



HELDERBERG PRIMARY SCHOOL

CODE OF CONDUCT 2021

Preamble

This document is the Code of Conduct of Helderberg Primary School and has been approved by its School Board on 24 November 2020.

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

- Promoting the rights and safety of all learners and teachers and parents.
- Ensuring learners' responsibility for their own actions and behaviours.
- Prohibiting all forms of unfair discrimination and intolerance.
- Eliminating disruptive and offensive conduct.

For an individual to enjoy the privileges of a community, club or institution, he or she must abide by the rules and norms of that body. When a child enters Helderberg Primary School, he / she automatically becomes a member of our community. The Code of Conduct applies 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. Rules and regulations exist to encourage the highest possible standards of behaviour and to enable the Helderberg Primary School community to run as smoothly as possible. Underpinning any system of rules and regulations must be common sense, decency and concern for the well-being of others. Helderberg Primary School learners are expected to recognise the need to behave in a way which graces the School, wherever they are.

The Code of Conduct spells out the rules regarding learner behaviour at the School and describes the disciplinary system to be implemented by the School concerning transgressions by learners. The School rules are intended to establish a disciplined and purposeful environment to facilitate effective teaching and learning at the School. Nothing shall exempt a learner from complying with the School rules. Ignorance of School rules is, therefore, not an acceptable excuse. Section 8(4) of the SA Schools Act provides that all learners attending a School are bound by the Code of Conduct of that School. All learners attending the School are expected to sign a statement of commitment to the Code of Conduct (Annexure A). The administration of the Code of Conduct is the responsibility of the Disciplinary Committee of the School.

Disciplinary issues must be regularly integrated into everyday teaching. Learners should be made aware that actions have consequences, whether they are good or bad. Learners should be taught first to keep God's commandments and then to keep school rules and policies. Self-discipline is central here. Good and exceptional behaviour should always be rewarded.

Serious offences (level 3 & 4) should be dealt with by the Disciplinary Committee, which will also involve informing the parent in writing of the offence which has been transgressed. The Discipline Committee is appointed by the School Board and will consist of the Principal, Vice Principal, School Chaplain, a teacher representative and the respective Class Teacher. The Disciplinary Committee can only take a decision to suspend a learner but not to expel a learner. The School Board should be notified of any suspension, albeit electronically. Expulsion should always be the last option and can only be done by means of a School Board action. Parents and legal guardians must be aware of their right to an appeal process. The School Chaplain must be actively involved in the school by providing spiritual support where and when needed.

Parents who are non-compliant in terms of not implementing the School's recommendations regarding their child, will place their child's registration at the School in jeopardy. For example, when learners remain non-compliant to school rules despite school-based and professional intervention like psychological therapy, assistance with anger management and defiance, then deregistration will need to be considered. Whilst we want to accommodate learners, we can only do so when parents support the School.

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Whenever corrective training takes place it must follow the 3-R's
 Be Relevant – be Realistic – be Respectful.
 Being consistent is vital to achieving success.

CODE	Level 1 Minor Offences	RESPONSE and SUPPORT
	TYPICAL OFFENCE	
1	Shouting out in class, excessive talking, interruptions during work-time/assembly	<p>Start a discipline Control Sheet as evidence of repeated offences</p> <ul style="list-style-type: none"> • dialogue to provide natural consequences • recital prose • taking away privileges • route marching • tidying classroom • supervised break DT by teacher • time – out • Written warning 2x when the above corrective training methods are not effective • Final written warning to parents • Meeting with parent(s) to discuss boundary issues which is being ignored • Counselling appointment with chaplain and parties involved • If behaviour does not improved, submit evidence to principal – white discipline card. Principal will deal with the learner.
2	Disruptive movement in the school building, in the passages (before, during or after school)	
3	Non-compliance or ignoring announcements/bell	
4	Arrogance, poor attitude or misconduct at any time or place	
5	Copying another learners' homework, response slips not returned/letters not signed	
6	Repetitive homework not done, work not handed in, work not caught up or corrected	
7	Books, supplies, tasks, library books repeatedly left at home	
8	Jostling, disruptive, unruly behaviour during school/class change-overs/awaiting transport after school	
9	Incorrect school uniform, sport kit, jewellery, gross untidiness & slovenliness	
10	Littering	
11	Large ball games on quad, boarding, skating on school property	
12	Missing class, sport practice, sport match, compulsory event without notice	
13	Poor sportsmanship/misbehaviour during outing	
14	Chewing gum	
15	Spitting in public, poor hygiene habits	
16	Continual interference causing minor physical or mental discomfort to others	
17	Unacceptable hair styles, including bleaching or colouring	

