

# Tom Newby School

## Policy Document



### Learner Code of Conduct



## TOM NEWBY SCHOOL LEARNER CODE OF CONDUCT



Date Approved by SGB	Ratification pending
Date of 1st Implementation	August 2012
Date of approved amendment	August 2013; November 2016; November 2017; February 2019; October 2019; November 2022
Effective date	1 January 2023
Date of Next Review	October 2023
Approved by	The School Management Team and School Governing Body
Custodians	Principal and SBST
References and Legislation	<ol style="list-style-type: none"> <li>1. South African Schools Act No. 84 of 1996</li> <li>2. Constitution of South Africa, Act No. 108 of 1996</li> <li>3. Gauteng Schools Education Act, No 6 of 1995</li> <li>4. School code of conduct</li> <li>5. School Disciplinary Procedure</li> <li>6. Doe Publication: Values and Human Rights in the curriculum</li> <li>7. Assessment guideline 3 of 2014 and 10 of 2015: Common exams</li> <li>8. Circular 3/2014: Attendance of learners during exams</li> <li>9. Circular 4/2016: Absenteeism</li> <li>10. National Education Policy Act, 1996 (Act No. 27 of 1996), as amended.</li> <li>11. Promotion of Access to Information Act, 2000 (Act No. 2 of 2000).</li> <li>12. Promotion of Administrative Justice Act, 2000 (Act No. 3 of 2000).</li> <li>13. The Gauteng Schools Education Act, 1995 (Act No.6 of 1995).</li> <li>14. Regulations for Misconduct of Learners at Public Schools</li> <li>15. and Disciplinary Proceedings, 2001 (General Notice 2591 of 2001).</li> <li>16. Regulations for Safety Measures at Public Schools Government</li> <li>17. Notice No. 1040, October 2001, as amended.</li> <li>18. Guidelines for the Consideration of Governing Bodies in</li> <li>19. Adopting a Code of Conduct for Learners, General Notice 776 of 1998.</li> <li>20. Circular 74/2007</li> </ol>
Application and Scope	Management Team All personnel Principal Parents, including the School Governing Body Learners

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## 1. PREAMBLE

In terms of the South African Schools Act (Act No 84 of 1996) hereafter referred to as SASA, it is the duty and responsibility of the School Governing Body to develop and adopt a Code

of Conduct for learners. Such policy must be in line with the provision of the Provincial Gazette, relevant National Education Legislation as well as the Constitution of the Country. In a case where the Code of Conduct is in contrast with any provincial or national legislation then such legislation shall take precedence.

## 2. PURPOSE

The purpose of the policy is to set out the parameters within which learners should behave in order to protect and promote the integrity and security of each learner and all members of the school community.

## 3. OBJECTIVES

- a) To ensure that no learner is unlawfully and unfairly treated;
- b) To foster mutual respect and establish a culture of tolerance and peace amongst learners and educators in the school.
- c) To ensure that the administrative procedures are clearly defined

## 4. DEFINITIONS AND ACRONYMS

### Definitions

Term	Definition
District Director	Is the officer of the department responsible for the administration of education in a particular educational district
Educator	Means any person, excluding a person who is appointed to exclusively perform extracurricular duties, who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education psychological services at school.
Expulsion	Means the permanent removal of a learner from a school.
Grade	Means that part of an educational programme which a learner may complete in one school year, or any other education programme which the Member of the Executive Council may deem to be equivalent thereto
Head of Department	Refers to the head of a provincial department of education.
Learner	Means any person receiving education or obliged to receive education in terms of relevant legislation.
Parent	means – a) the parent or guardian of a learner; b) the person legally entitled to custody of a learner; or c) the person who undertakes to fulfil the obligations of a person referred to in paragraph (a) and (b) towards the learner's education at school.
Principal	Refers to an educator appointed or acting as the head of a school.
School	Refers to (Name of School)
School Governing Body	Is the body responsible for Governance issues at the (name of school).

<b>Term</b>	<b>Definition</b>
Suspension	Means the temporary refusal of admission to a learner to a school, usually suspension precedes expulsion.

## Acronyms

<b>Acronyms</b>	<b>Explanation</b>
DC	Disciplinary Committee
MEC	Member of Executive Council of a province who is responsible for education in the province.
RCL	Representative Council for Learners
SASA	South African Schools Act
SGB	School Governing Body
SMT	School Management Team

## 5. APPLICATION AND SCOPE OF THE CONSTITUTION

The policy shall apply to all learners registered in a school.

## 6. POLICY STATEMENTS

### The Principle and Values: The Rights of the Learners

- a. At Tom Newby School all learners shall have the democratic right to due process, participation in decision - making on matters affecting them and a method of appeal. The school prides itself on its record of allowing learners to express and resolve school-related grievances together with the SMT and SGB.
- b. Any form of discipline embarked upon by the school is underpinned by dignity and respect.
- c. Corporal punishment is prohibited at Tom Newby School.
- d. Tom Newby School will endeavour to provide learners with a clean, safe, healthy environment with access to clean running water and toilets and an environment that protects them from harassment and intimidation from attending classes and writing tests and examinations thereby creating an atmosphere conducive for teaching and learning.
- e. Learners have the right to expect educators to maintain high standard of professional ethics.

### The Legal Authority for the Control and Discipline of Learners

- a. The South African Schools' Act 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.
- b. The school will make every effort to ensure that learners understand that action may be taken against them if they contravene the Code of Conduct. In cases where action has to be taken the school will inform the learners why:

- (i) Their conduct is considered as misbehaviour or misconduct.
- (ii) They are to be disciplined or punished.
- c. All learners at the school are subject to the Code of Conduct without exception. The learners will be informed about its contents on enrolment at the school.
- d. An educator at the school shall have the same rights as a parent to control and discipline the learner in accordance with the Code of Conduct during the time the learner is in attendance at the school or school related activities.
- e. The Principal or an educator, upon reasonable suspicion, has the legal authority to conduct a search of any learner or property in possession of a learner for a dangerous weapon, firearm, drugs, or harmful dangerous substance, stolen property or pornographic material brought onto the school property.

## 7. SCHOOL RULES

Refer Addendum 1: PRIDE

Refer Addendum 2: GOPHER Rules

## 8. CLASSROOM RULES

It is expected that each educator will, together with the learners, develop their own classroom rules within the guidelines of the school code of conduct and common routines (Refer Addendums 5 and 6).

The following rules are applicable to all classes:

- Every educator is responsible for discipline at all times at the school and at school related activities. Educators have full authority and responsibility to correct the behaviour of learners whenever such correction is necessary at the school. Serious misconduct must be referred to the principal of the school.
- Learners must commit themselves to do their schoolwork during classes, complete assigned homework and catch up on work missed because of absence.
- Any reasonable instruction from an educator/staff member must always be followed. Under no circumstances will the undermining/disregard of an educator be tolerated.
- Classrooms may only be left with the permission of an educator.

## 9. CARE OF THE SCHOOL PROPERTY

- a. Every learner is expected to protect and use all school equipment and facilities with care.
- b. Vandalism will not be tolerated.
- c. Any learner who intentionally misuses, damages or defaces any school property should replace it or pay for the damage to property.

## 10. DRUG, ALCOHOL AND WEAPON FREE ZONE

- a. Smoking, alcohol, drug use is not permissible at the school.
- b. Possession of cigarettes, cigarette lighters, matches, drugs, alcoholic drinks, pornographic material, firearms, knives and other dangerous weapons is prohibited at the school.

## 11. VIOLENCE, BULLYING AND FOUL LANGUAGE

- a. No violence, bullying, intimidation or threatening of any kind is allowed at the school. Refer Addendum 6 for HUGA program.
- b. Learners are not allowed to swear or use foul language.

## 12. PROPERTY OF LEARNERS

- a. Learners are not allowed to bring computer games, CD players, radios, cell phones, iPods, etc to school unless permission to do so has been obtained from the principal. The school does not take any responsibility for damage to said items whether possession is authorised or not.
- b. The school reserves the right to remove items in (12a) and keep them in safe in the school's walk-in safe until such time as a parent (or authorised adult) collects the item/s in person. This action is intended as a security precaution and should not be considered a 'confiscation' procedure.
- c. Learners are encouraged not to bring valuable items to school. In cases where such items must be brought to school they should be handed in to the office for safekeeping.
- d. Stealing/Theft is prohibited at the school.

## 13. EARLY DEPARTURE FROM SCHOOL

- a. No learner may leave the school premises without permission from the office during school hours.
- b. The school prefers appointments to e.g. doctors, dentists, etc. be made after school hours or over the holidays.
- c. A learner who needs leave during school hours must supply the office with a letter from the parent requesting permission for leave.
- d. A learner who falls sick during school hours must report to the class teacher, who will contact the parent. Learners are not permitted to use their cell phones to contact parents during school hours.

## 14. GENERAL BEHAVIOUR

- a. Under no circumstances will learners be allowed to sell anything at the school, unless it relates to school fundraising or a project for which a teacher has sought the necessary permission.
- b. Dishonesty, telling of lies, indecency or an act which in the opinion of the principal is condemnable will be acted upon by the principal.
- c. Disrespect towards the national symbols (national flag, anthem, etc.) of the Republic of South Africa as well as the school flag and anthem will not be tolerated.
- d. Any ill - disciplined behaviour in the classroom, on the school premises, during school trips/excursions or any school function, including any action that brings the school into disrepute will not be tolerated.
- e. All litter must be thrown in the bins provided and not thrown around the class or school.
- f. Learners must not disregard/undermine the authority of the principal or staff of the school.
- g. Disruption of classes or school by learners is unacceptable.
- h. Learners are not allowed to enter areas restricted by the Principal/SMT.



## 15. BEHAVIOUR MANAGEMENT

To maintain discipline at the school and ensure that teaching and learning is not disrupted through behavioural problems, the school adopts the KUDO program. This program is managed through a tracking system and a behaviour management process that is administered in the school diary. Refer Addendum 3

## 16. CATEGORIES OF MISCONDUCT

### Schedule 1 - Misconduct

- a. A learner will be guilty of Schedule 1 misconduct if he/she:
  - seriously threatens, disrupts or frustrates teaching or learning in a class;
  - engages in a conspiracy to disrupt the proper functioning of the school through collective action;
  - insults the dignity of or defames any learner or any other person, which includes racist remarks;
  - distributes, or is in the possession of any test or examination material that may enable another person to gain an unfair advantage in a test or examination;
  - cheats in a test or examination or any other form of assessment such as assignments;
  - engages in any act of public indecency;
  - sexually harasses another person;
  - is found in possession of or distributes pornographic material;
  - Smokes or is in possession of cigarettes;
  - Loses 40 KUDOs; or
  - Is under the influence or in the possession of alcohol.
- b. After Schedule 1 misconduct has been noted against a learner's name, the matter should be referred in writing to the principal of the school. Following a thorough investigation and confirmation of the allegation a written warning, the principal will send a written warning to the parent.
- c. A further offence in this category will be dealt with as per serious misconduct.

