

1. PREAMBLE

The purpose of the Prospectus and Code of Conduct is to outline the required behaviour and core values for Noorderland High School to operate, create and to sustain a harmonious, supportive, respectful, effective and professional climate at the school and in the community.

2. OUR UNDERTAKING

This code is applicable to all involved in the school, Principal, Deputy Principal, Heads of Departments, CS1 Educators, Administrative Staff, Ground and Assistant Staff, Learners of every grade, as well as Visitors, Service Providers and Contractors to the school premises. This Prospectus and Code of Conduct will also be applicable wherever any representative of the school may be in a position to represent the image of the school. (On or off the premises)

The signatories to this Prospectus and Code of Conduct hereby agree to actively support and inspire each other to adhere to this Prospectus and Code of Conduct, at all times in their interaction with each other as well as with any other visitor to the school.

3. OUR CORE VALUES

<ul style="list-style-type: none"><li>• Excellence</li><li>• Positive Attitude</li><li>• Mutual respect</li><li>• Integrity</li><li>• Trust</li><li>• Consistency</li><li>• Tolerance</li><li>• Commitment</li></ul>	<ul style="list-style-type: none"><li>• Innovation</li><li>• Co-operation</li><li>• Responsibility and accountability</li><li>• Determination</li><li>• Fairness</li><li>• Caring</li><li>• Self-discipline</li></ul>
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4. LEGAL FRAMEWORK

- (1) South African School's Act, 1996, (Act 84 of 1996) as Amended herein after referred to as "SASA, 1996".
- (2) The Constitution of the Republic of South Africa, 1996 (Act 108 of 1996) herein after referred to as "The Constitution".
- (3) National Education Policy Act, 1996 (Act 27 of 1996) as Amended herein after referred to as "NEPA, 1996".
- (4) Children Act, 2005 (Act 38 of 2005) as Amended herein after referred to as "CA, 2005".

5. IMPLEMENTATION AND MONITORING

All signatories undertake to make this Prospectus and Code of Conduct a dynamic document, strive to be proactive in the implementation of the above principles and values and actively support each other in living out these principles. Everybody must accept that it would need ongoing dedication and commitment to ensure the ultimate realisation of harmonious, supportive, and caring relationships for all stakeholders of Noorderland High School.

Monitoring the adherence to this Prospectus and Code of Conduct is the responsibility of each and every individual by immediately identifying any deviation from this code, to talk about is firstly on a one-to-one basis without blaming but with the focus on solving the

deviation. Should this not render the desired results, it should then be reported to the relevant Member of the SGB, Teacher, Deputy Principal or Principal to resolve it immediately and amicably. Monitoring should also be done through the continuous observation by Learners, RCL-members, Educators, etc. regarding the adherence to these principles and dealt with by means of frank open discussions during regular monitoring meetings.

If continuous deviations exist, the use of the School rules, Disciplinary Code and Procedure will be implemented in terms of SASA, 1996.

## 6. HISTORY OF THE SCHOOL

The founding of the school, which was situated at the present Air Force Base, started with 18 girls and Miss. I M Truter as teacher.

Fourteen years later on 1 October 1965 an official commercial High School started with 238 learners, 11 staff members and the Principal, Mr P K Dreyer.

On 1 July 1970 Mr Dreyer was succeeded by a new Principal, Mr J Collins.

The school was originally controlled by the Department of National Education but was taken over by the Transvaal Education Department in 1974.

Originally only Gr. 10 pupils were admitted but in January 1973, Gr. 8 pupils were also allowed to be admitted. This caused an increase in numbers from 248 pupils in 1966 to 600 pupils in 1977.

From 1981 the school was exempted from external examination. This caused a positive result on the enrolment of the school. On 1 January 1985 Mr J Collins retired and was replaced by Mr N C van der Walt. In 1990 the numbers of the school increased to 623 learners.

The name of the school was changed from Hoër Handelskool to Hoërskool Noorderland in 1991.

On 1 January 1991 another study area was added to the Economical study courses, namely Social studies and on 1 January 1992 all the Natural Science courses were also incorporated into the school's curriculum. This resulted in a further increase in learner numbers and the number of boys increased to 170 in 1992. Ever since, there has been a steady increase in the number of boys being admitted to the school.

Mr N C van der Walt retired at the end of July 1998 as a result of ill health and was succeeded by Mr S P Schoeman as Principal.

In the year 2000 the Department started negotiations with the School Governing Body to change to a parallel medium school. In January 2001 the first group of 42 black learners were admitted to the school to grade 8 with the vision of admitting two classes of black learners per year.

After sick leave of 5 months in 2001, Mr S P Schoeman retired at the end of December 2001. Mr A J Boucher took over as acting Principal in the beginning of 2002.

The final closing of the hostels in 2002 took place because of the dwindling numbers of learners and the termination of hostel staff salaries. The hostels were renovated and one hostel was rented by a company who provided accommodation for contract workers, working in the new mines that were built in Limpopo. The money we earned from renting the hostels, help the school to upgrade our terrain in many ways and to equip a third computer centre. In 2003 the first black teacher, Mrs C Makama was matched at our school in an English post. On 1 July 2004 Mr A J Boucher was permanently appointed as Principal of Noorderland High School.

In 2004 Mercantile Law and Home Economics as subjects phased out and Tourism and Hospitality Studies was introduced. Tourism was only offered in English. In 2006 Sepedi as a Home Language was introduced by the Department in all former Model-C schools. Most black learners changed from English Home Language and Afrikaans First Additional Language to Sepedi Home Language and English First Additional Language. Also at the beginning of the same year FET and the New Curriculum was introduced. With the third computer centre most of the learners were taking either CAT or IT and all learners have access to internet.

During 2007 the three HOD posts became vacant and after interviews, it was filled by Mr T Ratema for Economic Sciences, Mrs M Daniel for Languages and Mrs L Scholtz for Mathematics.

The remarkable milestone was reached during 2008 when, 3 teachers, Mr P Jansen van Rensburg, Mrs I Roodt and W van Reenen all had 25 years or longer teaching experience at Noorderland Hoërskool.

In 2009 a fourth computer centre was equipped, with money we earned from the hostels. This centre is specifically for the use of all teachers for all subjects. The Principal went on an educational tour to London in England. This was organised by FEDSAS to learn about the education in England and how their Governing Bodies operate.

In 2010 the school turned 60 years old and celebrations took place on 14 April 2010. Officials from the Department, SGB members, teachers and learners cut the cake and everybody received a piece. The ceremony was concluded with a show from DJ Cleo which was enjoyed by the learners. Mr A Bouwer, Mrs Maine (the circuit manager), Mr S Mpe (the SGB chairperson) and Mr Gentle (the IT teacher) attended an E-learning conference in Lusaka, Zambia. Mrs Willemien van Reenen retired after 35 years of teaching.

A new post establishment was implemented in 2012 and provided for 29 posts for the school. A new subject, Geography, was introduced and more than 80 learners chose the subject in grade 10 for the first time. Mrs Daniel retired at the end of the first quarter after 30 years of teaching at Noorderland.

Mr Bouwer retired on 13 April 2014. Mr P S J van Rensburg acted as principal and retired in December 2016. Mr A Coetzee and Mrs C Makama also retired at the end of 2016.

Mr T Ratema will be the acting Principal from January 2017-

## 7. PURPOSE OF THE PROSPECTUS AND CODE OF CONDUCT

- (1) Section 8 of the South African School Law makes provision that the Governing Body of a public school must accept a Prospectus and Code of Conduct.
- (2) The purpose of the Prospectus and Code of Conduct are to ensure a disciplined and purposeful environment for an effective teaching and learning milieu.
- (3) The Prospectus and Code of Conduct set guidelines for the Governing Body to ensure discipline and order in the school.
- (4) The Prospectus and Code of Conduct are subservient to the Constitution of South Africa, 1996, the South African School's Law, 1996 and the Provincial Legislature. It must reflect constitutional democracy, human rights and communication.

- (5) The Prospectus and Code of Conduct inform learners of their behaviour at school in preparation for their behaviour and safety in the civil society.
- (6) This establishes a standard of moral behaviour for learners and empowers them with knowledge and skills which can benefit them becoming worthy and responsible citizens.
- (7) The Prospectus and Code of Conduct must promote the responsibility and the leadership in the school.
- (8) The Prospectus and Code of Conduct is not penalty-orientated but seeks to enhance constructive learning.
- (9) The main purpose of the Prospectus and Code of Conduct are to develop positive discipline, self-discipline and exemplary behaviour because learners learn through observation and experience.
- (10) The following bodies are involved in the drafting of the Prospectus and Code of Conduct: Governing Body, parents, learners, teachers and non-teaching staff at the school.

## 8. SCHOOL ORGANIZATION

	<b>DESIGNATION</b>	<b>SUBJECTS</b>
<b>PRINCIPAL</b>	DEPUTY PRINCIPAL	
	HOD	LANGUAGES
	HOD	COMMERCE
	HOD	SCIENCE
		STAFFMEMBERS

## 9. VISION AND MISSION STATEMENTS

- (1) **VISION**  
THROUGH EDUCATION WE CONQUER.
- (2) **MISSION**
  - (a) To develop a high academic standard at the school by putting a Culture of Learning, Teaching and Service into place.
  - (b) To ensure continuous and effective management by the Management Team, Governing Body, Teachers and Representative council of Learners.
  - (c) To appoint and develop well-trained and qualified professional educators.
  - (d) To put cultural and sports programmes into place and to motivate learners to actively take part and achieve their objectives.
  - (e) To encourage parents as well as the community to take on their responsibilities regarding the school and involve them in school activities.
  - (f) To present a well-informed life orientation programme and manage it according to acceptable morals and standards.
  - (g) To develop the image, skills and general knowledge of all learners continuously during the education process.
  - (h) To create and develop an enthusiastic, participating and supportive learner corps who would be able to deal with the 21st century challenges.

10. RELIGIOUS POLICY AND ETHOS OF THE SCHOOL

- (1) Although attending assembly is compulsory, everyone has the right to freedom of religion, believe and opinion in terms of Section 15 (1 and 2) of the Constitution as well as in terms of Section 7 of SASA 1996.
- (2) To maintain good values and norms with our learner's subject to retaining freedom of religion, speech and association.
- (3) The upholding and enhancing the ethos, academic, cultural and sport plus a social milieu of the school.
- (4) The school will consider a written request from a parent to be exempted from attending the religious ceremonies.

11. EDUCATIONAL PRINCIPLES AND PHILOSOPHIES.

THE SCHOOL WILL STRIVE TO.....

