

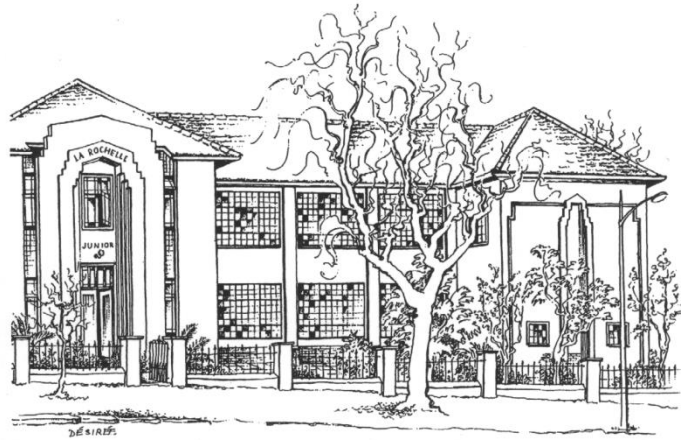
Laer Meisieskool

La Rochelle

Girls' Primary School

Code of conduct policy

Reviewed May 2023



A. Introduction

1. Terms of Legislation: General

The Code of Conduct for Learners at La Rochelle Girls' Primary School was drawn up in terms of the following legislation:

- 1.1. The constitution of the Republic of South Africa (Act No. 108 of 1996) and the Bill of Rights included in the constitution.
- 1.2. The South African Schools Act, (Act No. 84 of 1996) as amended, specifically Amendment 24.
- 1.3. The Guideline for the consideration of Governing Bodies, Government Gazette No 18900.
- 1.4. The General manual for the suspension and expulsion of learners from public schools.
- 1.5. Circular 0030/99 – Provincial Administration Western Cape – Education Department.

2. Terms of Legislation: The SA Schools Act

The South African Schools Act No 84 of 1996, section 8(1) empowers a Governing Body of a school to maintain discipline in a school. The Code of Conduct must prescribe behaviour that respects the rights of learners and educators. The following points need careful attention: An educator at the school shall have the same rights as a parent to control and discipline a learner according to the Code of Conduct during the time the learner is in attendance at the school, in any classroom, at any school function, school excursion or other school related activity. However, it must be remembered that discipline remains the responsibility of the parent first and foremost.

The principal or an educator, upon reasonable suspicion (based on sufficient information), has the legal authority to conduct a search of any learner or property in possession of the learner for a dangerous weapon, firearm, drugs or harmful and dangerous substance, stolen property, or pornographic material brought onto the school property. (Government Gazette no. 22754). During a search human dignity shall be observed and learners shall be searched in private by persons of their own gender, preferably in the presence of at least one other female person.

A record will be kept of the search proceedings and the outcome. The principal may remove any person regarded as presenting a danger to the safekeeping of school premises or any person thereon, from said school premises. (Government Gazette no. 22754, as well as No. 24 of 2005: Education Laws Amendment Act, 2005.) Should such a person be a learner of the school, the parents/guardian of such a learner will be notified immediately of a disciplinary procedure, so that said disciplinary procedure can occur within seven days of the removal. Should it be impossible to hold such a disciplinary procedure within the stipulated seven days, the principal will apply to the Circuit Team Manager for permission to lengthen the time of removal.

La Rochelle Girls' Primary Vision
Educational Excellence

La Rochelle Girls' Primary Mission
We strive for holistic education within a diverse environment.

La Rochelle Girls' Primary Values

Respect/Dignity

- Every learner has the right to be treated with respect and dignity. This implies mutual respect and tolerance for another's convictions, possessions and traditions.

Freedom of expression

- Freedom of expression is not just the right to free speech. This also implies other forms of expression. The learner's right to freedom of expression is not absolute and it should be limited if it leads to disruption of the school. In exercising the freedom of expression, learners should not infringe on the rights of others.

Acceptance

- Every learner has the right to be accepted unconditionally irrespective of physical or cognitive limitations or background.

Self actualization

- Every learner has the right to fulfill her full potential. The school will put reasonable measures in place to ensure that this goal can be achieved in terms of the academic and extra-mural programme.

Equality

- All learners have the right to equal treatment and shall receive equal protection and benefits from the school rules.