### Schedule 2 – Serious Misconduct

- a. A learner will be guilty of serious misconduct if he or she, on school premises or at a school function off school premises –
  - Is found guilty of misconduct as contemplated in Schedule 1 after having been found guilty of the same or similar misconduct on two previous occasions;
  - Fails to comply with a punishment of suspension as a correctional measure; or
  - Intentionally and without just excuse –
  - Forges any document or signature to the potential or actual prejudice of the school;
  - Trades in any test or examination question paper or in any test or examination material;
  - Attempts to bribe or bribes any person in respect of any test or examination to enable himself or herself or another person to gain an unfair advantage therein;
  - Engages in fraud;

- Engages in theft; or otherwise acts dishonestly to the prejudice of another person;
  - Is in possession, of, consumes or deals in any illegal substance or other harmful substance;
  - Is in possession of, uses or transmits narcotic or unauthorised drugs or on visible evidence of such possession, use or transmission;
  - Is in possession of any dangerous weapon;
  - Assaults or threatens to assault another person;
  - Holds any person hostage;
  - Murders any person;
  - Rapes any person, or engages in any sexual activity which amounts to an offence in law;
  - Maliciously damages property;
  - Rapes another person;
  - Indecently assaults another person;
  - Sexually harrases, with aggravating circumstances;
  - Commonly assaults and educator;
  - Seriously intimidates a learner or staff member;
  - Robs;
  - Is in possession of obscene material including material depicting sexual images in all its forms;
  - Is under the influence of intoxicating liquor or illegal substances
  - Loses more than 45 KUDOs.
- b. After a serious misconduct has been noted against a learner's name, the matter should be referred in writing to the principal of the school. Following a thorough investigation and confirmation of the allegation the matter must be referred to the Disciplinary Committee.

## **17. RESPONSIBILITIES OF LEARNERS**

Learners must implement the Code of Conduct.

## **18. RESPONSIBILITIES OF PARENTS W.R.T. THE CODE OF CONDUCT**

- a. The ultimate responsibility for learner behaviour rests with the parent who is expected to support the school and ensure that learners observe the school rules and regulations and accept responsibility for their misbehaviour.
- b. Parents/Guardians should attend meeting convened by the Governing Body/SMT for them.

## **19. DUE PROCESS IN THE EVENT OF MISCONDUCT**

In accordance with Government Gazette 189 of 1990 and Provincial Gazette 236 of 1997, the following procedure will be followed in the event of misconduct to ensure a fair hearing of the case. The penalties of suspension or expulsion can only be imposed after the due process described in Addendum 4 has been followed:

## 20. SUSPENSION OF A LEARNER FOR SERIOUS MISCONDUCT

- a. According to Section 9(1) of SASA, a School Governing Body (SGB) may, on reasonable grounds and as a precautionary measure, suspend a learner who is suspected of serious misconduct from attending school, but may only enforce such suspension, after the learner has been granted a reasonable opportunity to make representations to it in relation to such suspension.
- b. If a learner is suspended, the governing body must conduct the disciplinary proceedings within 7 (seven) days of the suspension, failing which, the governing body must obtain the approval of the HOD for the continuation of the suspension of such a learner.
- c. According to Section 9(1)(C) of SASA, a governing body may, after a fair hearing, suspend a learner from attending school, as a sanction for a period not longer than 7 (seven) school days.
- d. According to Section 9(1)(E) of SASA, a governing body may suspend or extend the suspension of a learner for a period not longer than 14 days, pending a decision as to whether the learner is to be expelled from the school by the HOD.

## 21. SERIOUS MISCONDUCT AND THE LAW

Serious misconduct which may include offences according to the law must be investigated by the police and referred to the Court if necessary.

## 22. INSTITUTION OF WHICH MAY LEAD TO SUSPENSION/EXPULSION

- a. The learner must be questioned by the principal.
- b. On the basis of evidence collected, the principal may institute a disciplinary hearing.
- c. Only the principal may institute disciplinary action against a learner in respect of serious misconduct.
- d. The principal may institute disciplinary action against a learner in respect of serious misconduct only if:
  - there is sufficient evidence to institute such proceedings; and
  - the principal considers it to be the interest of the school and its community that such disciplinary action should be instituted.

## 23. DISCIPLINARY COMMITTEE (DC) FOR SERIOUS MISCONDUCT

- a. Upon the advice of the principal, the SGB must appoint a DC to adjudicate the allegation of serious misconduct.
- b. The DC appointed by the SGB must comprise of three persons who are members of the SGB or are nominated by the SGB.
- c. The DC is subjected to the following conditions:
  - The chairperson of DC must be a parent member or community member of the SGB.
  - The two remaining members of the disciplinary committee may not be the principal or a learner at the school.
  - No person may be appointed to the disciplinary committee if he or she has personal knowledge of any matter that may be in dispute at the hearing.
  - In appointing members of the disciplinary committee, issues of representivity in terms of gender and race must be reflected in the composition of the panel.

## 24. PROCEDURE FOR HEARING OF SERIOUS MISCONDUCT

- a. Regulation 5 of the Notice outlines the procedures for hearing of serious misconduct and other steps to be followed to ensure that the process is fair and transparent.
- b. The principle of FAIRNESS is expected to apply during the disciplinary proceedings:
- c. The principles of fairness require that the accused person understands all the allegations against him or her and is given a fair opportunity to respond to those allegations.
- d. This would therefore require that an opportunity be provided for the cross-examination of a person making allegations by the person against whom the allegations are made.
- e. The learner has the right to be represented.
- f. The evidence before the DC must be fairly evaluated and considered, and a decision must be taken without bias, malice or prejudice against anyone.
- g. The circumstance of the accused person must be considered, and mitigation factors (such as the matter being a first offence) should be taken into account.
- h. Equality before the law requires that there be no unfair discrimination, directly or indirectly, on the basis of *inter alia* race, gender, age or religion. It also requires that like cases should be treated alike.
- i. The SGB makes a recommendation for expulsion to the HOD after a fair hearing.
- j. This recommendation of the DC must be forwarded to the HOD in writing.
- k. The parents of the learner must be notified in writing of their right to forward an accompanying letter with the recommendation, stating their position on the incident, if they so wish. This letter may serve as a part of the appeal process.
- l. The HOD then investigates the procedural and substantive aspects of the guilty verdict and the sanction recommended.
- m. The HOD's decision, after due consideration of the reports and the record of proceedings from the DC, together with the optional letter from parent, is final.
- n. If the HOD expels a learner who is of compulsory school age, **he/she must ensure that the learner is admitted to another school.**
- o. If the HOD decides to impose on the learner a lesser punishment, other than expulsion, he/she may, after consultation with the SGB, impose a suitable sanction on the learner, or if he/she decides not to impose a sanction on the learner, he/she will refer the matter back to the SGB for an alternative sanction.

## 25. APPEAL PROCEDURES

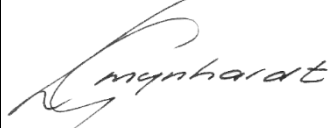

- a. A learner or the parent(s) of a learner who has been expelled or a representative designated by him/her may appeal against the decision of the HOD to the MEC, within 14 (fourteen) days.
- b. Alternative arrangements for the continued education of the learner who has appealed must be made by the HOD, until the appeal has been finalised.
- c. The MEC must, within 5 (five) days notify the HOD and SGB that the appeal has been lodged and furnish them with a copy thereof, and request them, within 5 (five) days after receipt of the appeal, to make comments with regard to the appellant's reasons for the appeal and any other information relevant to the appeal.
- d. After consideration of all the information, the MEC must, within 5 (five) days of receipt of the documentation, provide the learner with the decision regarding the appeal.
- e. If an appeal by a learner who has been expelled from a public school is upheld by the Member of the Executive Council, the Member of the Executive Council must ensure

that a suitable sanction is then imposed on the learner within 14 days of the date on which the appeal was upheld.

## 26. PROMOTION OF CODE OF CONDUCT

- a. This policy will be displayed openly in the school.
- b. This policy will be made available to each learner in the official language of teaching and learning on registration.
- c. This policy shall clarify in positive terms what the expectations of the school are.
- d. The following actions shall be taken to clarify the expectation of the school to learners:
  - Each learner to be given a copy of the school rules at the beginning of each year.
  - The Code of Conduct to be made available electronically on the D6 and school website, or in hard copy upon request.
  - Classroom rules and the consequences for breaking these rules must be displayed in the class.

## 27. SIGNATURES

Recommended by: (Principal)	G Mynhardt	Signature:	
Date:	15 November 2022		
Approved by: (SGB Chairperson)	A Naicker	Signature:	
Date:	15 November 2022		
Verification by GDE: (District Director/IDSO)		Signature:	
Date of Verification:			
Certified by :		Signature:	
Date:			

### Addendum 1: PRIDE (Expected Behaviour)

## THE BIG FIVE

**P**eople Skills, **R**espect, **I**ntegrity, **D**evelopment, **E**tiquette

### 1. People Skills

#### Expected Standard of Conduct

Learners are expected to value differences, respect the opinions of others, be tolerant and patient and resolve conflict appropriately.

#### Supporting Rules and Regulations

**1.1 Safety and Maintenance of Order**

1. Learners should only play games or engage in activities that are not likely to provoke others or disrupt routine and learning. (HUGA directive and/or K1,2)

**1.2 Relationship Building**

1. Learners should address others with respect and refrain from swearing, using foul language or making suggestive comments. (HUGA directive and/or K1,2,3)
2. Learners should refrain from calling other people names or insulting them. (HUGA directive and/or K1,2,3)
3. Learners should demonstrate their value for differences by refraining from deliberately ignoring others or excluding them. (HUGA directive and/or K1,2,3)
4. Learners are encouraged to settle arguments without resorting to any form of violent behaviour or action that degrades or harms others. (HUGA directive and/or K1,2,3)
5. Learners should tolerate individual differences. (HUGA directive and/or K1,2,3)
6. Learners should refrain from any form of intimidation or making threatening statements or gestures. (HUGA directive and/or K1,2,3)
7. Learners should respect the sexuality of all persons. (HUGA directive and/or K1,2,3)
8. Learners should make a conscious effort to make other members of the school community feel that they are valued and appreciated. (HUGA directive and/or K1,2,3)
9. Learners should maintain a sense of humour whenever appropriate.
10. Learners should compliment others on achievements and successes.

**1.3 Procedures**

1. Learners should report incidents of bullying to a staff member. (HUGA directive and/or K1,2,3)
2. Learners who are aware of a situation that may lead to conflict or transgression of a school rule or who observe a transgression should inform a staff member immediately. (HUGA directive and/or K1,2,3)
3. Learners should follow the approved procedures when they are dissatisfied with any action or activity within the school and should not engage in any conspiracy to disrupt the proper functioning of the school. (K 1,2,3)
4. Where learners are not able to resolve conflict situations on their own, they should refer the matter to a staff member. (K1)
5. Learners should remember that they are responsible for their own actions, exercise self-control over their actions and their emotions and refrain from making invalid excuses or blaming others. (K1,2,3)

**2. Respect****Expected Standard of Conduct**

Learners are expected to respect and care for the property of the school and the environment, behave responsibly to ensure the safety and wellness of self and others, value the dignity, privacy and property of others and foster the School's good reputation.