- (1) Create a positive school atmosphere inductive to educational learning.
- (2) Create a school culture, unique to Noorderland where each and every learner will develop his/her full potential and become a responsible person in this multi-cultural environment.
- (3) Set clear-cut academic aims, to give each learner the chance to achieve the best academic standard according to his/her potential.
- (4) Create positive attitudes and to ensure all role players strive for improvement.
- (5) Support and enhance interpersonal relationships among parents, staff and learners.
- (6) Develop leadership with staff and learners.
- (7) Teach and educate effectively and to stay abreast of all new teaching and educational techniques.
- (8) Mind the well-being of all learners and give support where necessary.
- (9) Be organized with good planning, effective organizational structures, to give guidance and to implement effective control.
- (10) Acknowledge staff and learners for good achievements.
- (11) Create effective communication among all role-players at the school.
- (12) Have as a priority, neat and clean school grounds.
- (13) Ensure and maintain a safe and friendly school atmosphere where learners would like to be.
- (14) Develop learners not only academically but also on sport, cultural and social levels.
- (15) Get and keep all learners involved in the different school activities and maintain involvement.

12. LEGAL AUTHORITY FOR THE CONTROL AND DISCIPLINE OF LEARNERS

- (1) In terms of section 3(n) of the National Education Policy Act, 27 of 1996, the Minister of Education must determine national education policy and discipline of learners at education institutions.
- (2) The policy shall be directed at the advancement and protection of the fundamental rights of every person guaranteed in the Bill of Rights in the Constitution of the Republic of South Africa 1996, Act 108 of 1996.
- (3) The SASA, 84 of 1996, section 8(1) empowers a governing body of a school to maintain discipline in a school. The Prospectus and Code of Conduct must prescribe behaviour that respects the rights of learners and educators.
- (4) Learners must understand that action may be taken against them if they contravene the Prospectus and Code of Conduct. The punishment must suit the offence(s).
- (5) Nothing shall exempt a learner from complying with the Prospectus and Code of

Conduct of the school.

- (6) An educator at the school shall have the same rights as a parent (in loco parentis) to control and discipline the learner according to the Prospectus and Code of Conduct during the time the learner is in attendance at the school, any classroom, school function or school excursion or school related activities.
- (7) The Principal or an educator, upon reasonable suspicion (sufficient information), has the legal authority to conduct a search of any learner or property in possession of the learner for a dangerous weapon, firearm, drugs (including tobacco), or harmful dangerous substances, stolen property, or pornographic material brought onto the school property. (A search may be performed in terms of the following Acts of general application: Control of Access to Public Premises and Vehicles Act, 1985, Act 53 of 1985; Drugs and Drug Trafficking Act 140 of 1992; Arms and Ammunition Act, 1969, Act 75 of 1969.), Section 8A of SASA, 1996.

### 13. RIGHTS AND RESPONSIBILITIES OF LEARNERS

#### (1) SCHOOL AND CLASSROOM RULES

- (a) School rules are designed to regulate the general organisation of the school, and relationships between the Principal, educators and learners. Classroom rules are designed to give effect specifically to the relationship between educators and learners in the classroom, and may include classroom interactions and management.
- (b) Learners must be involved in the formulating of school and classroom rules and must conform to such rules.
- (c) All rules are to be consistent with the overall Code of Conduct, be clear and understandable and make provision for fair warning.
- (d) Learners are expected to know and to adhere to school and classroom rules. Ignorance of these rules is not an acceptable excuse.

#### (2) LEARNING AND SCHOOL WORK

- (a) Learners must commit themselves to do their school work during classes, complete assigned homework and catch up work missed because of absence.
- (b) Disruption of school and classes is unacceptable.
- (c) Learners have the right to education under safe circumstances. Any fellow learner disrupting a class and so infringing the right of the other learners to education, will be removed from the class. Only through consultation with the parents and the conditions required for the learner to return to class, will the learner be allowed back in the class.
- (d) Learners have the responsibility to learn and develop their full potential, i.e. academic, occupational, social, sport, spiritual, art and cultural potential.
- (e) They should actively participate in the learning process and decision making and have the opportunity to talk about their problems.
- (f) Learners can expect educators to maintain a high standard of professional ethics and be present to teach their classes, assist them with their difficulties and report on their progress and to look after their well-being. There should be a relationship of mutual trust and respect between learners and educators. Victimisation of the one by the other is unacceptable.

- (3) SECURITY, CARE AND NEATNESS OF SCHOOL PROPERTY
  - (a) As the school has been developed for the use of all the learners attending the school, it is the privilege and obligation of every learner to protect and carefully use all the facilities and equipment so that others that come after them can also enjoy the privilege.
  - (b) The parent of anyone who intentionally misuses, damages or mars any school property should replace it or pay for the property damaged.
  - (c) It is the responsibility of all learners not to litter. It will be expected of learners to help clean the school grounds and classrooms if needed.
  - (d) Destruction of property and littering are punishable offences.
- (4) SCHOOL ATTENDANCE
  - (a) The right of learners to basic school education places the obligation on them to attend school regularly during school hours.
  - (b) Should a learner be absent, his/her parent must notify the school to explain the absence.

14. RESPONSIBILITIES OF PARENTS WITH RESPECT TO THE PROSPECTUS AND CODE OF CONDUCT

- (1) The ultimate responsibility for the learners' behaviour rests with their parents.
- (2) It is expected that parents will support the school, and require learners to observe all school rules and regulations and accept responsibility for any misbehaviour on their part.
- (3) It is expected that parents will take an active interest in their children's schoolwork and make it possible for the children to complete assigned homework.
- (4) Parents should attend meetings that the school and governing body convene for them.
- (5) No parent of a learner is allowed to talk to another learner in the absence of that learner's parents.
- (6) The Prospectus and Code of Conduct is binding to all components involved.

15. RIGHTS AND RESPONSIBILITIES OF TEACHERS

In terms of the Constitution and SASA, 1996, EEA, NEPA and SACE, the Bill of Responsibilities for the Youth of South Africa, the teacher has the right to:

- (1) Equality, human dignity, privacy, freedom of religion, belief and opinion, freedom of expression, freedom of association, political rights, freedom of profession, language and culture, just administrative action.
- (2) The Bill of Responsibilities that embodies in general a further National legislation that develops every "right"; e.g. Labour relations.
- (3) Respect and support in the workplace.
- (4) Co-operation of learners in class.
- (5) The support of the school governing body in the maintaining of discipline.
- (6) Perform his/her duties without the interference of the school governing body.
- (7) Refuse admission, within a disciplinary code to learners or anybody else who want to disrupt the class.
- (8) Be burdened only by a reasonable workload (currently the minimum of 7 hours at school and an expected 1800 work hours per year.

16. LANGUAGE POLICY OF THE SCHOOL

- (1) Noorderland High School is an English Medium school.
- (2) This means that English is the language of teaching and learning.

17. ADMISSION REQUIREMENTS

To be admitted to Noorderland High School, it is necessary for the parent to complete the prescribed Application form. An applicant will only be accepted if the following principles and requirements are accepted and adhered to by the parent:

- (1) There must be sufficient space and staff to ensure effective education in terms of Section 5A of SASA, 1996.
- (2) The learner's age must correspond with the average age in the grade.
- (3) Proof of previous education received, a copy of most recent school report and a testimonial from previous Principal are compulsory with application to the school.
- (4) A photocopy of the birth certificate or ID document, an ID photo, a copy of a recent municipal electricity bill and the learners' Academic report and transfer letter from the previous school, must be submitted with the completed application to be admitted to the school.
- (5) According to Departmental policy parents must write their names on a register as soon as the application forms are handed in.
- (6) A learner will only be admitted to the school if all the admission requirements are adhered to. Refer also to the Official Admission Policy of the School, 2011.
- (7) All new Grade 8 learners must pay the first school fee instalment of the following year, as determined by the SGB to guarantee a space in the school.
- (8) All new learners in Grade 9 to 12 will only be allowed in the school after an interview with the Principal or Deputy Principal and the payment of the first school fee instalment.

18. COMPULSORY SCHOOL FEES

- (1) Noorderland High School is classified as a Quintile 5 school and according to Section 40 of SASA, 1996, school fees are compulsory and payable in advance.
- (2) School fees are determined by the SGB and parents of the school during an annual budget meeting and payable in full or on a monthly basis for 11 months.
- (3) Payments in favour of Hoërskool Noorderland can be made via the internet (EFT payment) and we are also equipped with card facilities for payment at school.
- (4) The bank details of the school are as follows:

Account name:	Skoolfonds Hoërskool Noorderland
Bank:	ABSA
Bank Branch no:	632005
Account no:	1160750045
- (5) According to Section 39 - 41 of SASA, 1996, a parent can apply for exemption of school fees.

19. RESOURCES

- (1) Noorderland is one of few schools in Limpopo with three fully equipped Computer Centres. Thus specializing in IT and CAT for grade 10 to 12. It is the ideal of the School that all learners have access to internet.
- (2) The school has its own website ([www.noorderland.co.za](http://www.noorderland.co.za)) and e-mail ([noorder@mweb.co.za](mailto:noorder@mweb.co.za)) Parents can log into the website and do research on everything about the school.

## 20. SUBJECT CHOICES

- (1) Noorderland is a Departmental secondary school and follows the Curriculum and Assessment Policy Statement, (CAPS).
- (2) In the **General Education and Training** phase, **Gr. 8 and Gr. 9** learners do all the subjects which are compulsory in all secondary schools, namely:
  - (a) Home Language – Sepedi or English
  - (b) First Additional Language – English or Afrikaans
  - (c) Mathematics and Mathematical Literacy
  - (d) Natural Science
  - (e) Creative Arts
  - (f) Life Orientation
  - (g) Social Science
  - (h) Economical and Management Science
  - (i) Technology
  - (j) Accounting
- (3) In the **Further Education and Training** phase, **Gr. 10, 11 and 12** the learners choose their subjects out of the different subjects that are available at the school.
  - (a) Compulsory Subject are:
    - (i) Home Language – Sepedi, English and Afrikaans
    - (ii) First Additional Language – English and Afrikaans
    - (iii) Mathematics or Mathematical Literacy
    - (iv) Life Orientation
  - (b) Choice Subjects
    - (i) Physical Science
    - (ii) Life Science
    - (iii) Geography
    - (iv) Accounting
    - (v) Economics
    - (vi) Business Studies
    - (vii) Information Technology
    - (viii) Computer Applications Technology
    - (ix) Hospitality Studies
    - (x) Tourism

## 21. EXTRA-MURAL ACTIVITIES

Noorderland believes in the holistic development of a child. A well-balanced child is a well-balanced adult. This is our aim with each learner at Noorderland High School. To achieve this goal, it is important for each learner to participate in cultural as well as sport activities. Although it is important to identify and inspire talented individuals, mass participation is necessary to give each learner the opportunity to participate in an activity. The following extra-mural activities provide a wide range of choices for each learner, either at school or organized at school to be performed at a suitable venue.

