learner's suggestions to the counsellor in areas where the learner believes he or she needs additional assistance or support and the type of assistance support required. If the learner has no suggestions, this must be recorded:

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The follow up date for measurement/evaluation/assessment of progress is:

Date \_\_\_\_\_

The learner has been advised and understands that failure to correct the misconduct in question may lead to further disciplinary action being taken.

The learner has been referred to the school documents:

- Vision and Mission
- School values
- Statement of Faith
- Statement of family values
- Code of Conduct and Disciplinary Policy

- Expected Student Outcomes

The learner agrees to the corrective/counselling action being implemented and agrees with the reasons for such action.

Issued by \_\_\_\_\_  
Name of principal                                  Signature of principal

Received by \_\_\_\_\_  
Name of learner                                  Signature of learner

Signed by \_\_\_\_\_  
Name of parent                                  Signature of parent

Signed by \_\_\_\_\_  
Name of parent                                  Signature of parent

Witnessed by \_\_\_\_\_  
Name of witness                                  Signature of witness

\_\_\_\_\_ Date of issue

*The original to be held in the learner's file until the counselling process is completed.*

*A copy is to be given to the learner for his or her own records.*

**Form B: Written Warning (First and Second)**

Learner's name: \_\_\_\_\_

Date: \_\_\_\_\_

Personal details of the learner:

\_\_\_\_\_

This is a first written warning in terms of the disciplinary procedure. Should you engage in further misconduct, this written warning may be considered in determining more serious actions.

The written warning will be placed in your file and will remain valid for a period of three (3) months from the date of this written warning.

OR

This is a second written warning in terms of the disciplinary procedure. Should you engage in further misconduct, this written warning may be considered in determining more serious actions.

The written warning will be placed in your file and will remain valid for a period of six (6) months from the date of this written warning.

If you object to the warning, or wish to furnish additional information, you may lodge a written objection or additional information which will be filed together with this warning.

The nature of the misconduct/poor performance is:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Issued by \_\_\_\_\_  
Name of principal Signature of principal

Received by \_\_\_\_\_  
Name of learner Signature of learner

Witnessed by \_\_\_\_\_  
Name of witness Signature of witness

Date of issue \_\_\_\_\_

### Form C: Final Written Warning

Learner's name: \_\_\_\_\_

Date: \_\_\_\_\_

Personal details of the learner:

\_\_\_\_\_

This is a final written warning in terms of the disciplinary procedure. Should you engage in further transgressions, this could lead to formal misconduct proceedings being instituted against you.

The final written warning will be placed in your file and will remain valid for a period of twelve (12) months from the date of this written warning.

Should you wish to do so, you may lodge a written objection to this final warning or provide additional information which will be filed together with this final warning.

The nature of the misconduct/poor performance is:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Issued by \_\_\_\_\_  
Name of principal                                  Signature of principal

Received by \_\_\_\_\_  
Name of learner                                  Signature of learner

Witnessed by \_\_\_\_\_  
Name of witness                                  Signature of witness

Date of issue \_\_\_\_\_

**Form D: Notice of Disciplinary Enquiry**

Learner's name: \_\_\_\_\_

Parent(s) name(s): \_\_\_\_\_

Date: \_\_\_\_\_

Personal details of the learner:

\_\_\_\_\_

You are hereby given notice to attend a disciplinary enquiry in terms of the Disciplinary Policy. The alleged misconduct is based on the following evidence. (A more detailed description of misconduct may be attached).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The hearing will be held at

\_\_\_\_\_ (place)

on \_\_\_\_\_ (date)

at \_\_\_\_\_ (time).

If both you, the learner, and your parents do not attend and cannot give reasonable grounds for failing to attend, the enquiry will be held in your absence.

You may give and present evidence at the enquiry in the form of documents or through witnesses. You are entitled to question any witness called by the school. You may present any relevant circumstances, along with any aggravating or mitigating information which you wish to be considered by the chairperson in determining the verdict.