Level 2 Wilful; Defiant; Dishonest in nature		RESPONSE and SUPPORT
CODE	TYPICAL OFFENCE	
1	Repeated level 1 offences	• Written warning 2x
2	Argumentative speech, inappropriate debate, defiance, lack of co-operation	• Final warning to parents
3	Disrespectful attitude, wilful disruption, disregard of specific behaviour requests	• Dialogue/discussion between learner and teacher
4	Repetitive copying of homework	• Take away privileges
5	Verbal assault	• Time - out
6	Destruction of and tampering with property (minor)	• Supervised break DT supervised by teacher
7	General dishonesty	• Community service supervised by teacher
8	Leaving school premises during school hours without principal's permission or aftercare manager's permission if learner is registered as an aftercare centre learner	• Submit sufficient evidence to principal of repeated efforts to correct behaviour
9	Inappropriate practices and/or reading literature/material	• Parent involvement in joint decision regarding support - requesting psychologist/testing/ beyond school's progressive intervention
10	Foul language or behaviour amongst peers	• Principal to ensure that support is forthcoming and keep staff informed.

Level 3: Very serious offence: School Board involved		RESPONSE and SUPPORT
CODE	TYPICAL OFFENCE	
1	Repeated level 2 offences	• Parents notified first.
2	Repeated serious misconduct	• Immediate entry on BLUE DISCIPLINE CARD
3	Under the influence of alcohol and drugs	• Community Development-Orientating Programme (PATCH, or other organizations) to be involved in discipline process
4	Theft of serious nature/burglary	• Learners will be required to spend home-based time out, under parental supervision. It will furthermore not be the school's responsibility to ensure that missed work is caught up.
5	Graffiti	
6	Serious vandalism	
7	Sexual abuse (harassment of peer learners)	

Level 3: Very serious offence: School Board involved		RESPONSE and SUPPORT
CODE	TYPICAL OFFENCE	
8	Sexual misconduct (flashing, public disturbance, vulgar urinating, obscene gestures)	<ul style="list-style-type: none"> Parents to be involved in Disciplinary Hearing RE-registration at the school in the new academic year may be reviewed.
9	Physical assault of peer learners (fighting, throwing of objects, etc.)	
10	Sexual misconduct in which learners are the perpetrators	
11	Threatening or physical assault of peer learners or teachers	
12	Racist or degrading remarks	
13	Disruption of school programme through political offensive speech	
14	Trespassing of school grounds while suspension is still in effect	
15	Forgery	
16	Foul behaviour or language towards adults	
17	Inappropriate practices or possession /or reading of literature (pornography)	

Level 4: Very serious offence: School Board involved		RESPONSE and SUPPORT
CODE	TYPICAL OFFENCE	
1	Repeated level 3 offences	<ul style="list-style-type: none"> SAPS – criminal offences, such as drugs, weapons, rape, serious assault Social work Services – parents and learner Disciplinary hearing – Parent Involvement Expulsion
2	Dangerous weapons: bringing weapons onto school grounds, threatening people with weapons, deliberate assault of persons with weapon	
3	Possession of drugs on school grounds	
4	Serious assault	
5	Learner is found guilty in crime court – immediate expulsion	
6	Sexual assault (rape)	