- (1) CULTURAL  
Debating; Public speaking competitions; Chess; Praise and Worship team; Drama
- (2) SPORT  
Athletics; Cross Country; Hockey; Netball; Soccer
- (3) SOCIAL  
Organised social events

22. CLOTHING SHOP
- (1) Noorderland has its own fully equipped clothing shop, where school and sport clothes must be bought.
  - (2) The clothing shop is open between 10:45 to 11:00 on Tuesdays and Thursdays.
23. GIRLS SCHOOL AND SPORT WEAR
- (1) UNIFORM 1 (Informal)
    - Royal blue Noorderland skirt
    - Short sleeve white shirt
    - Noorderland Jerseys / Blazer / pull-over
    - Short white socks
    - Noorderland tie (if a tie is worn, long blue school socks must also be worn)
    - Black, leather low heel school shoes
  - (2) UNIFORM 2 (Formal)
    - Royal blue Noorderland skirt or slacks
    - Long sleeve white shirt
    - Noorderland tie
    - Blue Noorderland socks - knee high
    - Noorderland Jerseys / Blazer / pull-over
    - Noorderland Red School Scarf
    - Noorderland Blue Beanie, hats and caps
    - Black, leather, low heel school shoes and court shoes for Grade 12 VRL.
  - (3) GIRLS' SPORT OUTFITS
    - Noorder-wear may be worn during sport practices, on pavilions, as spectators, before and after matches and to travel in.
    - Prescribed team clothing is available at the school's clothing shop.
    - First team outfits will be determined by the Clothing Committee.
  - (4) SCHOOL TRACK SUIT
    - School track-suits with sport shoes may be worn by learners on sports days i.e. Tuesdays and Thursdays.
24. BOYS' SCHOOL AND SPORT WEAR
- (1) UNIFORM 1 (Informal)
    - Khaki clothes (Khaki shirt and short pants)
    - Noorderland Blue school socks
    - Noorderland Jersey - long sleeve or pullover
    - Black, leather school shoes with laces
    - Noorderland Tie (optional)
  - (2) UNIFORM 2 (Formal)
    - Long or short sleeve white shirt
    - Noorderland tie
    - Noorderland Jersey / Blazer / Pullover
    - Long grey flannel with blue long school socks or grey short socks.
    - Noorderland Red scarf
    - Noorderland Blue Beanie
    - Black belt
    - Black, leather school shoes with laces
  - (3) BOYS' SPORT OUTFITS
    - Noorder-wear can be worn during sport practices, on pavilions, as spectators, before and after matches and to travel in.
    - Prescribed team clothing is available at the school's clothing shop.
    - First team outfits will be determined by the Clothing Committee.

- (4) **SCHOOL TRACK SUIT**  
School track-suits with sport shoes may be worn by learners on sports days i.e. Tuesdays and Thursdays.

25. **BLAZERS AND SCROLLS FOR COLOURS**

- (1) Grade 12 RCL – Blazer with ordinary badge and prescribed cord.
- (2) The RCL President, Deputy President, Secretary and Treasurer will be identified by wearing cream white blazers.
- (3) All Grade 12 RCL will be wearing a basher (Hat) available from the Schools clothing shop.
- (4) Grade 8-11 RCL – Blazer with ordinary badge and no cord.
- (5) Learners general – Blazer with ordinary school badge.
- (6) Half-honour colours – Ordinary school badge and silver scroll.
- (7) Honours colours – Gold and silver school badge with laurel-wreath and gold scroll.
- (8) Pocket school badges and scrolls must be bought from the clothing shop at school. Original certificates must be shown as proof.

26. **CONTINUOUS ASSESSMENT (CASS) PORTFOLIOS**

- (1) Every learner must have a CASS portfolio for each subject.
- (2) All class work, class tests, practical work, pats, projects and assignments, examination papers and any other assessment done in a subjects must be filed in the CASS portfolio.
- (3) These portfolios must be kept safely and up to date throughout the year as the year CASS mark is compiled from the work done.
- (4) The Subject Assessment Guidelines prescribe the weighting of the CASS mark for the final promotion mark.
- (5) Any work or assessment not done with valid reason, must be submitted as soon as possible.
- (6) Absence from tests or assessments without a valid reason, will earn the learner a zero mark.
- (7) Portfolios are moderated by the Department at the end of the year.

27. **A SCHOOL DAY:**

- (1) According to Section 3.2 of SASA, 1996, the teachers must be for 7 hours at school.
- (2) Every morning at 06:55 the SMT of the school has a meeting.
- (3) At 07:05 the teachers are briefed for the day.
- (4) The school starts promptly at 07:15 with a register period or assembly on a Monday.
- (5) If a learner is late, he/she will wait at the gate until the end of the first period then he/she must report to his/her register teacher and then to the Grade Head. Latecomers will complete a form at the security guard and parents will be notified via sms.
- (6) There are 7 academic periods of approximately 50 minutes per day. According to CAPS, teaching time is twenty-seven and a half hours per week.
- (7) Learners may only adjourn at the end of the day, at 13:45.
- (8) Extra classes are offered as arranged by individual teachers after school and on Saturdays.

28. **LEAVE OR WHEN LEARNERS GET SICK DURING SCHOOL HOURS**

- (1) No learner is allowed to leave the school premises without written permission from the Principal, Deputy Principal or Grade Head.

- (2) Parents must personally come and pick up learners at school.
- (3) Doctor and dentist appointments must be made in the afternoons after school hours.
- (4) Driver's licence appointments must also be made after school hours.
- (5) If a learner becomes sick at school, he/she must report to his/her Grade Head and Administrative office – depending on the nature of the learner's condition, assistance will be given in the office or the parents will be contacted to fetch the learner.
- (6) According to the Departmental policy and law – no medicine will be given to any learner at school.
- (7) Parents must make sure that learners using any chronic or allergic medicine, it is always in the possession of the learner.

## 29. SCHOOL ATTENDANCE

- (1) School attendance is compulsory for learners of Noorderland High School. See Section 14 of SASA, 1996.
- (2) If a learner was absent from school as a result of illness it is compulsory to bring a letter of apology from his/her parent, which must be submitted at the register teacher.
- (3) If a learner is absent from school for three consecutive days or longer, a medical certificate must be submitted.
- (4) Absent for any other reason than illness, must be arranged in advance.
- (5) If a learner knows that he/she is going to be absent from school, prior arrangements must be made where possible. All requests must be in writing for filing purposes and such a learner will be marked absent.
- (6) Learners leaving the school grounds with permission before 10:00 will be marked absent.
- (7) Learners who were never absent during the whole year, receive a certificate for faithful school attendance at the end of the year.
- (8) According to Departmental policy the school closes at 12:00 on the last school day at the end of a quarter. Educators are working till the end and parents are requested not to take their children before the school closes.
- (9) Learners absent from school for 14 consecutive school days or more without a valid reason, de-registers him/herself from school.

## 30. EXAMINATIONS AND TESTS

- (1) All school rules are applicable during examinations and tests.
- (2) Parents must take responsibility to see that learners do not stay away from tests and examinations unnecessary.
- (3) If a learner is absent during an examination or a test he/she must submit a medical certificate to the subject teacher and Grade Head.
- (4) If a learner was absent he/she will be given 0 for the assessment. It is the learner's responsibility to arrange with his/her teacher to write the test or examination if possible.

## 31. SUPERVISION AND SAFETY OF LEARNERS

- (1) When learners are at school they must comply with all school and classroom safety rules.
- (2) Safety rules will be explained by the different teachers to the learners at the beginning of the year.
- (3) Educators will do all in their power to ensure the safety of learners on the school grounds, during excursions and tours.

- (4) An educator cannot be held responsible for negligence if a learner disobeys the school rules, not being aware of a school rule, is on prohibited areas, or using apparatus or tools without permission and supervision.
- (5) Learners, teachers and parents are requested to report any potential dangerous situations that may occur on the school grounds immediately to the office or a teacher.
- (6) Learners with any contagious diseases must stay at home until a doctor confirms that the learner can attend school.
- (7) Learners with any form of allergy must wear something on their person to indicate the type of allergy.
- (8) Learners with diabetes, asthma, epilepsy or any other serious disease should notify the school in writing and the learner should also make the educators aware of the situation.
- (9) For the safety of our learners, only parents will be allowed to come and fetch sick learners at school.

### 32. VISITORS DURING SCHOOL HOURS

- (1) No parent, family or friend is allowed to visit any learner during school hours without the permission of the Principal or Grade Head.
- (2) Any person wanting to visit a learner or staff member must report at the school's reception office to get permission.
- (3) No parent of a learner is allowed to talk to another learner in the absence of that learner's parents.

### 33. COMMUNICATION WITH PARENTS

Communication with parents takes place in the following ways:

- (1) Personal visits to the Principal, Grade Head or educators at the school.
- (2) Circulars that will be given to learners from time to time.
- (3) The YEAR PLANNER. Each learner receives a year planner at the beginning of the year. Parents are requested to study it regularly to keep abreast of all the activities in the school. All academics, sport, cultural and social activities are indicated on it.
- (4) General parent information evenings for the different grades are held at the beginning of the year. See the Year Planner for dates.
- (5) Parent evenings are held every quarter where academics reports are handed out to parents and where parents have the opportunity to discuss academic problems with the educators.
- (6) School funds accounts which indicate the payment of school fees. This will be sent to parents through the learner at the end of each month.
- (7) Conduct reports which will be printed every second week. Parents can also request at any time a Conduct report of their learners.
- (8) N05-04 Poor Performance
- (9) N05-05 Excellent Performance
- (10) N05-06 Good Progress
- (11) N05-08 Notice to parents
- (12) N08-04 Temporary Suspension
- (13) N08-05 Written Warning
- (14) N08-06 Notice of Disciplinary Hearing

#### 34. ASSEMBLY

- (1) Assemblies are usually on Monday morning. When the bell rings at 7:15 all the learners assemble in the courtyard according to register classes and go into the school hall.
- (2) During assemblies the learners may attend a short religious session.
- (3) The rest of the programme during assembly may consist of: briefing on the week's activities; addressing disciplinary matters; educational talks; motivation; inspections on school uniform and neatness, etc.

#### 35. CELL PHONES AND ELECTRONIC DEVICES AT SCHOOL

- (1) At school we have a **serious problem** with these devices and they cause enormous disciplinary problems.
- (2) A few are mentioned:
  - (a) Learners are permanently walking with headsets in their ears.
  - (b) Music is always on full volume.
  - (c) Most learners are on one or more social websites busy talking to their friends during class time, thus not paying attention.
  - (d) Even when they are not busy with it during class time, they cannot wait for the bell to ring to put it on and listen to their music or WhatsApp a friend.
  - (e) On a daily basis cell phones are stolen. This takes the management of school many hours per day just to solve the problem, stealing teaching time and energy.
  - (f) Cell phones are used as calculators which is forbidden in any subject and by the Department.
  - (g) Internet access gives learner's opportunities to pornographic sites and parents must not be fooled into a false sense of security.
  - (h) Headsets in their ears are causing irreversible damage to their ears.
- (3) Parents are obligated to help the school in this regard and teach your child the responsible use of these devices.
- (4) Our advice to parents is to not allow their children to bring any of these devices to school. It is distracting and causes deterioration of academic performance, leads to unsocial behaviour, frustration to teachers, theft and many fights in the school.