B. Rights and responsibilities

1. Learner

| Rights | Responsibilities |
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| A learner has the right to: | For this right the learner will: |
| 1. study | <ul style="list-style-type: none"> • respect study time • not disturb other learners; • not use cell phones during school hours; • move in the corridors in an orderly, brisk and quiet manner, in single rows; • not eat, drink, or chew gum during contact time; • complete projects; • do homework. |
| 2. be listened to | <ul style="list-style-type: none"> • have reasonable requests and opinions; • pay attention when instructions are given; • listen to others; • keep quiet when others are talking. |
| 3. use contact time optimally | <ul style="list-style-type: none"> • respect each other's time; • plan carefully and prioritise; • listen to requests from educators; • be at school according to the school's official contact times: 07:40 in the morning until 14:15 in the afternoon (13:00 on a Friday); • report to the secretary and record the reasons for late coming in the Late Comer's Register; • submit a written apology from parents/guardians in the event of absenteeism. |
| 4. be handled with respect and should have respect for the school/ others/ other learners' property | <ul style="list-style-type: none"> • act in such a way that her reactions deserve respect; • respect the property of others; • act responsibly; • respect the school and national symbols and school uniform; • acknowledge that school assemblies are dignified occasions; • wear the prescribed school summer and winter uniform. La Rochelle scarves are permitted only during the second/third term; • adhere to the dress code for each sport; • take responsibility for own possessions; • accept authority and behavioural rules; • respect different cultures, races and religions. |

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| 5. safety | <ul style="list-style-type: none"> • report unauthorized persons on the school grounds and report strange incidents that happens; • have no weapon on school grounds that can injure fellow pupils. • not intimidate, threaten; or verbally, emotionally or physically abuse fellow pupils; • not become part of a gang; • not run in passages; • not, during excursions, stand while the vehicle transporting them is in motion; • not leave the school premises after entering it in the morning; • not climb over the fences or gates; • not instigate bad behaviour. |
| 6. work in a clean environment | <ul style="list-style-type: none"> • as a person be clean and neat; • not eat/drink in classrooms, hall or passages; • not vandalize school property; • not use drugs, cigarettes or other illegal substances; • report any instances mentioned above. |
| 7. be treated fairly | <ul style="list-style-type: none"> • have pure and honest motives; • conduct themselves in an objective, reasonable and educated manner; • acknowledge that people have short comings and that people are different; • treat people with fairness and compassion. |
| 8. share her side of a situation | <ul style="list-style-type: none"> • give others a fair chance to give their opinion; • always speak the truth; • share her side of a situation in a respectful manner. |
| 9. participate in school activities | <ul style="list-style-type: none"> • accept the school's policy on sport; • complete a whole term/season of participation in at least one summer and one winter sport (unless a valid reason for non-participation is submitted); • attend classes and practices regularly; • give co-operation to educators and coaches; • display exemplary sportsmanship and manners as players and spectators at all times; • get involved in cultural activities at the school; • support the school's cultural and sport activities. |
| 10. be happy | <ul style="list-style-type: none"> • avoid inappropriate reading material; • never sing songs, make jokes, have rude names or use signs towards different races, gender or religions; • have a positive and loyal attitude towards the school; |

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| | <ul style="list-style-type: none"> • always strive to contribute to creating a happy atmosphere. |
| 11. receive acknowledgement for achievements | <ul style="list-style-type: none"> • inform the principal about any achievements outside the school; • congratulate others when they achieve. |
| 12. be emotionally supported by school, if possible | <ul style="list-style-type: none"> • experience a high standard of courteous behaviour inside and outside the school; • be loyal to the school; • have integrity and honesty in all activities that they participate in; • make use of the structures set in place in the school. |
| 13. be educated in the best possible way | <ul style="list-style-type: none"> • try her best to achieve her full potential at the school; • realize that every pupil has the right to be educated in a safe and uninterrupted environment; • acknowledge academic inabilities and to make use of the school's remedial structures. • be loyal towards the school; • be proud of the school; • act in a way that will make others proud of her. |
| 15. be informed about acceptable and unacceptable behaviour | <ul style="list-style-type: none"> • be aware of disciplinary measures for transgressions; • accept the school's authority. |
| 16. have her own religious and cultural beliefs as long as it does not go against the norms and values of the school's Code of Conduct. | <ul style="list-style-type: none"> • accept and respect school's ethos. |

2. Parents

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| Parents have the right to: | In respect of this right the parent will: |
| have their children educated by qualified, competent, professional educators who strive for high standards in their interaction with learners. | <ul style="list-style-type: none"> • make sure that children attend school regularly; • make sure that their children are punctual; • wear the correct school uniform and have the correct equipment; |