**Supporting Rules and Regulations****2.1 Personal and Physical Safety**

1. Learners should only play games or engage in activities that are not liable to cause injury to others or to damage property. (HUGA directive and/or K1,2,3)
2. Learners should address others in a manner which is not rude, degrading, obscene or hurtful. (HUGA directive and/or K1,2,3)
3. Learners should not talk to persons who are outside of the school perimeter during school hours. (K1)
4. Learners should walk their bicycles and carry skateboards or roller skates on the school grounds. (K1)
5. Learners should park their bicycles in the designated area and ensure that the bicycles are locked. (K1)
6. Cyclists should wear helmets and other safety equipment when riding to and from school. (K1)
7. Learners should walk rather than run when moving from one activity to another. (K1)
8. Learners who are wearing the school uniform, irrespective of time or activity, are expected to conduct themselves in accordance with the school Code of Conduct. (K1)
9. Learners waiting for parents or siblings should not loiter or play on the pavements outside of the school, but wait inside the school grounds or in an area under school supervision. (K1)
10. All learners who have not been collected by parents or transport ten minutes after the end of a school day should report to the Security Officer on the Southern Playground or their Class Teacher. (K1)
11. All learners who have not been collected by parents or transport by 15:00 (or 1h15mins after the end of the school day) must report to the waiting area and may only leave this area if they are signed out by an authorized person. (K1)
12. Learners should remain on the school premises at all times during official school hours and should request permission from the Principal or Deputy Principal to leave the school grounds. (K1, 2)
13. Learners should leave the school premises within 15 minutes of the closing bell unless they are attending an official after school activity. (K1)

## 2.2 Environmental Preservation

1. Learners should treat all school property with respect. (K1, 2,3)
2. Learners should place all rubbish and litter, on and around the school grounds and in the classroom, in the bins which have been provided. (K1)
3. Learners should pick up litter on the school grounds and place it in a bin, even if they are not responsible for the litter having been placed there. (K1)
4. Learners should respect and value the environment and conserve natural resources. (K1,2)
5. Learners should wear appropriate footwear when playing on the netball courts. Normal school shoes are not considered appropriate footwear. (K1)

## 2.3 Access to Facilities

1. Learners should refrain from entering areas that are out of bounds or that they judge to be potentially dangerous. (Refer current Out of Bounds area list) (K1,2)
2. Learners should vacate the classrooms during breaks and before or after school hours, unless a school official is present. (K1)
3. Learners may only enter the following areas if permission has been granted by an educator and a school official is present: school hall and adjoining facilities, store rooms, the swimming pool, the computer center, the cricket net area, the netball courts, the ground staff quarters, the kitchen and the media center. (K1)
4. Learners should only enter the administration building if they have been given permission to do so. (K1)
5. Learners should only enter the staff room, kitchen or Executive Offices if permission has been granted by a staff member. (K1)
6. Learners may only leave a classroom during contact time if the relevant permission note has been signed in the School Homework Diary. (K1,2)
7. Learners should refrain from loitering in the school cloakrooms. (K1,2)
8. Learners wishing to use the public telephone may do so during break, after or before school. (K1)
9. Learners may only use cell phones before and after official school hours. (K1)
10. Learners wishing to use school equipment may do so only if permission has been granted by the appropriate school official. (K1)
11. Learners who damage or lose school property or other people's belongings will be required to pay for repairs or replacement of the items. (K 1,2)
12. Learners should play in their designated areas during breaks. (K1)

# 3. Integrity

## Expected Standard of Conduct

Learners are expected to behave honestly, be dutiful and conscientious, support communication procedures, maintain self-control and demonstrate high moral values.

## Supporting Rules and Regulations

### 3.1 Moral Values

1. Learners should respect other people's property by using or taking only those items that belong to them. (K1, 2, 3)
2. Learners should not be in possession of or deal in habit forming or illegal substances or equipment that may be associated with such substances, on the school premises. This includes e-cigarettes and Hubbly Bubbly. (Refer to Principal)
3. Learners should not use habit forming or illegal substances on the school premises or enter the school premises while under their influence. (Refer to Principal)
4. No dangerous objects or illegal drugs as defined in the SA Schools Act or the Safety regulations will be brought onto and/or used on the school property unless authorised by the principal for educational purposes. Dangerous objects include knives, firearms or any item that could harm a person. (Refer to Principal)
5. Learners should not be in possession of or distribute any form of pornographic material. (Refer to Principal)
6. Learners should hand all lost property in to the Lost Property Office. (K1)
7. Learners should report dishonesty or misconduct by another learner to an educator. (K1)
8. Learners are expected to complete their own work, take responsibility for their own efforts and be assessed on work they have completed without copying, cheating, allowing others to complete their work or plagiarising:
  - a) Class work or Homework (Refer to Principal)
  - b) Assessment Activities (Refer to Principal)

### 3.2 Safety

9. All official visitors to the school, during official school hours, should be wearing a Visitor's Identity Card. If learners notice visitors who are not wearing a V.I.C. they should report this to a staff member immediately. (K1)

**3.3 Responsibility**

10. Learners should ensure that a parent or guardian signs documents and forms as requested by the school. (K1)
11. Learners should refrain from forging signatures. (Refer Principal)
12. Learners should ensure that all written communication from the school is delivered to a parent or guardian and that communication from a parent or guardian is handed in to the relevant person at the school. (K1)
13. Learners should obey reasonable instructions from councilors and scholar patrol members. (K1,2)
14. Councilors should report failure to obey reasonable instructions to a staff member and should not take action against offenders. (K1)
15. Learners should conduct themselves in a manner that facilitates the right of educators to carry out their tasks and duties. (K1,2,3)
16. Learners should attend official community service classes and homework club classes if requested to do so and should follow official suspension or disciplinary instructions when they are issued. (K1,2,3)

**3.4 Image Building**

17. Learners should apply to the Principal or Deputy Principal for permission to put up notices on the school grounds or to sell anything on the school premises. (K1)
18. Learners should attend and support activities outside of school hours whenever possible. (K1,2)
19. At events or during activities where school uniform is not compulsory, learners should wear appropriate and non-revealing clothing. (K1)

**4. Development****Expected Standard of Conduct**

Learners are expected to demonstrate a positive attitude towards learning and be diligent in all efforts relating to school activities.

**Supporting Rules and Regulations****4.1 Homework**

1. Homework must be completed conscientiously and timeously. (K1)
2. Homework tasks must be entered into the official School Homework Diary and signed by parents on a daily basis. (K1)
3. Learners who are absent from school should find out what homework activities were allocated in order to complete the exercises. (K1)

**4.2 Preparation and Equipment**

1. Learners should ensure that they have the required materials for their lessons. (K1)

**4.3 Commitment to Development**

1. Learners should proceed from class to class and to assembly points promptly and in an orderly fashion. (K1)
2. Learners who bring cell phones to school should refrain from these phones during official school hours for any purpose. (**Refer Cell Phone Policy**)
3. Learners should aim to achieve high standards of excellence in academic, sporting and cultural activities.
4. Learners who have joined a co-curricular activity should attend all practices and activities relating to that activity or be excused by the teacher in charge. (K1)
5. Learners should work neatly and ensure that their books and notes are well cared for. (K1)
6. Learners should attend school regularly and avoid unnecessary absence from school. Learners should submit an absentee and/or doctor's letter in support of absence. Absence during a Formal Assessment Period must be supported by a doctor's note.
7. Learners who have missed work due to absence from school are tasked with the responsibility of ensuring that the relevant work is completed. (K1)
8. Learners should ensure that a parent or guardian signs relevant tests, notices and formal assessment activities. (One day's grace and then K1 for each late day)
9. Learners should actively participate in lessons and avoid behaviour that disrupts or interferes with the process of teaching and learning. (Refer Tracking Sheet)
10. Learners are expected to be in the classroom during contact time and should refrain from activities such as truancy or bunking. (K1,2,3)
11. Prescription spectacles must be worn if required but should be removed for activities where they may be damaged or may cause injury. (K1)

**5. Etiquette****Expected Standard of Conduct**

Learners are expected to be courteous and punctual, neat and well groomed, greet each other and visitors appropriately, respect the position of educators and other persons of standing, display good sportsmanship.



## Supporting Rules and Regulations

### 5.1 Personal Appearance

1. Learners must wear the appropriate and complete school uniform at school, at all school functions and in transit to and from school. (K1)
2. Learners' uniforms, including footwear, should be clean, neat and in a state of good repair. (K1)
3. Blazers must be worn or stored in an appropriate manner, in a classroom. (K1)
4. The school Drymac may be worn over the school blazer in the event of inclement weather. (K1)
5. Boys must wear the winter uniform to evening functions. (K1)
6. All items of clothing should be clearly labeled with the learner's name and surname. (K1)
7. School caps are strongly recommended for outdoor activities and should be removed during class teaching time. (K1)
8. Appropriate sporting uniforms should be worn for each sporting code at practices and matches. (K1)
9. The complete official Physical Education tracksuit must be worn instead of the school uniform on days when learners must attend Physical Education lessons. (K1)
10. Watches are the only form of jewellery that may be worn by boys. (K1)
11. Watches and small plain gold/silver stud earrings (one per ear) are the only form of jewellery that may be worn by girls. (K1)
12. Medic alert bracelets are the only form of bracelets and chains that are permitted to be worn. (K1)
13. Boys' hair (K1)
  - a. Should be neatly cut so that it does not touch the eyebrows, ears or shirt collar or require gel or other hair styling products.
  - b. Razor cuts should be step-free/pattern-free unless written permission has been granted by the Principal for an alternative.
14. Girls' hair (K1)
  - a. If it is long enough (naturally or with extensions) to touch a clothing collar, should be tied up.
  - b. Fringes/ hairstyles should be such that they do not obscure vision.
  - c. A maximum of two ponytails is permitted and hair accessories may only be navy blue, black, green, or white.
  - d. Hair extensions – maximum length is shoulder length.
  - e. Braids – only braid from front to back, 5mm in thickness, no beads at the end of the braids. No 'rasta' extensions.
15. All hair styles should be treatment free, i.e. dyed, coloured, bleached. (K1)
16. Hair style must not obscure other learners' view of lesson presentation/teacher
17. Make-up may only be worn if written permission has been granted by the Principal or Deputy Principal. (K1)
18. Tattoos should be hidden from view. (K1)
19. Rules regulating personal appearance may only be waived if written permission is granted by the Principal or Deputy Principal. (K1)
20. All Grade 1 – 7 learners should wear their Identity Tags, if they have been issued, during school hours, unless participating in activities where the lanyard could hook on an object or be potentially hazardous. (K1)

### 5.2 Manners

1. Learners should refrain from chewing gum during school hours or at school functions. (K1)
2. Learners should assemble in an orderly fashion when entering the school hall for activities and conduct themselves with decorum during formal activities in the school hall. (K1)
3. Learners are encouraged to leave items of value at home, except by special arrangement with the Principal or Deputy Principal. (K1)
4. Learners using public transport should behave in accordance with instructions from the driver or person officially in charge. (K1, 2,3)
5. Learners should use toilet facilities properly and notify the Administration Office if there are insufficient supplies or facilities are not working properly. (K1)
6. Learners should demonstrate a helpful attitude to staff members, other learners and visitors. (K1)
7. Learners should display good manners and courteous behaviour at all times. (K1)
8. Learners should act responsibly at all times. (K1)
9. Learners should only eat and drink during the times allocated for such activities. (K1)
10. Learners should attend all compulsory school activities or seek approval from the teacher in charge to be excused. (K1,2)
11. Learners should arrive on time for school. (One written warning and thereafter K1)
12. Learners who arrive at school after the official school starting time should report to the Reception Desk to receive a Late Arrival notice. (K1)
13. Learners should ask for permission to leave a classroom or other educational activity during contact time. (K1)
14. Learners should follow reasonable requests from staff members or from persons duly appointed to issue such requests. (K1)