#### 36. TOURS AND BUS TRANSPORT DURING SCHOOL EXCURSIONS

- (1) A letter will always be sent to the parents, with the Principal's signature, with all the information about the tour or excursion.
- (2) An indemnity form must be signed by the parents before any learner will be allowed to go on the bus.
- (3) Learners representing the school, are expected to behave orderly at all times when using this mode of transport.
- (4) Any complaints from bus drivers or supervisors will be treated in a very serious light and penal action will be taken accordingly.
- (5) Bus transport to sport or other gatherings - learners must be in attire as decided on, depending on the occasion.
- (6) Bullying and harassing other learners will not be tolerated.
- (7) Inappropriate signs or signals or remarks to any other motorist or pedestrians are forbidden.
- (8) When leaving the bus, the bus must be left clean, tidy and undamaged.
- (9) It is good manners to thank the driver and teachers that accompanied the tour, after the trip.

37. DESIGNATED AREA FOR PICKING UP AND DROPPING OFF OF LEARNERS AT SCHOOL
- (1) For the safety of our learners, parents MUST drop their children at the gate in Die Meer Street.
  - (2) No parent is allowed to drop off or pick up his/her child in the school yard, only in the designated area.
  - (3) Taxis dropping and picking up learners are not allowed to play loud music.
  - (4) Immediately after arriving from a sport or cultural tour, parents should pick up their children at the school. The school cannot be held responsible for anything that can happen if parents forget to pick up their children.
38. AWARDING OF MERIT CERTIFICATES, HALF- AND FULL HONOURS COLOURS
- (1) Colours will be awarded in academic, sport, cultural, behavioural and service achievements.
  - (2) To acquire colours, continuous participation in the activity is compulsory.
  - (3) Positive behaviour is a prerequisite. Negative behaviour can cause a learner to have his/her colours taken away.
  - (4) A learner can only be awarded the highest certificate per year.
  - (5) Learners should safe-keep their certificates and teachers must keep record of all learners participating for up to 5 years.
  - (6) When certificates are typed, descriptions must fully include achievements.
39. ACADEMIC - MERIT CERTIFICATES
- (1) Top 10 per quarter
  - (2) Top achiever in a subject for the year
  - (3) Gr 10 - 12 Highest average in HL and FAL for the year
  - (4) Gr 10 - 12 Highest average in Maths and ACC for the year
  - (5) Gr 10 - 12 Highest average in Maths, PS and LS for the year
  - (6) Gr 10 - 12 Highest average in Maths, ACC, BS/ECO for the year
  - (7) Academic Olympiads/Competitions: Participation
  - (8) Academic Olympiads/Competitions: Bronze medal or certificate
  - (9) Science Expo: Participation at cluster level
40. ACADEMIC - HALF-HONOURS COLOURS
- (1) Gr 8 - 9 average between 74,5 – 79,4% for the year
  - (2) Gr 10 - 12 average between 70 – 79,4% for the year.
  - (3) Top 10 for the year
  - (4) Academic Olympiad/Competition: Silver medal/certificate
  - (5) Academic Olympiad/Competition: Participate in 2<sup>nd</sup> round of competition
  - (6) Academic Olympiad/Competition: 2<sup>nd</sup> to 10<sup>th</sup> place at Provincial level
  - (7) Academic Olympiad/Competition: B-symbol for Taalbond Bilingual Examination
  - (8) Science Expo: Participation at Regional level
  - (9) Science Expo: Silver certificate
41. ACADEMIC - HONOURS COLOURS
- (1) Gr 8 - 9 average above 79,4% for the year
  - (2) Gr 10 - 12 average above 79,4% for the year
  - (3) Academic Olympiad/Competition: Gold medal or certificate
  - (4) Academic Olympiad/Competition: Participation in 3<sup>rd</sup> round of competition
  - (5) Academic Olympiad/Competition: Provincial or National winner
  - (6) Academic Olympiad/Competition: A-symbol for Taalbond Bilingual Examination

- (7) Science Expo: Participation at National level  
 (8) Science Expo: Gold certificate at National level
42. DUX-LEARNER AWARDS – HONOURS COLOURS CERTIFICATE  
 (1) Best Academic achievement in Gr 12 for the year
43. SPORT - MERIT CERTIFICATES  
 (1) Athletics: 1st place at Inter High  
 (2) Athletics: Victrix or Victor Ludorum Inter House  
 (3) Participation in a first team  
 (4) Best improved player for the year in a team  
 (5) Best Player for the year in a team  
 (6) Circuit winners in a team sport
44. SPORT - HALF-HONOURS COLOURS  
 (1) Athletics: Victrix or Victor Laudorum at Inter High  
 (2) Athletics: Best Track or Field athlete at Inter High  
 (3) Played for 4 - 5 years in an A-team  
 (4) Provincial participation in a sport  
 (5) Cross Country: Participated on prescribed meetings for 4 - 5 years
45. SPORT - HONOURS COLOURS  
 (1) Athletics: Victrix or Victor Laudorum at Provincial level  
 (2) Athletics: Best Track or Field athlete at Provincial level  
 (3) Provincial winners in a team sport  
 (4) Received National colours in a sport  
 (5) Participated at SA-championships
46. SPORT BOY AND GIRL OF THE YEAR - JUNIOR AND SENIOR  
 Age prescripts – Junior: u14 – u15 and Senior: u16 – u19  
 (1) Receive an honours certificate.  
 (2) An all-rounder in sport activities is a prerequisite for the specific year.
  - Points awarded:
    - ~ 5 point for a sport activity
    - ~ 10 points for provincial participation
    - ~ 15 points for National participation
  - If two learners have equal points, the following will be taken into consideration:
    - ~ The highest individual achievement in sport
    - ~ Special award to a learner, jnr or snr for a single achievement in any sport
    - ~ Player of the year
    - ~ Captain; leadership; integrity
47. CULTURE - MERIT CERTIFICATES  
 (1) Selected as best participant or improved the most in a cultural activity for the year.  
 (2) Participation in a senior team cultural activity for the year  
 (3) Top 10 speaker or leader at Regional level
48. CULTURE - HALF-HONOURS COLOURS  
 (1) Participation at Provincial level  
 (2) 4 – 5 Years participation in any cultural activity  
 (3) Winners at Regional level  
 (4) Top 10 speaker or leader at Provincial level

- (5) 2<sup>nd</sup> place in any Provincial competition.
49. CULTURE - HONOURS COLOURS
- (1) 1<sup>st</sup> place or A-symbol in any Provincial competition.
  - (2) Selected to participate at National level
  - (3) Selected for a National team to participate at International level
  - (4) Top 10 speaker or leader at National level
50. CULTURAL BOY AND GIRL OF THE YEAR
- (1) Receive an Honours certificate.
  - (2) Diversity in cultural activities is a prerequisite for a specific year
  - (3) Points awarded
    - ~ 5 point for a cultural activity
    - ~ 10 points for provincial participation
    - ~ 15 points for National participation
  - (4) If two learners have equal points, the following will taken into consideration.
    - ~ The highest individual achievement in school related cultural activity
    - ~ Special awards
    - ~ Participant of the year
    - ~ Captain; leadership; integrity
51. LEADERSHIP - MERIT CERTIFICATES
- (1) Chairperson/leader of cultural activity for 1 or 2 years
  - (2) Captain of a sport team for 1 or 2 years.
  - (3) RCL-member for 1 or 2 years.
52. LEADERSHIP - HALF HONOURS COLOURS
- (1) Chairperson/leader of cultural activity for 3 years.
  - (2) Captain of a sport team for 3 years.
  - (3) RCL-member for 3 years.
  - (4) Gr 12 RCL
53. LEADERSHIP - HONOURS COLOURS
- (1) Chairperson/leader of cultural activity for 4 or more years.
  - (2) Captain of a sport team for 4 or more years.
  - (3) RCL-member for 4 or more years.
  - (4) Head Boy or Head Girl
54. AWARDS FOR GRADE 12 LEARNERS – MERIT CERTIFICATES
- These awards are determined by the educators of the school. Written motivations why a grade 12 learner should receive one or more of these awards must be submitted. The school's SMT will then decide according to the written motivations which grade 12 learner should receive it.
- (1) COURTESY AWARD
  - (2) RENDERING SERVICES AWARD
  - (3) OUTSTANDING LEADERSHIP AWARD
  - (4) MOST DESERVING LEARNER AWARD

## CHAPTER 2 CODE OF CONDUCT

### 1. DISCIPLINE

- (1) According to the Oxford Advanced Learners' Dictionary of current English the word discipline means "to produce self control and habits of obedience" With discipline, the school strives to maintain acceptable standards, to ensure that when a learner deviates from propriety (correctness of behaviour) they are corrected to return to the acceptable standards as contemplated by the Code of Conduct in order to produce disciplined and responsible adults.
- (2) Discipline must be maintained in the school and the classroom to ensure that the education of learners proceeds without disruptive behaviour and offences. Its goal is to teach and lead learners to self discipline.
- (3) The disciplinary process must be expeditious, fair, just, corrective, consistent, educative and lawful. Where possible the parent will be informed in writing or by telephone of the learner's behaviour. Learners will be protected by adults or other learners. In terms of Section 33 of the Constitution.
- (4) The SGB delegates the Educators with full authority and responsibility to correct the behaviour of learners whenever such correction is necessary at school. In terms of Section 62 of SASA, 1996.
- (5) Any corrective measures or disciplinary action must be commensurate with the offence /infraction. Corrective measures may become more severe with the subsequent repeated infractions. Suspension or expulsion may follow.
- (6) Learners should not think that they cannot be suspended or expelled simply because it is their first offence or infraction of a rule or policy.

### 2. PUNISHMENT

- (1) Punishment is a corrective measure or a penalty inflicted on a learner-offender who has to suffer the consequences of misconduct in order to maintain the orderly society of the school so that other learners' fundamental rights are not infringed as enshrined in Section 28 and 29 of the Constitution
- (2) Corporal punishment shall not be administered in terms of Section 10 of SASA, 1996 and Section 12 (1) of the Constitution.
- (3) Detention, suspension and expulsion shall be considered if a learner sustains acts of infraction of the school rules, classroom rules and school policy.
- (4) Penal measures will be taken against any learner who does not want to abide by any of the above mentioned rules. Learners who do not want to adhere to the rules will be subjected to a formal disciplinary hearing.