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| | <ul style="list-style-type: none"> • support the learners' learning by encouraging them to do homework, etc. without doing their assignments/homework for them. |
| have their children educated in a disciplined, non-discriminating, orderly and safe environment, where respect is shown to others, irrespective of social background, culture, religion, intellectual ability. | <ul style="list-style-type: none"> • support the school, the educators and the school's Code of Conduct; • teach the children to have respect for educators, the school and the school rules, and to carry it out themselves; • mark their children's possessions; • report to the Reception Desk on entering the premises during school hours; • refrain from intimidating other learners; • complete the Early Release Register when collecting learners before the end of the school day; • keep sick learners at home; • give written consent for administering of medication by secretary/educator; • participate in school management and activities; • attend parents and PTA meetings regularly. |
| accept that learners will be treated fairly as individuals. | <ul style="list-style-type: none"> • inform the school immediately of any problem areas and make use of structures such as ILST. |
| enjoy the support of educators who will be available on a regular basis to support parents i.t.o. academic or behavioural problems of learners. | <ul style="list-style-type: none"> • support the school in any disciplinary actions against their own and other children who try to disrupt the school; • to embrace and support a sound parent-school partnership • accept the <i>in loco parentis</i> role of the school. |
| the best cultural organisation and training that the school has to offer. | <ul style="list-style-type: none"> • pay school fees regularly and support school functions; • support and motivate their children to participate in the school's activities. |
| receive professional administrative service from the school and to be heard and informed. | <ul style="list-style-type: none"> • act in a professional and educated and polite way towards the principal, staff or any other member of the school community. |

3. Educators

| Educators have the right to: | In respect of this right the educator will: |
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| teach in a safe, proper, clean and quiet environment where teaching material and equipment are available and maintained. | <ul style="list-style-type: none"> • build an environment which aims at effective learning; • be well prepared for every lesson and teach it effectively; assess completed work effectively; • maintain a clean, disciplined and safe environment in the class room; • carry out administrative duties accurately and on time. |

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| expect that learners will at all times be present, punctual, polite, self-disciplined and respectful. | <ul style="list-style-type: none"> • be punctual, fair, consistent and sensitive towards the needs of the learners; • treat learners as individuals and respect their rights and motivate each learner to reach her full potential in all areas of the school's activities; • guide learners, help them identify and solve problems; • be aware of current developments in education. |
| be treated fairly and with dignity by the members of the school community and have their professionalism be respected. | <ul style="list-style-type: none"> • be professional i.t.o. appearance and set the right example by e.g. welcoming all visitors to the school in a friendly manner; • communicating with parents and keeping them up to date i.t.o. the progress of learners; • inform parents of any problems regarding their children. |
| have the support from colleagues', parents and those who are appointed above them. | <ul style="list-style-type: none"> • give similar support to others; • never be guilty of subordination; • carry out lawful commands; • not gossip about colleagues' or slander them in any manner; • never discuss colleagues' opinions with learners; • treat other colleagues' opinions with the necessary respect; • never promote your own activities at the expense of other colleagues'; but support colleagues' activities at school; • keep in mind that learners also have other Learning Areas when giving homework. |
| educate without interruption | <ul style="list-style-type: none"> • convincingly apply the school's discipline; • not disturb other colleagues while they are teaching; • not keep learners behind unnecessarily so that they'll arrive late for the next class. |
| Enjoy privacy i.t.o. their private life, with the assurance that their property at the school will be respected. | <ul style="list-style-type: none"> • respect the values of others. |

C. Specific rules

School and Classroom rules (See Addendum)

School rules are designed to regulate the general organization of the school. Learners are involved with the formulation of classroom rules. All rules are consistent with the school's Code of Conduct and adhere to the ethos of the school. Learners are aware of consequences for breaking these rules. Non compliance result in disciplinary action that will fit the transgression.

Learners have the responsibility to learn and develop their full potential. It is expected that learners attend school on a regular basis.

It is expected that a relationship based on mutual trust and respect exist between learner and educator.

Education

Every learner has the right to education. This includes the right to attend classes, to learn and be taught in approved Learning Areas, to be informed regularly about their progress and to have access to all school facilities.

School Environment

Every learner has the right to be taught in an environment where every pupil is emotionally secure and physically safe. This type of environment will enable the pupil to achieve her full potential.

D. Transgressions and disciplinary measures

Level 1

| Learner infringements | Response and support |
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| <p>First Offences:</p> <ul style="list-style-type: none"> • Homework not completed. • Copying of homework. • Tests not signed by parents. • Reply slips not returned. • Library books handed in late. • Late arrival for class/lines/during assemblies/meetings, etc. • Talking in class, lines, assemblies, during announcements, etc. • In possession of and use of cell phone during school hours. • Chewing gum. • Not following reasonable instructions, e.g. does not work in class. • Schoolbooks are neglected; • Non-compliance to school's dress code. • Absenteeism from extra-mural activities. • Wearing make-up. • Wearing jewellery, other than a watch, and small studs or 10mm sleepers. • Having a cellphone in their possession at school | <p>Class educator/Learning Area educator responsible for management of learner behaviour:</p> <ul style="list-style-type: none"> • Educator reprimands learner and addresses unacceptable behavior. • Retention of certain privileges. • Transgression is recorded in the Red File on a disciplinary (demerit) form. |