Issued by \_\_\_\_\_

Name of principal

Signature of principal

Acknowledgement of receipt

\_\_\_\_\_

Name of learner

Signature of learner

\_\_\_\_\_

Name of parent

Signature of parent

\_\_\_\_\_  
Name of parent

\_\_\_\_\_  
Signature of parent

Witnessed by \_\_\_\_\_

\_\_\_\_\_

Name of witness

Signature of witness

\_\_\_\_\_  
Date of issue

**Form E: Summons to appear at Disciplinary Hearing**

Learner's name: \_\_\_\_\_

Parent(s) name(s): \_\_\_\_\_

Date: \_\_\_\_\_

Residential address:

\_\_\_\_\_  
\_\_\_\_\_

Both learner and parents are hereby summoned to appear personally on the

\_\_\_\_\_ day of \_\_\_\_\_ 202\_

at \_\_\_\_\_(time)

at \_\_\_\_\_ (place)

before the chairperson of a disciplinary hearing, for the purposes of giving evidence regarding the following misconduct:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

You have the following rights:

- The right to a formal hearing.
- The right to be present at the hearing.
- The right to be given time to prepare for the hearing case.
- The right to be given advance notice of the charges.
- The right to be represented.
- The right to ask questions on any evidence produced, or on statements of witnesses.
- The right to call witnesses to testify on your behalf.
- The right to an interpreter, to be requested 24 hours prior to the hearing.
- The right to appeal within five (5) school days against any disciplinary measures imposed because of the hearing.

Issued by \_\_\_\_\_  
Name of principal Signature of principal

Received by \_\_\_\_\_  
Name of learner Signature of learner

\_\_\_\_\_  
Name of parent

\_\_\_\_\_  
Signature of parent

\_\_\_\_\_  
Name of parent

\_\_\_\_\_  
Signature of parent

Witnessed by \_\_\_\_\_

\_\_\_\_\_

Name of witness

Signature of witness

Date of issue \_\_\_\_\_



**Form F: Notice of Appeal**

Date: \_\_\_\_\_

Personal details and ID number of the learner:

\_\_\_\_\_

I \_\_\_\_\_ (name of learner) and

\_\_\_\_\_ (name(s) of parent(s))

hereby appeal against the findings and/or action that has been imposed in terms of the

Disciplinary Code and procedure on \_\_\_\_\_ (date) at

\_\_\_\_\_ (place).

I attach a copy of the final outcome of the disciplinary hearing.  
(The appeal request is not valid unless this document is attached)

My reasons for appeal are:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The desired outcome of the appeal is:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I wish / do not wish (choose one and circle) to provide additional evidence not available at the time of the disciplinary proceedings.

\_\_\_\_\_

Signatures of persons lodging the appeal

\_\_\_\_\_

Date

**Form G Formal Notice of Grievance/Grievance Resolution**

Learner's name: \_\_\_\_\_

Parent(s) name(s): \_\_\_\_\_

Date: \_\_\_\_\_

This serves to notify you that I/we have lodged a formal grievance.

The grievance relates to

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The grievance has the following effect on \_\_\_\_\_ a registered learner at (Name of school):

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To resolve the grievance, I/we propose that:

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This grievance is lodged with the expectation that corrective action will be taken to resolve this matter as a matter of urgency. You are requested to make every attempt to resolve this grievance constructively. Should you be unable to resolve this grievance to the satisfaction of the complainant within this time, the grievance will be referred to the principal/school board for final resolution.

Action taken to resolve complaints up to this point (if applicable):

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Is the action acceptable to the learner and parents?

Yes	No
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If accepted:

Signature of learner: \_\_\_\_\_

Signature(s) of parent(s): \_\_\_\_\_

Date resolved/accepted: \_\_\_\_\_

If not resolved, grievance referred to:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Action taken by the principal to resolve complaint (if applicable):

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Final decision taken on grievance by principal:

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Is the action acceptable to the learner?

Yes	No
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If accepted:

Signature of learner: \_\_\_\_\_

Signature(s) of parent(s): \_\_\_\_\_

Date resolved/accepted: \_\_\_\_\_

Should the learner and parents still not be satisfied with (The name of the school)'s action taken to resolve the grievance, he/she may refer the matter to the school board.

General notes and comments:

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