### 3. RULES FOR UNIFORMITY, NEATNESS, AND APPEARANCE OF GIRLS

- (1) Hair:
  - (a) Must always appear clean, neat and tidy.
  - (b) Hair must have a natural look and appearance.
  - (c) Unnatural colours and colouring of hair are not allowed.
  - (d) Braids should be black in colour, straight up or straight down
  - (e) No fringes or strange styles hanging over eyes and face.
  - (f) Long hair touching the shirt collar must be combed away from the face and fastened and neat.
  - (g) Fasteners (Alice bands, scrunches, elastics) must be blue in colour.
  - (h) Bonding, and extensions are not allowed.
- (2) Only a wristwatch and/or a Medic Alert bracelet may be worn on wrists.
- (3) Only ONE pair of ear rings/studs of silver or gold in the ear lobe is allowed -

without loose ornamentation or trimmings.

- (4) No make-up is allowed with school uniform or any sport and school functions.
- (5) Nails must be short and clean - only colourless nail varnish is allowed. No false or built-up nails or tips allowed.
- (6) Prescribed length of skirts - 5 cm from the ground when kneeling. Skirts may not be rolled up at the waist. The style of the skirt must not be altered.
- (7) Underwear must not be visible through school clothing.
- (8) Jerseys are not allowed to be fastened around hips.
- (9) No rings, bracelets, chains, facial rings, facial studs, tongue studs or necklaces are allowed. It will be confiscated.
- (10) No chewing of chewing gum is allowed when wearing school uniform.
- (11) Shirts must always be tucked in neatly.
- (12) Sleeves of jerseys may not be pushed up.
- (13) No graffiti or names are allowed to be written on any part of the school uniform, including hats and caps.
- (14) The only contact lenses allowed is non-colour (transparent) contact lenses.

#### 4. RULES FOR UNIFORMITY, NEATNESS, AND APPEARANCE OF BOYS

- (1) Hair must be short, neat and clean. No deviating styles allowed.
- (2) Hair must be a natural colour.
- (3) Dread locks, waves, braiding or “hi-lites” “line patterns” of hair are not permitted.
- (4) No bracelets, chains, earrings, facial rings/studs, tongue studs, necklaces or rings are allowed. It will be confiscated.
- (5) Jerseys are not allowed to be fastened around waist.
- (6) Boys must be clean-shaven. No side-burns longer than middle of the ears and without curls. No moustaches or beards are allowed. Boys who do not comply will be sent home.
- (7) Only wrist watches and/or a Medic Alert bracelet are allowed. Incorrect jewellery will be confiscated.
- (8) Sleeves of jerseys may not be pushed up.
- (9) No chewing of chewing gum is allowed in classes.
- (10) Shirts must always be tucked in neatly and socks pulled up.
- (11) Only black belts (without ornamental buckles) may be worn with grey trousers
- (12) Trousers must be fastened around the waist.
- (13) Underwear must not be visible through school clothing.
- (14) No graffiti or names are allowed to be written on the school uniform.
- (15) Khaki shorts must be fastened around the waste. Underwear should not be visible.
- (16) Ties may be worn with khakis.
- (17) No suede shoes or Grass Hoppers are allowed.
- (18) Coloured socks other than blue or grey will be confiscated.
- (19) The only contact lenses allowed is non-colour (transparent) contact lenses.

#### 5. GENERAL SCHOOL UNIFORM RULES

- (1) At all times during and after school hours, learners in school uniform must be dressed according to the required school rules.
- (2) No digressions will be allowed - pupils with problems must obtain written permission from their Grade Head beforehand.
- (3) The dress code is applicable to all sport and cultural activities and if not adhered to, a learner can be asked to leave the premises regardless of what the implications will be to his/her team.
- (4) During sport activities, provincial tracksuits applicable to that sport activity can be

worn.

- (5) During examinations all school rules apply to school uniforms.
- (6) A vest or T-shirt without writings on it can be worn underneath the white shirt during cold spells.
- (7) Beanies, Hats and Noorder-caps must be removed when entering a building.
- (8) Noorderland ties must be worn with white shirt at all times.
- (9) The school's emblem on the tie must be visible.
- (10) No modifications may be made on the school ties or any other part of the school uniform, e.g. skinny pants.
- (11) Shoes must be clean and polished.
- (12) Learners with incorrect school uniform will be sent home.

#### 6. MATRIC ATTIRE RULES.

- (1) The matric pullover is part of the school uniform and can be worn at all times with the school uniform.
- (2) The matric sweater may be worn during school hours.

#### 7. BICYCLES, MOTORBIKES AND MOTORCARS

- (1) Bicycles, motorbikes and motorcars must be parked in the allotted areas.
- (2) Learners must always be in possession of a valid license.
- (3) No learners are allowed to drive with a motorcycle between the buildings.
- (4) Learners with bicycles, cars and motorcycles leave and enter the school grounds only at the gate in Die Meer Street.
- (5) Learners must lock their bicycles. The school does not take responsibility for stolen bicycles. Parents must report the matter to the police and claim from their insurance.
- (6) No learners are allowed near any motorcar for any reason during school hours.

#### 8. RULES DURING EXAMINATIONS AND TESTS

- (1) All school rules apply during tests and examinations.
- (2) Learners are **not allowed to borrow** any stationery (including calculators) from any other learner during a test or examination - learners must make sure that they have all the necessary stationary with them before the exam starts. In case of a crisis, ask the invigilator.
- (3) No cell phones are allowed in the examination room.
- (4) Learners must stay in the examination room for the full time of the question paper. No learner may leave early.
- (5) Learners who finish early must go through their answers again are not allowed to disturb other learners.
- (6) Dishonesty in tests or examinations is a serious offence and is strictly prohibited and must be reported to the Department.
- (7) If a learner is caught being dishonest or using a cell phone during exam:
  - (a) His/her answer paper, question paper and all physical evidence are taken in immediately.
  - (b) The time is written on the question paper.
  - (c) Re-issue a new question and answer booklet and let the learner continue writing.
  - (d) At the end of the session the second answer and question paper are taken in.
  - (e) Both answer and question papers and evidence are handed to the Grade Head for further handling.
- (8) Inappropriate conduct during exam sessions will be regarded in the same light as

dishonesty and will seriously be dealt with and will be recorded.

- (9) All pencil cases must be placed on the floor during tests or examinations.
- (10) If a learner is temporarily suspended he / she would be allowed to write tests or examinations, where after they should leave the school premises.

9. RULES WITH REGARDS TO BEHAVIOUR OUTSIDE OR AWAY FROM SCHOOL

- (1) Outside or away from school the behaviour of learners in school uniform should always be without reproach.
- (2) In school uniform a learner is an ambassador of the school and any misbehaviour will be treated in a very serious manner, e.g. being guilty of smoking, use of alcohol, drug abuse or visiting unsavoury places.
- (3) According to the jurisdiction of the Prospectus and Code of Conduct, school rules are applicable if a learner is in school uniform or forms part of an organized educational, school, sport or cultural tour or excursion.

10. TEXT BOOKS, SCRIPTS AND OTHER SCHOOL BOOKS

- (1) All text books, scripts and other school books in a learner's possession stay the property of the school.
- (2) All books should be covered with plastic to keep them in good condition.
- (3) No writing or scratching in textbooks is permitted.
- (4) Learners will pay or replace any damage or vandalised text books.
- (5) Lost books must be replaced or paid for.

11. RULES WITH REGARD TO PHONES AND OTHER ELECTRONIC DEVICES AT SCHOOL.

PUBLIC TELEPHONES

- (1) A learner may not use the public telephones during lessons, assembly or register periods.
- (2) Public telephones may only be used before and after school and at breaks.
- (3) Emergency calls will be made by the office staff.

CELL PHONES (AND ALL ELECTRONIC EQUIPMENT)

- (4) A cell phone is to be switched off on arrival at school until the end of the official school day.
- (5) A cell phone will not be on in any mode during the school day.
- (6) The learner understands that the use of a cell phone will lead to the confiscation of the cell phone including the sim card until the end of the term. A cell phone confiscated in the last two weeks of any term will only be returned on the date to be specified the following term. A learner with a cell phone which is visible or switched on, or whose alarm goes off, or who is using it for any purpose is considered to be to be using the phone'.
- (7) A learner may not use a cell phone as a radio or music player while in school uniform.
- (8) The use of cell phones for the purpose of teaching and learning will be considered under strict teacher supervision.
- (9) iPods, electronic devices and earphones/headsets may not be brought to school, it will be confiscated and not returned.
- (10) A learner who is in the school building after official school hours e.g. in the Media or IT Centre, attending extra lessons or taking part in the co-curricular programme may not use a cell phone, neither may it be visible. The supervisor may exercise discretion in this regard.
- (11) The learner and the parent understand that the Governing Body and employees of

Hoërskool Noorderland do not accept any responsibility for any loss or damage of confiscated phones.

- (12) A Learner who refuses to hand over his cell phone will immediately be suspended for the rest of the day.
- (13) All the regulations of any external assessment, laid down either by the Department of Education or any designated body will be observed and the learner will accept the consequences of any breach of these rules. Learners must not be in possession of a cell phone during an official examination.
- (14) The safety of cell phones brought to school is entirely the learner's responsibility and the Governing Body and the employees of Hoërskool Noorderland will not be held responsible.
- (15) A learner and his/her parent should note the following:
  - (a) It is preferable not to bring a cell phone to school,
  - (b) The school has a telephone system which is regularly used during school hours in case of emergencies (e.g. when a learner is sick).
  - (c) Individual safety is not guaranteed by the carrying of a cell phone. Learners are vulnerable if they are known to be carrying cell phones, particularly in a public place. A learner should not use a cell phone in a public eye. This is a safety risk.
  - (d) Genuinely urgent messages can be relayed through the office from 07h00 to 13h45.

## 12. CHANGING BETWEEN PERIODS

- (1) At the end of a period, the teacher will give learners permission to pack up and leave the class.
- (2) Learners then orderly take the shortest route to the next class.
- (3) Always keep left.
- (4) No loitering, visiting the tuck-shop or socialising with friends are allowed.
- (5) No learners are allowed to walk through the Administrative building to get to a class.
- (6) On arriving, immediately enter the class to prevent a traffic jam.
- (7) Arriving at class 3 minutes after the first bell has rung is regarded as late coming.
- (8) A learner who arrives later than 10 minutes without a valid reason will be marked absent for that period.

## 13. NEATNESS OF SCHOOL GROUNDS AND BUILDINGS

- (1) Each learner should be proud of his/her school grounds.
- (2) No learner should allow anybody to litter on the school grounds or write any graffiti on buildings, rails and walls.
- (3) Stay out of flower beds. Have respect for our gardens and keep it clean.
- (4) No drinking or eating are allowed in the school hall or classrooms.
- (5) Learners can be instructed to clean the terrain if they litter.

## 14. PRIVATE PARTIES AND MATRIC FAREWELL AFTER-PARTIES

- (1) The school **strongly** disapproves of any of such parties.
- (2) Usually alcohol is used in excess at these parties and learners get introduced to drugs.
- (3) Parents should protect their children by not allowing them to go.
- (4) Learners who participate in these parties and have to represent the school the following day will be disallowed to participate.