15. Learners at the school tuck shop should queue up in an appropriate line and wait their turn patiently. (K1)
16. Spectators and participants are expected to conduct themselves with good grace and sportsmanship whether they are victors or not. (K1,2,3)
17. Learners should respect decisions made by umpires/referees/educators at matches and practices and thank them at the end of a match or practice. (K1,2,3)
18. Learners should smile and use an appropriate greeting when they meet people for the first time in a day. However, when it is not practical to do this, learners should at least nod and smile as a form of greeting. (K1)
19. When instructed to do so by an educator, learners should greet an adult who enters a classroom. (K1)
20. Learners should show respect/ gratitude by saying *please/thank you/excuse me* as the situation demands. (K1)
21. Learners should be polite and wait their turn when sharing of equipment is required. (K1)
22. Learners should reflect their positive attitude to schoolwork by sitting properly during contact time. (K1)
23. Learners should ask for permission before touching or taking things that do not belong to them. (K1)
24. Learners should ask for permission to leave their seats during a formal lesson. (K1)
25. Learners should raise their hands if they would like to contribute to a lesson or ask a question. Interrupting or yelling out is inappropriate behaviour. (K1)
26. Learners should develop good listening skills such as: giving a speaker their full attention, maintaining eye contact, not getting distracted by things going on around them and asking questions at appropriate times. (K1)
27. Learners should include other children in games and activities during breaks if possible. (K1)
28. Learners should wait to be invited to join an activity or game being played during break. (K1)
29. Learners who make use of the school waiting facilities on the Southern Playground should conduct themselves within the guidelines of the Code of Conduct and obey the instructions of the security officer on duty. (K1)

## Addendum 2: GOPHER Rules

Effective learning cannot take place in an environment that is not conducive to good teaching. It is incumbent upon educational institutions to ensure that learner behaviour both in and out of the classroom is such that it allows teachers to impart knowledge and provides a suitable arena for learning. To this end, Tom Newby School has developed a behaviour management system that combines positive reinforcement, developmental support and punitive measures. The action and measures provided for in this system are designed not only to ensure that children are able to access the education provided but also to increase the likelihood that they will develop sound social skills and environmental awareness. The behaviour of learners at this school is governed by 5 basic rules known as the Tiger Tips for Good Behaviour.

### **Tiger Tips for Good Behaviour**

1.  
Follow instructions the first time they are given.
2.  
Keep your hands, feet, objects and unkind words to yourself.
3.  
Look after all property.
4.  
Listen while somebody else is speaking
5.  
Behave with P.R.I.D.E.  
(See School Rules)

In order to ensure that the Tiger Tips are followed, a comprehensive set of School Rules has been compiled. The following processes and procedures are included in the Tom Newby School Behaviour Management System to encourage learners to follow the guidelines in these School Rules: KUDO System, HUGA System, Tracking Sheets, Merits, Tom Newby Tickeys.

## Addendum 3: The KUDO system

Each learner is allocated 50 Kudos at the start of each year. The onus is on the learners to keep the Kudos – we begin the year with the assumption that they are outstanding scholars and they have to prove us right. Where learners engage in conduct that contravenes the Code of Conduct, they are penalized by losing a Kudo (refer codes next to each entry on the School Rules for suggested Kudo penalties). Initially, corrective action is taken - timeously and frequently - as Kudos are forfeited. Thereafter, action is taken in multiples of 5. At the end of each term, the total number of Kudos remaining for each learner is tallied and learners receive a reward for the number of Kudos they have retained. Certificates for Behaviour are issued at the end of each year to learners who have retained all 50 Kudos and, if a learner is able to maintain this high level of good behaviour for three years, their name will be placed on the Honours Board in the school hall.

**Kudo Rewards:** Remaining Kudos are tallied once per term and a *reward day is arranged*. The following reward categories are applied:

Number of remaining Kudos	Reward Level	Number of remaining Kudos	Reward Level	Number of remaining Kudos	Reward Level
50	A	35-39	D	10-24	G
45-49	B	30-34	E	1 - 9	H
40-44	C	25-29	F	0	I

**Loss of Kudos** is tallied once per week and action is taken according to the following levels:

Number of Kudos lost	Level	Number of Kudos lost	Level	Number of Kudos lost	Level
3	A	20	4	40	7
5	1	25	5	45	8
10	2	30	6	50	9
15	3	35	7		

The following guidelines represent the types of strategies that may be adopted in behaviour management at each level of the KUDO system. These intervention strategies represent a comprehensive list of the consequences, support and development strategies that have been approved by the community of Tom Newby School for use in behaviour management in the event of non-compliance with the Code of Conduct and School Rules and Regulations.

Action that may be taken for misconduct at Kudo transition points  
Between 1 and 3 options may be applied (Refer Kudo Loss Record for Persons Responsible)

### **Level A** (loss of 3 kudos)

Verbal reprimand or warning.	Entry on observation sheet or Learner Profile.
Informal counselling by educator.	Request for verbal apology.
Letter to parent in HW Diary communication page.	

**Level 1** (loss of 5 kudos)

Phone call to parent.	Written assignment related to misdemeanor
Letter to parent in HW Diary communication page.	Temporary or permanent confiscation of items.
Request for written apology.	Break suspension community service (1 day).
Entry on observation sheet or Learner Profile.	Informal counselling by Control Teacher.
Restorative activity	

**Level 2** (loss of 10 kudos)

Phone call to parent.	Written assignment related to misdemeanor
Letter to parent on official letterhead.	Temporary or permanent confiscation of items.
Request for written apology.	Break suspension community service (2 days).
Entry on observation sheet or Learner Profile.	Social suspension (1 day)
Restorative activity	Informal counselling by HOD.
Formal Counselling by psychologist/association	

**Level 3** (loss of 15 kudos)

Phone call to parent.	Break suspension community service (3 days).
Letter to parent on official letterhead.	Social suspension (2 days)
Request for written apology.	Daily progress report (1 week)
Entry on observation sheet or Learner Profile.	Formal Counselling by psychologist/association
Restorative activity	Loss of Tuck Shop privileges (1 week)
Written assignment related to misdemeanor	Temporary or permanent confiscation of items.

**Level 4** (loss of 20 kudos)

Phone call to parent.	Social suspension (3 days)
Interview with parent (Discipline committee and Deputy)	Activity suspension (1 practice and/or one match)
Letter to parent on official letterhead.	Daily progress report (1 week)
Entry on observation sheet or Learner Profile.	Written verbal warning
Restorative activity	Formal Counselling by psychologist/association
Written assignment related to misdemeanor	Loss of Tuck Shop privileges (2 weeks)
Temporary or permanent confiscation of items.	Loss of outing/special occasion privilege (1 outing)
Break suspension community service (4 days).	Afternoon community service (1 afternoon)

**Level 5** (loss of 25 kudos)

Phone call to parent.	Activity suspension (2 practices and/or matches)
Interview with parent (Relevant educators and SMT)	Daily progress report (2 weeks)
Letter to parent on official letterhead.	First written warning
Entry on observation sheet or Learner Profile.	Formal Counselling by psychologist/association
Restorative activity	Individual support or behaviour plan
Written assignment related to misdemeanour	Loss of Tuck Shop privileges (3 weeks)
Temporary or permanent confiscation of items.	Loss of outing/special occasion privilege (2 outings)
Break suspension community service (5 days).	Suspension of leadership title (1 week)
Social suspension (4 days)	Afternoon community service (2 afternoons)

**Level 6** (loss of 30 kudos)

Interview with parent (SMT and SGB)	Formal Counselling by psychologist/association
Restorative activity	Individual support or behaviour plan
Written assignment related to misdemeanor	Loss of Tuck Shop privileges (3 weeks)
Temporary or permanent confiscation of items.	Loss of tour privilege (1 tour)
Social suspension (5 days)	Loss of outing/special occasion privilege (to end of year)
Activity suspension (3 practices and/or matches)	Suspension of leadership title (2 weeks)
Daily progress report (3 weeks)	Afternoon community service (3 afternoons)
Final written warning	Break suspension community service (10 days).

**Level 7** (loss of 35 and 40 kudos)

Interview with parent (SMT, SGB and IDSO)	Individual support or behaviour plan
Written assignment related to misdemeanor	Loss of Tuck Shop privileges (1 term)
Temporary or permanent confiscation of items.	Daily progress report (4 weeks)
<b>Disciplinary Hearing that may result in one or more of the following:</b> Suspension from school (duration TBA), Final written warning, Social/Break Suspension (10 days), Counselling learning (10 days), Suspension of leadership title (4 weeks), Retraction of awards such as colours and half colours, Loss of tour privilege (remainder of year), Activity suspension (remainder of season), Formal Counselling by psychologist/association, Restorative activity, Afternoon community service (4 afternoons).	

**Level 8** (loss of 45 and 50 kudos)

Restorative activity	Temporary or permanent confiscation of items.
Written assignment related to misdemeanor	Individual support or behaviour plan
Daily progress report (permanent)	Loss of Tuck Shop privileges (1 term)
<b>Disciplinary Hearing that may result in one or more of the following:</b> Suspension from school (duration TBA), Final written warning, Social/Break Suspension (10 days), Counselling learning (20 days), Suspension of leadership title (permanent), Retraction of awards such as colours and half colours, Loss of tour privilege (remainder of year), Activity suspension (remainder of season), Formal Counselling by psychologist/association, Restorative activity, Afternoon community service (4 afternoons), Expulsion from school, Legal intervention.	

**Kudo record**

Kudos remaining	Reference for lost Kudo	Comment	Date	Action by	Parent Signature
50					
49					
48					
<b>Level A Action Taken</b>					
<b>REG. TEACHER</b>				Date	
Parent Comment					
Parent Signature				Date	

Kudos remaining	Reference for lost Kudo	Comment	Date	Action by	Parent Signature
47					
46					
<b>Level 1 Action Taken</b>					
<b>REG. TEACHER</b>				Date	
Parent Comment					
Parent Signature				Date	

Kudos remaining	Reference for lost Kudo	Comment	Date	Action by	Parent Signature
45					
44					
43					
42					
41					

<b>Level 2 Action Taken</b>			
<b>CNTR TEACHER</b>		Date	
Parent Comment			
Parent Signature		Date	

Kudos remaining	Reference for lost Kudo	Comment	Date	Action by	Parent Signature
40					
39					
38					
37					
36					

<b>Level 3 Action Taken</b>			
<b>DIS COM. &amp; SBST</b>		Date	
Parent Comment			
Parent Signature		Date	

Kudos remaining	Reference for lost Kudo	Comment	Date	Action by	Parent Signature
35					
34					
33					
32					
31					

<b>Level 4 Action Taken</b>			
<b>H.O.D &amp; SBST</b>		Date	
Parent Comment			
Parent Signature		Date	

Kudos remaining	Reference for lost Kudo	Comment	Date	Action by	Parent Signature
30					
29					
28					
27					
26					

<b>Level 5 Action Taken</b>			
<b>H.O.D &amp; SBST</b>		Date	
Parent Comment			
Parent Signature		Date	