- General untidiness.
- Littering.
- Miss-use and unauthorized use of school equipment (fire extinguishers, taps, alarm systems, etc.).
- Leaving classroom without permission.
- Use of humiliating and suggestive language and signs.
- Disrespectful actions towards educators.
- Deliberate disruption of class.
- General flouting of classroom rules, a prerequisite for the management of behaviour and the application of measure.
- Inciting fighting, bullying behavior.
- Misconduct on buses during excursions.

Level 2

| Learner infringement | Response and support |
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| <ul style="list-style-type: none"> • Repeated Level 1 infringements. • Disruption of class (repeated). • Discriminatory comments and behavior. • Possession and distribution of inappropriate literature; or viewing of and/or downloading of such on any computer or cell phone at school. • Fraud (falsification of documents/parent's signature, cheating in examinations; etc.). • Vandalism: graffiti, writing on desks, breaking of windows, etc. • Fighting and causing injuries. • Gambling. • Smoking cigarettes and possession of cigarettes. • Serious disruption of class. • Refusal to submit to corrective measures. | <ul style="list-style-type: none"> • Referral to Disciplinary Committee; • ILST and school management team, with use of relevant advisers in the community and the District Office's circuit team; • Principal; • Parent involvement; • Informative and development programs for school community; • Corrective measures as determined by Disciplinary Committee during disciplinary meeting; • Detention; • Individual educational support plan; • Educator as mentor. |

Level 3

| Learner infringements | Response and support |
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| <ul style="list-style-type: none"> • Repeated Level 2 infringements. • Repeated serious misconduct. | <ul style="list-style-type: none"> • Referral to Disciplinary Committee; • ILST; |

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| <ul style="list-style-type: none"> • Under the influence of alcohol or drugs. • Theft of a serious nature/Burglary. • Arson. • Serious vandalism. • Sexual abuse and misconduct (harassment of peers). • Physical assault of peer learners (fighting, throwing of objects, etc.) • Threatening of peer learners or educators. • Involvement in gang-related activities. • Trespassing on school grounds in the event of being suspended. • Making bomb threats. | <ul style="list-style-type: none"> • Parent involvement; • Community Service; • Development-orientated programmes; • Educator as mentor for learners; • Circuit team; • Departmental policy relating to suspension and expulsion (max 5 days); • School Governing Body |
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Level 4

| Learner infringement | Response and support |
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| <ul style="list-style-type: none"> • Repeated Level 3 infringements. • Refusal to attend development-orientated programmes. • Dangerous weapons: bringing weapons onto the school grounds, threatening people with weapons, deliberate assault of persons with weapon. • Possession of illegal substances on school grounds. • Dealing in illegal substances on school grounds. • Serious assault. • Learner is found guilty in crime court (immediate expulsion). • Sexual assault. | <ul style="list-style-type: none"> • Referral to Disciplinary Committee; • Principal; • School Governing Body; • SAPS – criminal offences, such as drugs, weapons, rape, serious assault; • Parent involvement • Social work service providers; • Circuit Team • Expulsion Committee. |

E. Serious transgressions

The Code of Conduct is compiled in accordance with the South African Schools Act of 1996 with input from all the stakeholders. At La Rochelle Girls' Primary, positive discipline is the main focus.

The following will be focused on:

- Continued cultivation of self discipline – learner and educator
- Establishment of an enabling environment and positive atmosphere within which effective learning can take place.

- The focus on values such as self respect and respect for others, their rights and property.

In the event of a serious transgression, the School Governing Body may, after a fair hearing, suspend a learner for a period of one week or propose be expulsion from school.

Any learner alleged to have violated a rule that may require suspension or expulsion, must be brought to the principal who should inform the parents in writing of the proposed action and arrange for a fair hearing by a disciplinary committee.

For the hearing the learner must:

- Be informed and understand the charges
- Get the opportunity to tell her side of the story
- Not be prohibited from being represented by legal counsel, or any other person who she may decide upon
- Informed in writing of the decision of the governing body
- Have the right to appeal to the MEC if she is aggrieved by the decision of the governing body.

For procedures in terms of suspension or expulsion from a public school, as well as appeals, refer to:

- The South African School's Act, 1996,
- WCED Circular 0030/99.

Accepted by the School Governing Body

Mrs D Olivier
Principal

Mrs F Taff
Chairperson: SGB