15. SOCIAL, CULTURAL OR SPORT EVENTS AT SCHOOL
- (1) All school rules are applicable to any of the above events.
  - (2) Usually, most of the time functions at school are only for learners from Noorderland.
  - (3) Learners must submit to the teachers and security guard's instructions and authority.
  - (4) Learners must be dressed appropriately when private clothes are worn, or be sent home if the clothes do not fit the occasion.
  - (5) Learners bringing outsiders to these events, where only Noorderland learners are allowed, will be escorted off the premises.
16. BREAK
- (1) Appointments with learners during break should be concluded as fast as possible.
  - (2) No learners are allowed in classes during break without supervision.
  - (3) Stay away from bicycles, motorbikes and motorcars during break.
  - (4) No private visitors are allowed during school hours. Only the Principal and Grade Head can give permission for such visits.
  - (5) When the bell rings at the end of break, learners and teachers must go straight to their classes - the 3-minute rule applies.
  - (6) No learner is allowed to leave the school grounds during break.
  - (7) No learners are allowed on the first floor passages and staircases during break.
17. RELATIONSHIPS BETWEEN BOYS AND GIRLS
- (1) Healthy and friendly relationships between boys and girls are allowed.
  - (2) Cuddling, holding hands and other physical contact is not allowed on the school grounds, in school uniform or where the school is represented.
  - (3) The 15 cm rule applies.
  - (4) Socializing between boys and girls is only allowed in the courtyard during break.
18. SMOKING, DRINKING AND DRUGS
- (1) The school is a public place and is by law declared a smoke-free area.
  - (2) Smoking is not acceptable and permissible.
  - (3) No learner is allowed to smoke on the school grounds. It is strictly forbidden. Learners may also not smoke outside the school grounds when in school uniform.
  - (4) Being in possession of or the use of alcohol and/or drugs are forbidden at all times - contravening these rules is a serious offence and can lead to the immediate suspension of a learner or Section 8A of SASA, 1996 will apply.
  - (5) Breaking of abovementioned rules is against the laws of the country. The police and the parents will be called in to follow legal procedures.
  - (6) Parents must take thorough knowledge of last mentioned action and warn learners seriously to stop these activities and to get professional assistance for their child/children.
19. SCHOOLBAGS
- (1) Schoolbags are the learners own responsibility. The school will not take responsibility for lost or stolen schoolbags.
  - (2) No valuables or cash must be kept in schoolbags.
  - (3) Must be of such a nature that books are not damaged.
  - (4) Schoolbags should be of suitable size where ALL text books and scripts can fit in.
  - (5) Only the learner's name and surname may be on the outside of the schoolbag.
  - (6) No graffiti at all is allowed on schoolbags.

## 20. PROHIBITED AREAS

- (1) The fences within the school grounds indicate the boundaries during breaks. Nobody is allowed outside the boundaries.
- (2) The fenced areas around the sleeping quarters and workshop of the general assistants are prohibited.
- (3) The hostels, restaurant area and pavilion are also prohibited during school hours, unless under supervision of an authorised person.

## 21. LEGAL FRAMEWORK FOR THE DISCIPLINARY CODE AND RESPONSIBILITIES OF ALL ROLE PLAYERS

- (1) South African School's Act, 1996, (Act 84 of 1996) as Amended hereby which refer to SASA, 1996.
- (2) The Constitution of the Republic of South Africa, 1996 (Act 108 of 1996) hereby which refer to as The Constitution.
- (3) National Education Policy Act, 1996 (Act 27 of 1996) as Amended hereby which refer to as NEPA, 1996.
- (4) Children's Act, 2005 (Act 38 of 2005) as Amended hereby which refer to as CA, 2005.

## 22. DEFINITION OF TERMS

- (1) **Code of Conduct:** Refers to the rules and procedures in the Prospectus and Code of Conduct for Noorderland High School.
- (2) **Counselling:** Refers to the peer group, the RCL, the class educator, Grade Head, Disciplinary Head, Deputy Principal, Principal, parent or professional psychiatrist talking to a learner to correct his/her behaviour on a one-on-one basis. The counselling can be informal or formal.
- (3) **Detention:** Refers to, where a learner must sit for at least 2 hours, after school in a class room, under supervision of a teacher, busy with school work.
- (4) **Disciplinary Committee:** Refers to a committee that will conduct hearings of learners that are charged with misconduct.
- (5) **Disciplinary Hearing:** Refers to a formal meeting where a learner is charged with misconduct determined according the disciplinary procedure of the Prospectus and Code of Conduct.
- (6) **Expulsion** refers to the removal of a learner by the HOD from a school to be placed at another school.
- (7) **Final Written Warning:** Refers to give a final notice to a learner charged with misconduct, to change his/her behaviour or face detention, suspension or expulsion.
- (8) **Parent:** According to SASA, 1996 Chapter 1, Section 1 "parent" means (i) the parent or guardian of a learner; (ii) the person legally entitled to custody of a learner; or (iii) the person who undertakes to fulfil the obligations of a person referred to in (i) and (ii) towards the learner's education at school.
- (9) **Presiding Officer:** Refers to the Disciplinary HOD or Disciplinary Head.
- (10) **Punishment:** See Chapter 2, Section 2.
- (11) **Sanction** refers to any form of punishment or warning as determined by the Disciplinary committee.
- (12) **Suspension** refers to temporary removal of a learner (i.e.) where a learner is excluded from all (academic, sport and culture) school activities for a number of days determined by a disciplinary committee.
- (13) **The School:** Refers to Noorderland High School.
- (14) **Verbal Warning:** Refers to give a verbal notice to a learner charged with misconduct, to change his/her behaviour or face detention, suspension or

expulsion.

- (15) **Written Warning:** Refers to give a written notice to a learner charged with misconduct, to change his/her behaviour or face detention, suspension or expulsion.

23. DIFFERENT SANCTIONS THAT WILL BE AWARDED FOR MISCONDUCT

- (1) Counselling
- (2) Reprimanding
- (3) Subject detention
- (4) Grade detention
- (5) School detention
- (6) SMS to parent
- (7) Peer Disciplinary Hearings – VRL gr 12 involved, Head boy or Head Girl.
- (8) Verbal Warning – Parent Involvement, 3 months' probation.
- (9) First Written warning – Parent involvement, 2 months' probation.
- (10) Second and final written warning – Parent involvement, 1-month probation.
- (11) Suspension – 1/2/3/4/5 days depending on severity of misconduct.
- (12) School Disciplinary Hearing – Parents and teacher's involvement.
- (13) SGB Disciplinary Hearing
- (14) Expulsion

24. DUTIES AND RESPONSIBILITIES OF THE SCHOOL MANAGEMENT TEAM

The management of a culture of positive behaviour requires active leadership to realise a constant flow of positive predisposition towards and belief in the system. It therefore involves firm, co-ordinated and planned actions in the implementation of the general code of conduct for learners and school ethic.

25. DUTIES AND RESPONSIBILITIES OF THE REPRESENTATIVE COUNCIL OF LEARNERS

- (1) Develop and promote a positive learner spirit and culture within the school.
- (2) Encourage fellow learners to participate and are responsible for the sound functioning of the school.
- (3) Promote good discipline by holding regular learner meetings and discussions.
- (4) Use communication channels to discuss learner frustrations and fears.
- (5) Promote positive communication with educators and school management.
- (6) Motivate and promote learner involvement in all school activities.
- (7) Take part in school governing body activities.
- (8) Act as ambassadors in the school and community.
- (9) Inspection of school uniform.

26. DUTIES AND RESPONSIBILITIES OF THE CLASS RCL

- (1) Promote good discipline in class and on the school premises.
- (2) Ensure a clean and tidy classroom.
- (3) Promote classroom pride.
- (4) Monitor class attendance.
- (5) Liaise with class educators about learner issues and learner grievances.

27. DUTIES AND RESPONSIBILITIES OF THE PRINCIPAL WITH REGARDS TO DISCIPLINE

- (1) Primarily responsible for establishing the concept of positive behaviour within the school set-up.
- (2) Ensure that all personnel, parents and learners are aware of the policies regarding

positive learner behaviour.

- (3) Ensure that the policy regarding disciplinary measures is implemented.
- (4) Ensure that learner behaviour and learner issues are discussed regularly.
- (5) Ensure that record is kept of learner behaviour.
- (6) Organise staff development sessions regarding the management of learners' behaviour.
- (7) Organise interviews with parents about the progress and behaviour of learners.
- (8) Ensure that the school has a good orientation programme for new learners (especially Grade 8).
- (9) Ensure that learners are dealt with fairly and consistently.

28. DUTIES AND RESPONSIBILITIES OF THE DEPUTY PRINCIPAL WITH REGARDS TO DISCIPLINE

- (1) Support the principal in the performance of duties to create a school culture of positive discipline.
- (2) Support the principal in the provision of learner support and guidance regarding good discipline.

29. DUTIES AND RESPONSIBILITIES OF THE HOD RESPONSIBLE FOR DISCIPLINE (DISCIPLINARY HEAD, REFER TO AS "DH")

- (1) Responsible for the application of discipline.
- (2) Support the principal in the performance of duties to create a school culture of positive discipline.
- (3) Support the principal in the provision of learner support and guidance regarding good discipline.
- (4) Liaison with and supervise the Representative Council of Learners.
- (5) Responsible for the supervision and mentoring of a prefect programme.
- (6) Responsible for regular formal meetings with Grade Heads and senior educators.
- (7) Conduct discussions about disciplinary tendencies and concerns in the school.
- (8) Organise interviews with parents to discuss learner behaviour and needs.
- (9) Provide feedback regarding disciplinary cases with recommendations and interventions.
- (10) Control and manage the administrative system of disciplinary referrals and interventions.

30. DUTIES AND RESPONSIBILITIES OF GRADE HEADS WITH REGARDS TO DISCIPLINE

- (1) Organise regular scheduled meetings with grade educators.
- (2) Hold discussions to identify possible referrals to the DH.
- (3) Organise interviews with parents to discuss learner behaviour and needs.

31. DUTIES AND RESPONSIBILITIES OF THE EDUCATOR WITH REGARDS TO DISCIPLINE

- (1) Create a learner-centred classroom where discussion is allowed between learners, but the discussion takes place in a focussed and orderly manner.
- (2) Prepare well so that lessons can run smoothly and discipline can be applied more easily.
- (3) Expect co-operation of learners. When instructed to "take out books", the instruction must be followed. Wait until it happens!
- (4) Do not make threats that cannot be carried out.
- (5) Do not just criticise. When commenting on the learner's work, remember to praise the learner also.