Kudos remaining	Reference for lost Kudo	Comment	Date	Action by	Parent Signature
25					
24					
23					
22					
21					
<b>Level 6 Action Taken</b>					
<b>SMT</b>				Date	
Parent Comment					
Parent Signature				Date	

Kudos remaining	Reference for lost Kudo	Comment	Date	Action by	Parent Signature
20					
19					
18					
17					
16					
<b>Level 7a Action Taken</b>					
<b>DEP PRINCIPAL</b>				Date	
Parent Comment					
Parent Signature				Date	

**KUDO RECORD FOR: \_\_\_\_\_ IN CLASS: \_\_\_\_\_**

Kudos remaining	Reference for lost Kudo	Comment	Date	Action by	Parent Signature
15					
14					
13					
12					
11					
<b>Level 7b Action Taken</b>					
<b>PRINCIPAL</b>				Date	
Parent Comment					
Parent Signature				Date	

Kudos remaining	Reference for lost Kudo	Comment	Date	Action by	Parent Signature
10					
9					
8					
7					
6					
<b>Level 8a Action Taken</b>					



<b>SGB</b>		Date	
Parent Comment			
Parent Signature		Date	

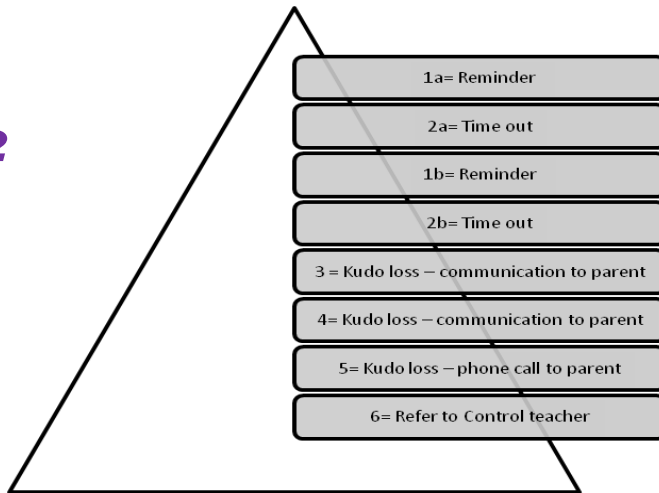
Kudos remaining	Reference for lost Kudo	Comment	Date	Action by	Parent Signature
5					
4					
3					
2					
1					

Level 8b Action Taken					
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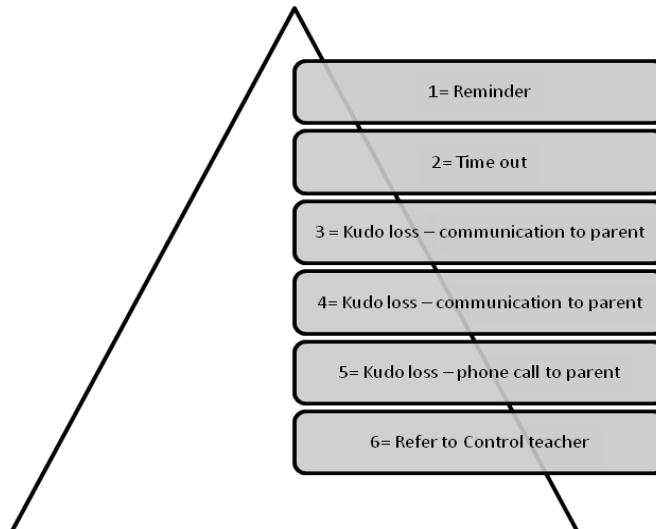
<b>SGB &amp; GDE</b>		Date	
Parent Comment			
Parent Signature		Date	

**Tracking Sheets**

**Grade 1-2  
Tracking  
Sheet  
Levels**



**Grade 3-7  
Tracking  
Sheet  
Levels**



Tracking sheets are used to monitor the learners' behaviour during class teaching. Learners are given an opportunity to re-think their behaviour and, should they continue to disrupt the teaching and learning process, action may be taken.

1. Grade 1 – 3: The tracking sheet runs on a daily basis and learners begin afresh on each day.
2. Grade 4 - 7: The tracking sheet runs on a weekly basis and learners begin afresh each Monday.

## **Acknowledgement of good behaviour/performance**

### **Foundation Phase**

#### **TRACKING SHEETS**

One Smiley Face Sticker is awarded for each full week of no tracking sheet entry. Five Smiley Stickers entitle a learner to be acknowledged at assembly.

#### **GOOD WORK**

Teachers' personal stars/stamps/stickers for good work may be issued as required. These stars/stamps/stickers may then be exchanged for Good Work Stickers. Five Good Work Stickers entitle a learner to be acknowledged at assembly.

#### **GOOD BEHAVIOUR/ TOM NEWBY TICKEYS**

Tom Newby Tickeys may be awarded by any staff member, at their discretion, for good behaviour. Ten TNTs can be exchanged for one Smiley Face Sticker or, the Tickeys may be accumulated for rewards. The rewards have been listed below. **Subject to review: please consult student school diary**

10 TNTs	SMILEY FACE	Issued by register educator
40 TNTs	A R10.00 Tuck Shop Voucher	Tuck shop voucher issued by the school secretary on submission of request form from register teacher.
100 TNTs	Breakfast with Miss Mynhardt	Breakfast arranged by the principal on submission of request form from register teacher.
200 TNTs	Movies and snacks	Movie and snacks arranged by the principal on submission of request form from register teacher.

### **Intersen Phase**

#### **TRACKING SHEETS**

A Tanzanite Award, that has a value of one civvies day, is awarded at the end of each term if a learner has no tracking sheet entry for the term.

#### **MERITS – GOOD BEHAVIOUR/WORK**

- Excellent work/Achieving 80% or higher in a test. Achieving a high standard for a project or assignment – One merit per formal assignment or test or examination.
- Significant improvement in behaviour or work – One merit

- Good behaviour over a period of time – One merit
- Noteworthy helpfulness to teacher or learner – One merit
- Showing respect and consideration above the norm – One merit
- Displaying good manners and courtesy consistently – One merit
- Conscientious effort as a class monitor or tracking sheet monitor – Two merits per term
- Helping to set up or disassemble equipment or apparatus – Between 1 and 3 merits
- Showing responsibility and initiative – One merit
- Neat work over a period of time – One merit
- Supporting school fund raising projects – One merit
- Completion of homework tasks – One merit for 3 or 5 completed tasks, depending on the subject.
- Honesty – handing in money or cell phones, etc. – Between 1 and 3 merits
- 100% attendance for a term – Two merits
- Outstanding behaviour, helpfulness, responsibility – Between 1 and 3 merits
- General rewards at teachers' discretion – Between 1 and 3 merits
- Good work as per each teacher's personal star system for class curriculum related tasks.

### **GOOD BEHAVIOUR/ TOM NEWBY TICKEYS**

Tom Newby Tickeys may be awarded by any staff member, at their discretion, for good behaviour. Ten TNTs can be exchanged for one Merit or, the Tickeys may be accumulated for rewards. The rewards have been listed below. **Subject to review: please consult student school diary**

10 TNTs	One merit	Issued by register educator
30 MERITS	A R10.00 Tuck Shop Voucher	Tuck shop voucher issued by the school secretary on submission of request form from register teacher.
60 MERITS	Breakfast with Miss Mynhardt	Breakfast arranged by the Principal on submission of request form from register teacher.
90 MERITS	Movies and snacks	Movie and snacks arranged by the Principal on submission of request form from register teacher.

### **Grade 1-3 Merit Record**

**(Learners will be acknowledged at Assembly)**

No.	Date	Description (if applicable)	Educator's Initials
1.		Forty listed in Diary	

### **Grade 4-7 Merit Record**

**(Learners will be acknowledged at Assembly)**

No.	Date	Code	Subject	Description (if applicable)	Educator's Initials
1.				Forty listed in Diary	

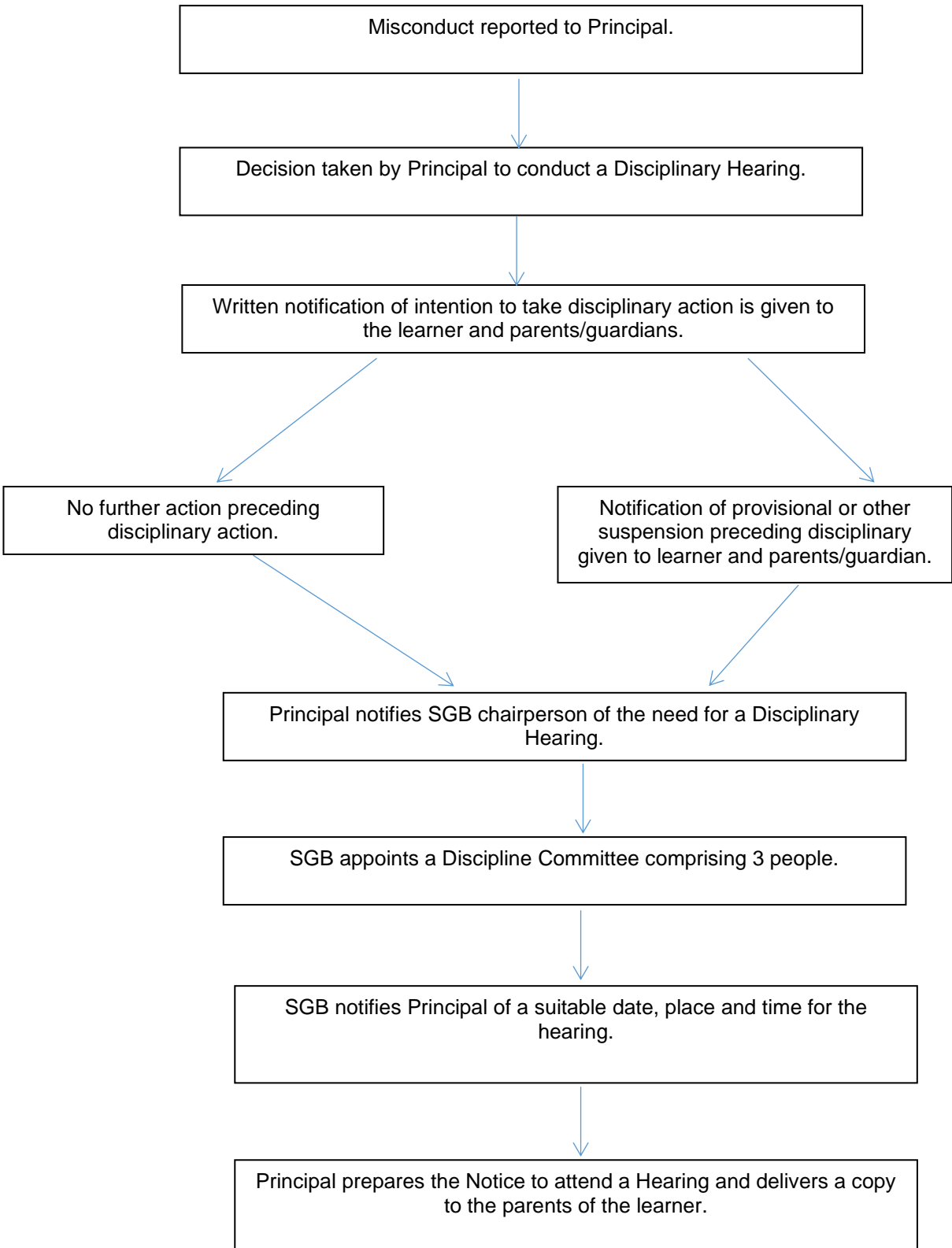
## Addendum 4: Procedures for disciplinary hearings

**PROCEDURES FOR DISCIPLINARY HEARING**  
**IN RESPECT OF SERIOUS MISCONDUCT – SCHEDULE 1 AND 2**  
**(Compiled on 11 September 2013 from General Notice 2591 of 2001 and Schematic**  
**Exposition provided by GDE District Office EN)**

1. The school Principal is the only school-based official who is entitled to institute disciplinary action in respect of serious misconduct if:  
There is sufficient evidence to institute such proceedings and such disciplinary action is in the best interest of the school and its community.
2. Provisional suspension may be enforced from the time the charges have been laid until the results of a fair hearing have been finalised. (The principal should consult with the HOD – This restriction must still be confirmed as various sources seem to contradict each other). Provision must be made for the learner to be able to continue with schoolwork, or provision must be made to ensure that suspension does not impact negatively on curriculum deployment.
3. The Principal and Governing Body are not authorised to expel a learner.
4. Learners may not be expelled for Schedule 1 offences.
5. A learner charged with serious misconduct must be given no less than 5 school days' written notice of the hearing unless:
  - The SGB directs, with good cause, that a shorter notice period shall apply and there is no prejudice caused to the learner by a shorter notice period.
  - At least one of the parents must accompany the learner to the hearing
6. If an interpreter is required and one is not available, then the hearing must be postponed until an interpreter is available.
7. If the learner fails to appear before the DC without just cause the hearing may continue in the absence of the learner.