- (6) "Punish" only in accordance with the school's code of conduct for learners and the classroom code of conduct.
- (7) The authority of discipline and punishment tasks of the educator can not be delegated to any learner.
- (8) Make sure that the offender is taken to task. The whole class must not be punished. This is unfair and may not happen.
- (9) Do not allow a queue to form when you are correcting books. Time is wasted and there is a strong possibility that discipline problems will develop.
- (10) Do not sit when you are teaching. Move around and observe learners while they are busy with group activities.
- (11) Approach the DH for advice and support regarding interventions and how to handle specific learner needs.
- (12) The SMT is there to support you. Rather get help than allow disciplinary problems to develop.

32. DUTIES AND RESPONSIBILITIES OF THE SCHOOL GOVERNING BODY WITH REGARDS TO DISCIPLINE. (SGB)

- (1) Responsible for the development and regular revision of the code of conduct for learners in co-operation with parents, educators and learners.
- (2) Responsible for the creation of a disciplined and goal-orientated environment to ensure teaching and learning.
- (3) Ensure that the disciplinary practices of the school take place within the framework of the South African Constitution and the South African Schools Act.
- (4) Appoint a disciplinary committee.
- (5) Conduct fair Disciplinary hearings in which the focus is on positive intervention as a restorative option.
- (6) Keep full minutes of disciplinary hearings.
- (7) Hold regular meetings with parents to discuss disciplinary matters.

33. SUPPORT SYSTEMS: PEER HELP SUPPORT

- (1) System in which learners receive support from fellow learners.
- (2) Creates a school culture of caring and support.
- (3) Makes counselling accessible to learners.
- (4) Puts learners with needs in touch with relevant aids.
- (5) Offers opportunity for early identification.

34. SUPPORT SYSTEMS: EDUCATOR AS ADULT MENTOR

- (1) Not necessarily class teacher, but Grade Head.
- (2) Regular discussion about learner's progress based on Conduct reports.
- (3) Active involvement with learners.

35. POSITIVE CONDUCT – GENERAL

- (1) Rendering services
- (2) Rendering services per term
- (3) School attendance 100% per quarter
- (4) School attendance 100% per year
- (5) Courtesy
- (6) Always friendly and assisting
- (7) Honesty
- (8) Consistent positive attitude

36. POSITIVE CONDUCT – ACADEMIC
- (1) Continual good work
  - (2) Excellent work in subject
  - (3) Good progress in a subject
  - (4) 50 - 59% for assessments
  - (5) 60 - 69% for assessments
  - (6) 70 - 79% for assessments
  - (7) 80 - 89% for assessments
  - (8) 90 + for assessments
37. POSITIVE CONDUCT – CULTURE AND SPORT
- (1) Regular attendance of practices per season
  - (2) Good progress in a sport
  - (3) Good progress in a culture activity
  - (4) Good Sportsmanship / Good Attitude
38. COMMUNICATION AND PUNISHMENT
- (1) Parents attended information evening
  - (2) Parent did not attend information evening
  - (3) Reprimanded for misconduct.
  - (4) Counselling the learner
  - (5) Interviewing learner
  - (6) Notice sent: N05-08 – Notice to Parents
  - (7) Notice sent: N05-04 – Poor performance
  - (8) Notice sent: N05-15 – Learners with Level 1
  - (9) Tear-off slip of notices not returned
  - (10) Attended peer help programme
  - (11) Not attending peer help programme
  - (12) Contacted parent and was available
  - (13) Contacted parent and was not available
  - (14) SMS to parent
  - (15) Parent not responding on SMS
  - (16) Interview with parent
  - (17) Reported learner to Grade Head
  - (18) Reported learner to Disciplinary Head
  - (19) Reported learner to Deputy Principal
  - (20) Reported learner to Principal
  - (21) Attending detention
  - (22) Not attending detention
  - (23) Received a verbal warning from RCL
  - (24) Received a verbal warning from staff
  - (25) Received a first written warning
  - (26) Received a final written warning
  - (27) Peer Conducted Disciplinary hearing
  - (28) SMT Conducted Disciplinary hearing
  - (29) SGB Conducted Disciplinary hearing
  - (30) Not attending Disciplinary hearing
  - (31) Suspension for 1 day
  - (32) Suspension for 2 days
  - (33) Suspension for 3 days
  - (34) Suspension for 4 days
  - (35) Suspension for 5 days

- (36) Repeated level 1, 2 and 3 misconduct  
 (37) Level 4 misconduct - 5 days' suspension

39. LIST OF THE POSSIBLE DISCIPLINARY SANCTIONS TO BE APPLIED FOR LEVEL 1, 2, 3 AND 4 OFFENCES, RESPECTIVELY.

Each case must be evaluated on its own merits and must be provided with a sanction justified for that specific case. The recommended sanctions provided in this table are guidelines for the Disciplinary Committee.

<b>LEVEL 1: OFFENCES</b>	<b>RECOMMENDED CORRECTIVE SANCTIONS</b>
1. Academic: Books/work materials left at home; homework- not done on time/copied 2. Extra-mural activity: Non-attendance at practices and matches (without a valid excuse to teachers/coach) 3. Personal conduct in classroom/ on playground: inappropriate displays of affection between learners; late arrival for class; uncooperative behaviour; discourteous 4. Behaviour/insolent/temper tantrum; foul language; defacing desks/walls/books/cases with graffiti; eating/chewing in classes; littering and cell phone ringing 5. Dress code: Untidiness/unkept appearance; school dress code not followed.	Corrective actions/sanctions are carried out by the individual teacher and may include the following: <ul style="list-style-type: none"> <li>• Verbal reprimands;</li> <li>• Written punishment;</li> <li>• Detention at break</li> <li>• Removing graffiti from bags, school desks, walls and cases at break; and</li> <li>• Written notification</li> </ul>

40.

<b>LEVEL 2: OFFENCES</b>	<b>RECOMMENDED CORRECTIVE SANCTIONS</b>
1. Plagiarism of any work or cheating/attempted 2. Damage to property/possession of other learner's property. 3. Defiance/disregarding of an authority figure's instruction. 4. Disregarding test/examination procedures/Absent from test 5. Disruptive/uncooperative in class 6. Disruptive behaviour frustrating teaching and learning in the classroom 7. Repeated dress code infringements (including hair and personal grooming) e.g. Skinny pants.	Nought for test and warning letter.  Repair/replacement, warning letter  Suspension from class, warning letter  Bring doctors letter.  Suspension from class Suspension from class  Sent back home to put correct uniform.

8.	Vandalism defacing/ damaging/ breaking School property	Phone call to parents, warning letter and detention
9.	Verbal abuse of a fellow learner	Phone call to parents, repairs/payments of damages, warning letter and detention

**41. THREE DAYS SUSPENSION WILL BE IMPLEMENTED ON ALL LEVEL 3 OFFENCES**

<b>LEVEL 3: OFFENCES</b>		<b>RECOMMENDED CORRECTIVE SANCTIONS</b>
1.	Alcohol – possession at School or on a School outing	Suspension (3 days)
2.	Bullying/intimidation	Suspension (3 days)
3.	Cheating/attempted cheating in examination/cycle test	Confiscate script, and give new one, follow department policy on cheating
4.	Possession/distributing of test or examination material prior to test or examination being written.	Disciplinary hearing, nought for test/examination, warning letter, detention/follow official provincial procedures for Grade 12
5.	Ongoing disruptive behaviour in classroom (frustrating School's educational programme).	Suspension from class/School. Disciplinary hearing warning letter, community service and detention
6.	Disruptive behaviour on School property or on School sponsored fixture/outing/trip/tour (frustrating School's educational/extracurricular programme).	Suspension from class/School. Disciplinary hearing warning letter, community service and detention
7.	Engaging in a conspiracy to disrupt the proper functioning of School through collective action.	Suspension from class/school. Disciplinary hearing warning letter, community service and detention

**42. FIVE DAYS SUSPENSION WILL BE IMPLEMENTED ON ALL LEVEL 5 OFFENCES**

<b>LEVEL 4: OFFENCES</b>		<b>RECOMMENDED CORRECTIVE SANCTIONS</b>
1.	Drugs – consumption not associated with School	Interview with parents, professional intervention, Police, suspension
2.	Gangs – promoting formation forming of/associating with/furthering activities of School gangs/social groups	Suspension from School, Disciplinary hearing
3.	Involving/attempting to involve outsiders in disputes between learners	Disciplinary hearing and Suspension
4.	Pornography – distribution at School	Warning letter, community service and detention
5.	Public indecency	Disciplinary hearing, warning letter, community service and detention
6.	Racist conduct that defames a learner/teacher	Warning letter, community service and detention
7.	Improper suggestion of a sexual nature	Disciplinary hearing, warning letter, community service and detention
8.	Sexual harassment of teacher/learner	Suspension from School, Disciplinary hearing, warning letter, community service and detention
9.	Threatening to assault/intimidating a teacher	Suspension from School, Disciplinary hearing, warning letter, community service and detention
10.	Verbal abuse of a teacher	Suspension from School, Disciplinary hearing,

11.	Alcohol – drinking/drunk at School or on school or on school outing	warning letter, community service and expulsion Suspension from School, Disciplinary hearing, warning letter, community service and expulsion
12.	Alcohol – drinking in public	Suspension from School, Disciplinary hearing, and expulsion
13.	Assault on a learner causing serious bodily harm	Suspension from School, Disciplinary hearing, and expulsion
14.	Assault on a teacher	Suspension from School, Disciplinary hearing, and expulsion
15.	Bribery/attempted bribery of any person respect of any test/examination material	Disciplinary hearing, warning letter and expulsion
16.	Dangerous weapon or object e.g. knife	Suspension from School, Disciplinary hearing, appropriate punishment e.g. community service, expulsion, call Police
17.	Dangerous weapon or object e.g. firearm – possession at School/on School outing	Suspension from School, Disciplinary hearing, Police, professional counselling, expulsion
18.	Drugs/illegal substance – possession at School/on School outing	Suspension from School, Disciplinary hearing, warning letter, call Police
19.	Drugs/illegal substance – consumption/under the influence at School/on School property	Suspension from School, Disciplinary hearing, warning letter, community service, expulsion/detention, professional counselling, call Police
20.	Drugs/illegal substance – dealing (pushing) at School/on School property	Suspension from School, Disciplinary hearing, expulsion and Police
21.	Forgery of any document or signature to the potential/actual prejudice of the School	Suspension from School, Disciplinary hearing, warning letter, community service and detention/expulsion
22.	Fraud (financial)	Suspension from School, Disciplinary hearing, compensation, warning letter e.g. community service, Police and expulsion
23.	Hostage-taking	Suspension from School, Disciplinary hearing, Police and expulsion
24.	Satanic practices that damage property or cause harm to people or any other living creatures	Suspension from School. Disciplinary hearing, warning letter, community service, detention and professional counselling/expulsion, Police
25.	Sexual assault/Rape	Suspension from School. Disciplinary hearing and expulsion, Police

#### 43. REPORTING OF CONDUCT

- (1) The form N08-01 must be used to report any learner conduct in: Sport, Culture, Academics, Communication, Misconduct, Punishment, Disciplinary procedures, etc.
- (2) Learners must sign the form to acknowledge the entry.
- (3) **SUSPENSION**
  - (a) Any repeated level 1 and 2 misconduct - 2 days' suspension
  - (b) Any level 3 misconduct - 3 days' suspension
  - (c) Any level 4 misconduct - 5 days' suspension

- (d) Any learner who is absent from academic class for two or more times will be suspended for 3 days
- (e) A learner who is absent from any subject and / or grade detentions, will be suspended for 1 day.
- (f) Any 3 times detention the learner will be suspended for 3 days

44. PROCEDURE FOR PRINTING OF CODE OF CONDUCT REPORTS

- (1) A Conduct report will be printed on a regular basis for all learners. (See year planner)
- (2) The DH and Grade Heads must each receive a copy of the reports.
- (3) The Grade Heads will act according to 45 and the DH will act according to 46 and 47.
- (4) The GH must report all consistent level 2 misconduct to the DH.
- (5) The DH must report all consistent level 3 misconduct to the DP and/or Principal.