All Schedule 1 and 2 offences must be brought to the Principal's attention. The Principal initiates disciplinary action. If this action is deemed to require a Disciplinary Hearing because of the nature of the misconduct and provided sufficient evidence is presented and it is in the best interests of the school and/or its community, then the procedures outlined in this document must be adhered to. Further information may be found in the source document: Notice 2591 of 2001 and The South African School's Act of 1996.

## Prior to a Disciplinary Hearing.



## The Disciplinary Hearing.

The Prosecutor (Deputy Principal):

- Introduces the persons present.
- Asks whether an interpreter is required.
- Ensures that a scribe is on hand to record proceedings.  
Sets out the charge/s as stated in the Charge Sheet.
- Presents the case against the learner in the form of a statement.

The Discipline Committee Chairperson asks the learner to plead guilty or not guilty.

### Guilty Plea

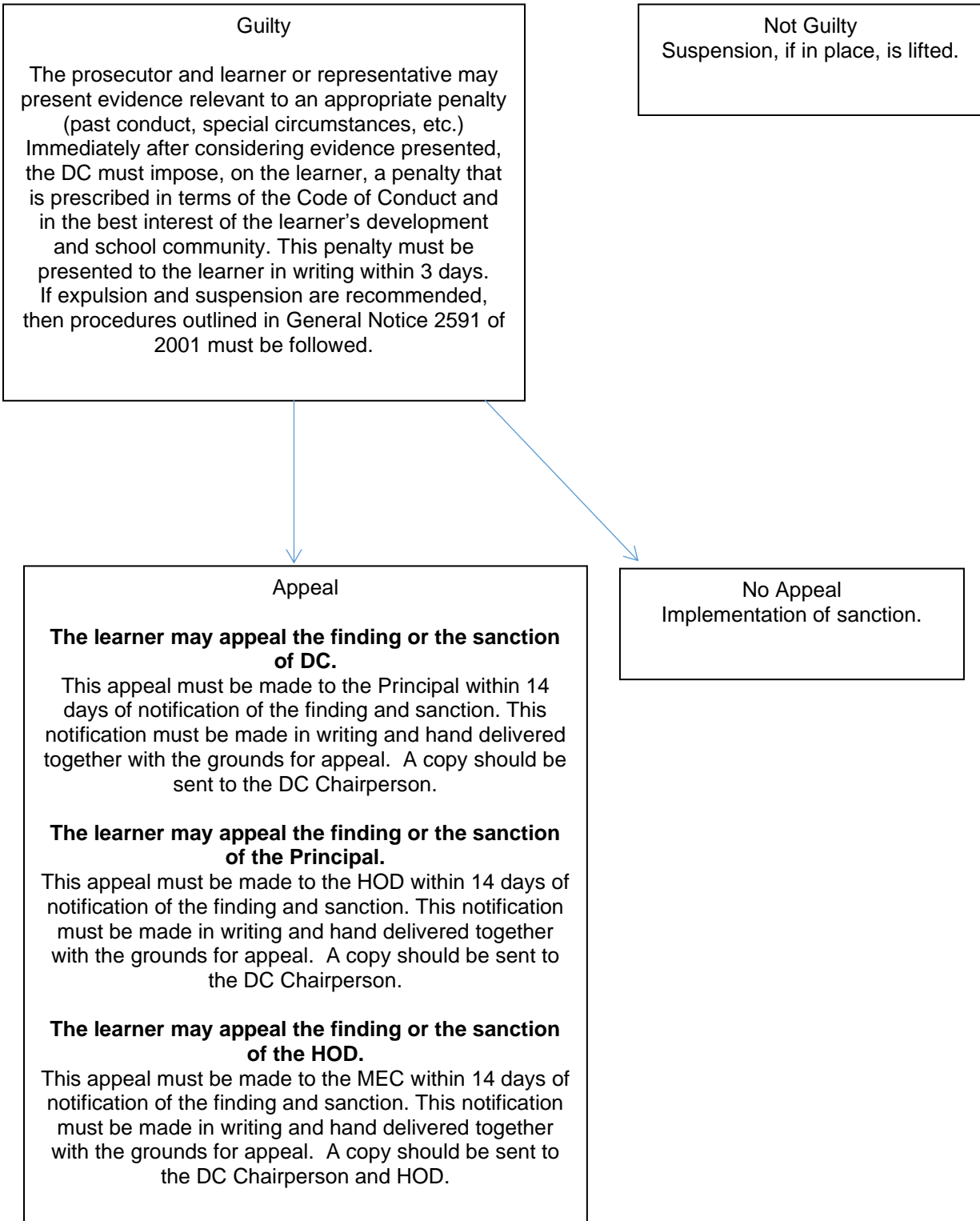
1. Chairperson questions the learner in order to satisfy the DC that the learner is guilty.
2. If this questioning leaves the DC with any doubt of the learner's guilt, then the Chairperson must enter a 'not guilty' plea on behalf of the learner.
3. If the DC is satisfied that the learner is guilty then the DC must officially find the learner guilty of the charge.

### Not Guilty Plea

Prosecutor, under oath, leads/presents evidence or calls witnesses to present, under oath, in the following order:

1. Witness against the learner presents a statement or provides evidence.
2. The learner/learner representative cross examines the witness or examines evidence.
3. The DC cross examines the witness or examines evidence.
4. Witness for the learner presents a statement or provides evidence.
5. The prosecutor cross examines the witness or examines evidence.
6. The DC cross examines the witness or examines evidence.
7. The Prosecutor makes a final summation to the DC.
8. The learner/learner representative makes a final summation to the DC.

The Discipline Committee adjourns the hearing for not more than 2 school days to a specified date, place and time in order to decide whether, on balance of probabilities, the learner is guilty or not guilty. At the date, place and time specified, the DC must inform the learner of the findings of the DC.



## Record of Disciplinary Hearing (Sample)

Venue: \_\_\_\_\_

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

Present	
Name	Designation

Prosecutor: \_\_\_\_\_

Learner: \_\_\_\_\_

Designation: \_\_\_\_\_

Class: \_\_\_\_\_

Witness for prosecution	Witness for learner
1.	1.
2.	2.
3.	3.
4.	4.

Nature of alleged breach or misconduct
Charge
Date
Place
Brief description

Plea	
The learner pleads guilty	
The learner disputes the charges	

	Name	Signature	Date
Learner			
Parent/Witness for learner			
CD Chairperson			
Complainant			



## Lodging of Appeal (Review request)

In terms of the School's disciplinary procedures, I wish to lodge an appeal against the decision of the Disciplinary Committee.

Name of Appellant: \_\_\_\_\_

Name of learner: \_\_\_\_\_ Class: \_\_\_\_\_

Nature of alleged breach or misconduct
Charge
Date
Place
Brief description

This appeal is made on the following grounds (mark the appropriate selection with an X)

The disciplinary measure imposed was not in line with the grade/type of offence.  
 The correct disciplinary procedure was not followed.  
 New or further evidence or witnesses are available which could affect the result of the hearing or the type of sanction imposed.

Further information/comments/reasons in support of this appeal


Appellant's name: \_\_\_\_\_

Appellant's signature: \_\_\_\_\_

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

## Disciplinary Hearing Outcome Notification (Sample)

Date of incident :  
 Learner's name :  
 Date :

Dear Parent/Guardian

At a Disciplinary Hearing held on 5 December, 2016, at which the following persons were present: \_\_\_\_\_, the abovementioned learner was found guilty of the following offences, as charged, in the Notice to Attend a Disciplinary Hearing.

Charge/s	Finding/s

In terms of the school's disciplinary procedures and the outcome of the Disciplinary Hearing we hereby advise you of the following sanctions:

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You have the right to appeal the decision made by the Discipline Committee. If you elect to appeal the outcome or sanctions then you must do so, in writing, within 14 days of receiving this notice. Appeals must be directed to the Head of Department Gauteng Education, Johannesburg. Appeal forms may be requested from the school Principal.

\_\_\_\_\_  
 MISS G MYNHARDT  
 PRINCIPAL

Date:

Parent Name: \_\_\_\_\_ Signature: \_\_\_\_\_

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

## Addendum 5: Common Routines - Foundation Phase

1. **Entering a classroom**  
Line up quietly outside the classroom – Girls on the right and boys on the left facing the teacher. → Lead in one line at a time. → Stand behind your chair and greet the teacher. → Follow instructions for seating and unpacking.
2. **Leaving a classroom**  
On teacher's instruction: Tidy your work area and wait quietly at your desk. → Lead out and line up in order and wait for your teacher. → Follow your teacher to the next class.
3. **End of Day**  
On teacher's instruction: Pack homework bag and lunch things into your suitcase and checked uniform and appearance. → Stand. → Store chairs, stand behind your desk. → Greet the educator. → Lead off quietly in groups as per teacher instruction, walking one behind the other.
4. **Leaving a classroom during contact time**  
Ask for permission. → Collect permission tag. → Move quickly and quietly to your destination. → Wash and dry hands if you have been to the toilet. → Return to class immediately. → Return permission tag.
5. **Tests and Exams**  
Prepare your work area. Put up a divider if required. → Listen carefully to instructions. → Remain silent throughout the session. → Submit papers as per teacher instructions.
6. **Assembly and Hymn Singing**  
Line up quietly in two lines (Girls on right and boys on left) at your assembly area. → Enter the hall quietly one class at a time. → Take spacing and stand quietly. → Follow instructions. → Pay attention to the presenters. → At the end of assembly, stand quietly and lead out in silence as per instruction.
7. **After Break (Grade 3)**  
At the signal, move quickly and quietly to assembly points or classrooms, depending on your grade. → Line up quietly. → Girls on right and boys on left. → Listen to messages if there are any. → Walk quietly to or into class in straight lines. → Girls and then boys.
8. **Visitors to the classroom**  
On instruction from the teacher: Stop what you are doing. → Greet the visitor: Good morning Ma'am/Sir. → Continue with your work.
9. **Visitors to school during contact time**  
Smile and greet the visitor: Good morning Ma'am/Sir. → Checked if the visitor is wearing a visitor's badge. → If not, ask the visitor to report to the office or tell a teacher immediately.
10. **On the corridor/walkways**  
Walk in lines. → Keep left. → Case on left or on back. → Walk on paving when moving through in grassed areas.
11. **Using computers/watching TV**  
Follow teacher's instructions. → Respect all equipment.
12. **Intercom**  
When notice is given of an announcement, stop what you are doing. → When the announcement is made, look at the intercom and listen carefully. → If the message concerns you, write it down in your diary. → Continue with your work after the announcements.
13. **Jnr Snack time (if required)**  
Collect lunchbox from your locker. → Walk outside quietly. → Eat healthy lunch first. → When the first bell rings, pack away, tidy up and line up for the second bell.

## Addendum 6: Common Routines - Intersen Phase

1. **Entering a classroom**  
Line up quietly outside the classroom – Girls on the right and boys on the left facing the teacher. → Lead in one line at a time. → Stand behind your chair and greet the teacher. → Follow instructions for seating and unpacking.
2. **Leaving a classroom**  
Upon the teacher's instruction: Tidy your work area. → Stand behind your chair. → Lead off quietly in groups as per teacher instruction walking one behind the other. Ensure that uniform and appearance are neat.
3. **End of Day**  
Upon the teacher's instruction: Tidy your work area. → Stand behind your desk. → Store chairs. → Greet the educator. → Lead off quietly in groups as per teacher instruction, walking one behind the other.
4. **Leaving a classroom during contact time**  
Fill in request in diary, ask for permission, collect permission tag. → Move quickly and quietly to your destination. → Wash and dry hands if you have been to the toilet. → Return to class immediately. → Return permission tag.
5. **Tests and Exams**  
Prepare your work area. → Put up a divider if required. → Listen carefully to instructions. → Remain silent throughout the session. → Submit papers as per teacher instructions.
6. **Joint Assembly and Hymn Singing**  
Line up quietly in two lines (Girls on right and boys on left) at your assembly area. → Enter the hall quietly one class at a time. → Take spacing and stand quietly. → Follow instructions. → Pay attention to the presenters. → At the end of assembly, stand quietly and lead out in silence as per instruction.
7. **After Break**  
At the signal (HAND BELL OR SCHOOL BELL), move quickly and quietly to your classroom. → Line up quietly. Girls on right and boys on left. → Listen to messages if there are any. → Enter quietly when invited by educator. Girls first and then boys.
8. **Visitors to the classroom**  
On instruction from the teacher: Stop what you are doing. → Greet the visitor: Good morning Ma'am/Sir. → Continue with your work.
9. **Visitors to school during contact time**  
Smile and greet the visitor: Good morning Ma'am/Sir. → Checked whether the visitor is wearing a visitor's badge. → If not, ask the visitor to report to the office or tell a teacher immediately.
10. **On the corridor/walkways**  
Walk in lines. → Keep left. → Case on left or on back. → Walk on paving when moving through in grassed areas.
11. **Using computers/watching TV**  
Follow teacher's instructions. → Respect all equipment.
12. **Intercom**  
When notice is given of an announcement, stop what you are doing. → When the announcement is made, look at the intercom and listen carefully. → If the message concerns you, write it down in your diary. → Continue with your work after the announcements.

## Addendum 6: The HUGA Program

To place the adults at Tom Newby School in a better position to monitor and take productive action against bullying, learners are required to report all incidents of bullying to the school. This reporting is done by means of a HUGA form. HUGA is an acronym for Help Ugliness Go Away. The general approach to bullying at the school is developmental rather than punitive and support is given to both victims and those found guilty of bullying. Reports of bullying are entered on the Homework Diary Record Page and on a central data base. Action is taken at regular intervals by the School Management Team. All HUGA forms are monitored by the principal and may be delegated to other members of staff if required. **Note:** Failure to report bullying is a misdemeanor in terms of point 1.3.1. of the school Code of Conduct.

**Where can a HUGA form be found?** Office reception area and the school website.

**How can a HUGA form be submitted?** HUGA forms must be submitted by parents and not by learners. Paper HUGA forms can be submitted to the principal by handing them in at the reception area. Electronic HUGA forms can be downloaded from the school website and emailed to the school, for the principal's attention. An on-line HUGA form submission can be made by completing the HUGA form via the link on the school website.

Prompt reports of bullying and submission of HUGA forms is recommended. Reports and HUGA forms submitted more than 3 months after the incident, will, as a rule of thumb, be disregarded because, in most cases, learners' testimony, after this time, is less than reliable.

### Dealing with verbal/social/emotional/cyber bullying

Witnesses to and victims of bullying are required to ask parents or another trusted adult to help them to complete a HUGA form. This HUGA form can be submitted electronically or handed in at the school reception desk.

The principal will review all submissions before investigating the matter or referring it to the school Social Worker or another suitably qualified staff member.

### How to deal with violent behaviour/physical bullying

Learners should report violent behaviour or physical bullying to an educator or adult staff member immediately. They should not attempt to intervene. The educator or adult staff member will take immediate action, where necessary.

### Levels and action for Bullying and violent behaviour

One or more of the following strategies may be applied to learners for bullying or violent behaviour.

#### **Action that may be taken for confirmed Bullying**

Between 1 and 3 options may be applied

##### **Stage 1** (2 written entries)

Action may be taken by an SMT member or delegated staff member

Entry on observation sheet or Learner Profile.	Request for written apology.
Informal counselling.	Verbal reprimand or warning.
Letter to parent in HW Diary communication page.	Loss of Kudos as per Code of Conduct

**Stage 2** (4 written entries)

Action may be taken by the Deputy Principal or Principal

Restorative activity	Phone call to parent.
Break suspension community service (1 day).	Request for written apology.
Entry on observation sheet or Learner Profile.	Written assignment related to misdemeanor
Informal counselling by SMT.	Loss of Kudos as per Code of Conduct
Letter to parent on school letterhead.	

**Stage 3** (6 written entries)

Action may be taken by the SBST

Break suspension community service (2 days).	Phone call to parent.
Entry on observation sheet or Learner Profile.	Request for written apology.
Formal Counselling by psychologist/association	Restorative activity
Informal counselling by Deputy or Principal.	Social suspension (1 day)
Letter to parent on school letterhead.	Written assignment related to misdemeanor

**Stage 4** (8 written entries)

Disciplinary Action may be taken by the Principal in consultation with the SBST

Letter to parent on school letterhead.	Loss of Tuck Shop privileges (1 week)
Afternoon community service (1 afternoon)	Request for written apology.
Break suspension community service (3 days).	Restorative activity
Daily progress report (1 week)	Social suspension (2 days)
Entry on observation sheet or Learner Profile.	Written assignment related to misdemeanor
Formal/Informal Counselling	Suspension of leadership title ( 1 week)

**Stage 5** (10 written entries)

Disciplinary Action may be taken by the Principal in consultation with the SGB

Written verbal warning/ Letter to parent	Loss of outing/special occasion privilege (2 outings)
Activity suspension (2 practices and/or matches)	Loss of Tuck Shop privileges (2 weeks)
Afternoon community service (2 afternoons)	Phone call to parent.
Break suspension community service (10 days).	Request for written apology.
Daily progress report (2 weeks)	Restorative activity
Entry on observation sheet or Learner Profile.	Social suspension (5 days)
Formal Counselling by psychologist/association	Suspension of leadership title ( 2 weeks)
Individual support or behaviour plan	Written assignment related to misdemeanor

**Stage 6** (11 written entries and every entry thereafter)

Disciplinary Action may be taken by the Principal in consultation with the SGB

Formal Counselling by psychologist/association	Individual support or behaviour plan
Activity suspension (permanent)	Interview with parent (SMT, SGB and IDSO)
Activity suspension (remainder of season)	Loss of outing/special occasion privilege (permanent)
Afternoon community service (4 afternoons)	Loss of tour privilege (remainder of year)
Allocation of behaviour guardian	Loss of Tuck Shop privileges (permanent)
Break suspension community service (15 days).	Retraction of awards such as colours and half colours
Daily progress report (permanent)	Social suspension (10 days)/ Suspension from school
Departmental or legal intervention/ Disciplinary Hearing	Expulsion from school
Final written warning	Suspension of leadership title ( permanent)

## Record of HUGA forms submitted

Date	Nature of complaint (Verbal/Physical/Cyber/Emotional/Social/Other)	Complainant/ Accused (C/A)

## Record of confirmed violent behaviour/fighting/bullying

Date	Nature of misdemeanour	Reported by	Entered by	Parent signature
Stage 1 action taken				
Taken by		Date		
Parent comment				
Parent Signature		Date		
Date	Nature of misdemeanour	Reported by	Entered by	Parent signature
Stage 2 action taken				
Taken by		Date		
Parent comment				
Parent Signature		Date		
Date	Nature of misdemeanour	Reported by	Entered by	Parent signature
Stage 3 action taken				
Taken by		Date		
Parent comment				
Parent Signature		Date		

### Being mean or rude. What is it?

Purposefully saying or doing something to hurt someone once (or maybe twice).

### Teasing. What is it?

Teasing is a social exchange that can be friendly, neutral or negative. There are two main types of teasing: endearment teasing and influence teasing. Unlike kids who are being bullied, kids who are being teased can influence whether it continues or ends. If they get upset, the teaser will usually stop. The comments were usually never meant to be hurtful in the first place.

### Bullying. What is it?

It is a deliberate, planned and **repeated** action intended to hurt somebody physically, emotionally or socially. Bullying is meant to hurt. The victim usually hasn't provoked the bullying. He also might not be able to defend himself. Bullies don't back down. Their intention is to be hostile and their goal is to be in charge.

#### More information

1. <https://www.psychologytoday.com/blog/teen-angst/201211/mean-vs-bullying>
2. <https://www.understood.org/en/friends-feelings/common-challenges/bullying/difference-between-teasing-and-bullying>
3. <http://www.kidshelpphone.ca/Kids/InfoBooth/Bullying/Types-of-Bullying.aspx>

## Addendum 7: Accommodation of religious or cultural rights

*Religious practices, conduct or obligation that relate to the core values and beliefs of a recognised religion and that are in conflict with any rule contained in this code of conduct will be accommodated by a deviation from this Coded of Conduct by the Governing body.*

1. The learner, assisted by the parent, must apply for a deviation from the standard school rules if such rules are in conflict with or infringe on any religious right of the learner.
2. This application must be in writing and must identify the specific rule/s that is/are offensive to the learner's religious rights as contained in the Constitution of the Republic of South Africa.
3. This application must include a reasonable interpretation of the religious rights that the learner feels are offensive and a suggestion on how the rules may be supplemented by the Governing body to accommodate such religious rights.
4. The learner must provide proof that she/he belongs to that specific religion and that the religious practices, rules and obligations that are in conflict with the school's Code of Conduct are his/her true beliefs and commitments.
5. The religious conduct or practice must be lawful.
6. The Governing body must consider the application and, if it is satisfied that the application is justified in terms of Constitutional principles, the application will be granted in writing within 14 days.
7. When the Governing body allows for deviations from the standard rules, such deviations must be based on core religious beliefs inherent to the religion, and it must be compulsory for the learner to comply with such beliefs.
8. The deviation must specify of the exemption from the normal rules and must clearly identify the conduct that will be allowed – e.g. the wearing of a head scarf, including colours and details of design; the growing of a beard; or the wearing of a specific hairstyle or jewellery – and the conditions under which such deviation will be applicable to the learner.
9. Cultural rights will be considered in the event that they do not relate to a religion, if such cultural rights manifest in conduct of a permanent nature that is compulsory for the cultural group. This refers to cases where the removal of the cultural jewellery or mark will cause considerable pain to the learner. Normally, cultural rights are exercised through marks and expressions of a temporary nature that are justified for a specific cultural gathering. The learner must convince the Governing body that his/her cultural rights can be exercised only through a permanent intervention.
10. Any request for a deviation from the Code of Conduct based on cultural rights must be in writing and must be based on a process similar to that contained in subparagraphs 1 to 8 above.

## Addendum 8: Dishonesty in Assessment Tasks

Any or all of the following may be applied in the event of a learner found guilty of copying, cheating or plagiarism IN ADDITION TO A LOSS OF BETWEEN 1 AND 3 KUDOS:

Restorative activity	Retraction of awards such as colours and half colours
Deduction of marks	Loss of Tuck Shop privileges
Re-submission of work	Loss of tour privileges
Written assignment related to misdemeanour	Loss of outing/special occasion privilege
Suspension of leadership title	Departmental or legal intervention
Disciplinary Hearing	



## Addendum 9: Absenteeism, late arrival and truancy

### 9.1. Absenteeism

Learners are expected to attend school regularly. In the event of absence from school, the learner and parent are responsible for catching up the work that was missed. However, the school must support the parent and teacher in their efforts to catch up on the work. Here are the procedures for notifying the school in the event of absence:

#### 9.1.1 Absence for 1 day - Illness

Parent to submit note to register teacher OR  
Parent to enter reason for absence in Homework Diary.

#### 9.1.2 Absence for 2 or more days - Illness

Parent to submit note to register teacher OR  
Parent to enter reason for absence in Homework Diary.

#### 9.1.3 Absence for any number of days for Formal Assessment - Illness

Parent to submit note to register teacher with a doctor's note OR  
Parent to enter reason for absence in Homework Diary and attach a doctor's note.

Formal Assessment or Examination to be re-scheduled if possible. Consult Management Team with regard to re-scheduling or the need to make alternative arrangements.

#### 9.1.4 Absence for religious purposes or private matters

Parent to submit a request to the Principal OR  
Parent to enter a request to the Principal in Homework Diary.  
Approval is subject to relevant legislation and is granted by the Principal or a Departmental Official with the authority to approve such absence.

### 9.2 Excessive Absenteeism Procedures

In the event of excessive absenteeism, the school is obliged to apply the following procedures:

10 days: Letter to parent from register teacher.

15 days: Phone call to parent from register teacher (noted in Learner Profile or Observation Record).

20-40 days: Letter and or School Management team intervention meeting with parents.

More than 40 days: Referral to Department of Education and/or Social Services.

### 9.3 Late Arrival Procedures

Learners are expected to arrive at school punctually. In the event of late arrival, the following procedures will be applied:

Front Office staff: Entry in late-arrival book, at reception.

Receiving teacher: Entry in late-arrival page of homework diary.

### 9.4 Repeated Late Arrival Procedures

In the event of excessive late arrival, the school is obliged to apply the following procedures:

10 days: Letter to parent from register teacher.

15 days: Phone call to parent from register teacher (noted in Learner Profile or Observation Record).

20 days: School Management team intervention meeting with parents

More than 20 days: Referral to Department of Education and/or Social Services.

## 9.5 Truancy Procedures

All instances of truancy will be reported to the Principal and disciplinary action, in terms of the school Code of Conduct, will be taken.

## Addendum 10: Social media policy document

The purpose of a social media policy is to protect learners, staff and parents from any issues that can arise as a result of having a presence on-line. Examples: Malicious or defamatory statements, threats and abuse, disputes & cyber-bullying.

Tom Newby School recognises that technology and social media are changing the way in which individuals and organisations communicate.

The school encourages ethical and responsible engagement on all social media platforms including social networking sites and applications, emails, blogs, message boards, chat rooms, on-line forums, and any other sites and services that allow users to share information with others in an interactive manner.

### A. STAFF, PARENTS AND PUPILS

It is the responsibility of all staff, parents and pupils to:

- a. Understand the advantages and the potential risks of social media.
- b. Be aware that posts may be in the public domain for a long time.
- c. Regularly review the content of social media postings and report any information that could reflect negatively on the school, its learners, staff, parents or trustees (e.g. inappropriate comments made in response to postings).
- d. Behave in a manner which is representative of Tom Newby School's policies.
- e. Not engage in on-line communication activities which could bring the school into disrepute.
- f. Refrain from impersonating third parties or acting in any manner that may mislead, confuse or deceive others.
- g. Refrain from engaging in any communication which amounts to unlawful harassment or discrimination.
- h. Refrain from disclosing personal details of learners, staff, parents and contracted service providers. However, all parties should take note that the school may from time to time share photos taken during official school activities on social media sites. Users of these social media sites are advised to check their security settings if they prefer to review postings in which they were 'tagged'. Learners, staff and parents are advised to block other users who they do not know or do not want to be associated with, from accessing their profiles.
- i. Tom Newby School does not accept any responsibility or liability for weak security settings on the social media profile of any person associated with the school.

### B. SPECIFIC TO STAFF

It is the responsibility of all staff to:

- a. Decline friend requests from current pupils, or ex-pupils under the age of 13 except in the case of a site specifically set up for professional purposes.
- b. Notify the parents if a child sends a friend request.
- c. Refrain from corresponding with parents via social media. It is preferable to use a school email address, class dojo or the school diary.
- d. Only post things that they would be happy to be attributed to them as a teaching professional.
- e. Use the tightest privacy settings possible.
- f. Engage in social media communication on behalf of the school only when authorised\* by the principal to do so on behalf of the school.
- g. Notify the principal of any potential online conflicts.

\*Only authorised persons may comment on any aspect of the school and/or any matter in which the school is involved. When making such comment, the authorised person must identify him/herself.

An authorised person who engages in social media communication on behalf of the school must ensure that he/she is familiar with the school's view on specific issues and should not express views that are inconsistent with those set out by the school. If an authorised person is not familiar with or is unsure of the school's position on any particular issue, he/she should seek clarity from the principal.

### **C. SPECIFIC TO PARENTS**

It is the responsibility of all parents to:

- a. Raise queries, concerns and complaints directly with the school rather than posting them on social media – whether on their own pages, in closed groups (e.g. groups set up for school parents to communicate with each other) or on the school's pages.
- b. Refrain from posting anything malicious about the school or any member of the school community.
- c. When learners conduct themselves inappropriately without being identified as connected with the school, accept their parental roles in managing the private activities of their children. Parents should not expect the school to monitor private and out-of-school activities of pupils of the school. However, the school might choose to intervene if such action is in the best interests of the child.

### **D. SPECIFIC TO LEARNERS**

It is the responsibility of all learners to:

- a. Refrain from joining any social networking sites if they are below the permitted age (13 for most sites including Facebook and Instagram).
- b. Be aware of how to report abuse and inappropriate content.
- c. Refrain from accessing social media on school devices, or on their own devices while at school (unless permitted to do so by an authorised staff member).
- d. Refrain from making inappropriate comments (including in private messages) about the school, teachers or other learners.
- e. Report instances where contraventions of this policy become known to them.

**E. GENERAL**

- a. Tom Newby School reserves the right to investigate any allegations which contravene the school's policies and /or involve student safety.
- b. Confidentiality Waiver: Students utilising devices that belong to Tom Newby School or their personal devices need to know that, the School has the right to search the device without consent if there are suspicions that it may contain illicit information or reference something to which places a student or others at risk
- c. Tom Newby School can request that defamatory comments are removed from public spaces. If the parent refuses to do so, then the school may escalate the matter by reporting it to the social networking site, the local authority or seeking legal advice. Comments that are threatening, abusive, racist, sexist or that could be seen as a hate crime can be reported to the police as online harassment.
- d. Tom Newby School may amend, supplement, modify or alter this policy from time to time.

**Addendum 11: Learner conduct at extra-mural and school activities**

1. I promise to be polite and friendly even if I or my team loses. I understand that winning is important but it is also important to learn skills and learn how to get on with other people.
2. I promise to attend training and practise to improve my skills.
3. I promise to know as many of the rules as I can and to follow the rules.
4. I promise to respect a referee's decision or a coach's decision. If I do not agree with a decision, I will wait until a suitable time to discuss my unhappiness with the coach. I will not show irritation or disgust when decisions that I don't like are made.
5. I promise that I will not lose my temper or fight.
6. I promise to follow instructions from the captain or team leader.
7. I promise not to criticize or scold team members who make mistakes or who do not perform well.
8. I promise that I will not try to gain unfair advantage by using underhanded tactics such as feigning injury.
9. I promise to avoid having temper tantrums when my performance is not good. I will not do things like throw a bat or racquet on the floor or angrily kick a ball.
10. I promise not look for excuses to explain a loss or poor performance, e.g. blaming the pitch or the referee.  
I promise to behave like a true sportsman should and not behave in a boastful manner or demean the losing team in order to celebrate a victory.
11. I promise to be courteous and friendly to other team members, particularly when the other team is visiting the school. I will thank referees, first aiders, coaches and those providing transport and refreshments.
12. I promise to be appropriately dressed for the activity and be well groomed.
13. I promise to treat equipment and facilities with respect. I will take good care of equipment and clean it regularly. I will make sure that equipment is carefully stored when it is not being used. I will keep facilities neat, clean and litter free. I will report damage or deterioration to a coach.

Participant's name & surname : \_\_\_\_\_

Participant's signature : \_\_\_\_\_

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

Activity : \_\_\_\_\_

## Addendum 12: Learner Pledge for Tablet Use

1. I am excited to be part of my school's tablet programme. I understand that the use of the technology is a privilege, not a right. I will use the tablet in ways that are
  - appropriate,
  - meet School expectations and
  - are educational.
2. I will take full responsibility for managing my tablet – software, charging and general care.
3. I will never leave the tablet unattended, and I will know where the tablet is at all times.
4. I will be a responsible user of the technology and I will not access inappropriate sites or information.
5. I will only have recommended apps on my tablet during school time so as to not be distracted by games, etc.
6. I will keep food and beverages away from the tablet since they may cause damage to the device.
7. I will protect the tablet by only carrying it while in the case provided.
8. I understand that the tablet is subject to inspection at any time without notice.
9. If my tablet is in for repairs, I will ask my parents to inform the school, in writing.
10. I understand that it is my responsibility to ask the teachers for hard copies of notes if my tablet is not working or is in for repairs.

**I agree to the stipulations set forth in the above documents including the Tablet Acceptable Use Policy, Procedures, and Information; and the Learner Pledge for Tablet Use.**

Pupil Name (Please Print): \_\_\_\_\_

Pupil Signature \_\_\_\_\_ Date: \_\_\_\_\_

Parent Name (Please Print): \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_