45. DETENTION

- (1) Detentions will be determined by the subject educators, Grade Heads and DH.
- (2) Learners sitting detention must always be supervised by an educator and/or RCL.
- (3) The length and venue will be organised by the Subject educator, Grade Head or DH.
- (4) Record detention or not attending detention on N08-01.

46. OTHER DISCIPLINARY MEASURES

- (1) A learner in Gr. 8 - 11 with level 2, 3 or 4 acts of misconduct cannot be a contender as a member for the RCL.
- (2) If a member of the RCL misbehaves during the year, having e.g. 2 level 2's, 1 level 3 or 4, he/she will be demoted from their RCL title and replaced.
- (3) Grade 12 learners with level 2, 3 or 4 acts of misconduct may not be invited to the matric farewell.

47. PROCEDURE OF A DISCIPLINARY HEARING

The disciplinary hearing takes place according to a prescribed procedure which is based on the fundamental principles of law. The individual's right to a fair and reasonable hearing is further endorsed in Section 33 of the Bill of Rights, as included in the Constitution. These principles do not only apply to the process to be followed, but also to the way in which arguments are presented.

The following steps should be followed in the execution of the prescribed procedure for a disciplinary hearing:

A. INVESTIGATION INTO THE ALLEGED SERIOUS MISCONDUCT

- (1) An allegation of serious misconduct by a learner must be presented to the principal in writing for consideration.
- (2) The allegation must then be investigated.
- (3) The principle that a person is innocent until proven guilty must be maintained throughout by the investigator. The application of this principle is subject to the regulations of legislation and protocol as accepted by the LDE.
- (4) Interviews with witnesses must have minutes written in the interest of transparency and for the purposes of further enquiries. The maintenance of confidentiality is of the utmost importance.
- (5) Witnesses may not be intimidated and/or influenced. Witnesses must also not be coached or prompted about what to say.
- (6) Caution should be used where young children are involved. Aggressive

confrontation or pressuring for a confession must be avoided.

- (7) The alleged offender must be given the opportunity to request the support of his/her parents when it is expected of him/her to make a statement which could be incriminating.

#### B. NOTICE OF THE HEARING

- (1) Justice means that the alleged offender must be given the opportunity to be heard and must also be given proper notice of the hearing.
- (2) A notice about the hearing must be delivered in writing to the parents and learner five (5) workdays before the hearing.
- (3) The notice must include information about the alleged offence, as well as information about the time, place and date of the hearing.
- (4) The learner who has been accused must be given the opportunity to present his/her side of the matter and to call witnesses.
- (5) In cases where a learner has, as a preventative measure, been suspended with immediate effect on the grounds of serious misconduct, the notice of the disciplinary hearing must be given seven (7) days before the hearing.

#### C. DISCIPLINARY COMMITTEE

- (1) A disciplinary committee, consisting of at least two members of the governing body, acts as an impartial tribunal in the hearing of the charge brought against a learner.
- (2) The person who conducted the investigation prior to the hearing may not form part of the tribunal.
- (3) Decisions made by the tribunal must be made in good faith and without prejudice.
- (4) The tribunal should
  - (a) Listen to both parties.
  - (b) Maintain an open mind and be unbiased.
  - (c) Only take the relevant information into consideration.
  - (d) Make a reasonable decision, based on facts.
  - (e) Not depend on hearsay.

#### D. CONDUCT AT THE INTRODUCTION OF THE HEARING

- (1) Determine whether the learner and his/her parents received the written charge, read it and understand it. Opportunity must also be given for questions and the clearing up of anything that is unclear.
- (2) The parents and the learner should be offered access to the information in the school's possession, which could be used in defence of the learner. Copies of the statements must be given to them.
- (3) The seriousness of the charge and the possible punishment that can be given should be explained to the learner and his/her parents. They must also be made to understand that all evidence can be tested through cross-examination.
- (4) The parents and the learner should be given the opportunity to ask questions / make requests.

## E. THE DISCIPLINARY HEARING

The following procedures should be followed:

- (1) The person who handled the investigation into the charge of serious misconduct (principal or senior educator) acts as prosecutor and reads the charge aloud for record purposes.
- (2) The chairperson then gives the learner the opportunity to plead “guilty” or “not guilty”.
- (3) Should the learner plead “guilty”, the chairperson should still ask questions to obtain information in support of the appeal.
- (4) Should the learner plead “not guilty”, the following procedure must be followed: The prosecutor presents the evidence from statements given by the witnesses and gives them the opportunity to confirm it.
- (5) Where the accused learner gives evidence, the prosecutor has the right to cross-examine the learner, or any other witness for the defence.
- (6) The chairperson and any other member of the disciplinary committee have, in the interest of justice, the right to question any witness in order to get more clarity about the evidence given.
- (7) It is important to keep in mind that the chairperson, on behalf of the disciplinary committee, in terms of Section 33(2) of the Constitution, must provide reasons for their findings.
- (8) These reasons must be reasonable and fair, and be based on relevant information.
- (9) The parents and learner must be informed in writing about the outcome of the hearing.
- (10) In the case where the learner has been suspended pending the reaction of the Head of the Education Department to a verdict of expulsion of the learner, the minutes of the hearing and the findings must immediately be sent to the office of the HOD.
- (11) A copy of the minutes must be filed by the school.
- (12) All learners have the right to appeal.

## F. DECIDING THE MOST APPROPRIATE PUNISHMENT

(Factors that must be taken into consideration in considering the most appropriate punishment):

- (1) The Learner’s age and development phase (an 8-year-old and a 15-year old cannot be dealt with in the same manner).
- (2) Attitude with regard to school work and fellow learners.
- (3) Disciplinary record and willingness to change.
- (4) The learner’s reasons for the offence.
- (5) The learner’s regret and willingness to put the offence right.
- (6) Type of offence and the scope thereof
- (7) Relevant circumstances.
- (8) The effect that the offence had on others.
- (9) The frequency of the offences.
- (10) The scope of damage and loss.
- (11) The responsibility of the school community
- (12) Take responsibility for the guidance of the learner in that the following considerations are built into corrective actions: Compensation, restoration, deterrence and prevention.

## G. DISCIPLINARY REVIEW LIST

To ensure that the disciplinary actions have been fair, the following questions can be asked:

- (1) Is the reason for disciplining valid? (Has the school's code of conduct or any other legislation been violated?)
- (2) Does the learner know the rules?
- (3) Did he/she receive sufficient warning?
- (4) Was the nature of the offence explained to the learner?
- (5) Is there sufficient proof of the offence? Is the proof valid and acceptable?
- (6) Was the hearing held in accordance with the proper procedure in the event of serious misconduct?
- (7) Is the punishment consistent for similar offences, but with consideration of the circumstances?
- (8) Were the learner and the parents informed about the reasons for the punishment?
- (9) Is the punishment justified – were there good reasons?

## 48. GRIEVANCE PROCEDURE FOR A LEARNER AGAINST ANOTHER LEARNER

- (1) If a learner has a serious problem with another learner and raised his complaint to a teacher, the teacher should let the learner complete the form N08-08 "Grievance Form"
- (2) Follow the procedure on the back of the N08-08 and give everyone the opportunity to state his/her case. (Don't let the other party interrupt.)
- (3) If the learner is not satisfied with the decision of the teacher, he/she is free to go to the Grade Head, who will follow the same procedure as in 33.2.
- (4) If the learner is not satisfied with the decision of the Grade Head, he/she is free to go to the DH → Deputy Principal → Principal, who will follow the same procedure as in (2).

## 49. GRIEVANCE PROCEDURE FOR A LEARNER AGAINST A TEACHER

- (1) The learner who is aggrieved must first discuss his grievance with the teacher and the teacher must try to solve the problem.
- (2) If the learner is still aggrieved, ask the learner to fill in a N08-08.
- (3) Action of person whom the learner wants to handle his/her case.
  - (a) Get the teacher and learner together to talk.
  - (b) Let each one state his/her case, solve the problem and come to a decision.
  - (c) Complete the back of N08-08

## 50. GRIEVANCE PROCEDURE FOR A PARENT AGAINST ANOTHER LEARNER

- (1) Parents with a complaint or grievance against another learner about any school related matter or something that took place on the school grounds during school hours, must come to the office.
- (2) These cases must be handled by the Grade Head, DH or Deputy Principal.
- (3) Matters that took place outside the school hours, over weekends and away from the school must personally be taken up with the parents of the other learner.
- (4) NO parent is allowed to speak to any other learner during school hours without the permission or presence of that learner's parents.
- (5) Phone the parent of the child who is accused to come to school if the other parent requests it.
- (6) Let each party state his/her cases and try to solve the problem between the parent and learner.
- (7) If the parent is not satisfied, the matter can be taken to the Principal.
- (8) If the parent is still not satisfied with the handling of the problem, the matter must

be taken to the Governing Body.

- (9) If the parent is still not satisfied, the matter can be taken to the police to open a case against the learner.

51. GRIEVANCE PROCEDURE FOR A PARENT AGAINST A TEACHER.

- (1) Parents with a complaint or grievance against a teacher, must come to the office.
- (2) No parent is allowed to talk to the teacher in his/her class without permission of the Principal.
- (3) The parent is free to take the matter to the Grade Head, DH, Deputy Principal or Principal.
- (4) Complaints will be heard and the school will try to find possible solutions.
- (5) If necessary, the teacher will be asked to be present or the matter can be discussed with the teacher at a later stage.
- (6) The outcome will be reported back to the parent, or the teacher can be asked to contact the parent to discuss the matter and to find solutions.

52. GRIEVANCE PROCEDURE FOR A TEACHER AGAINST A LEARNER

- (1) A teacher with a complaint/grievance against a learner must try to solve the problem with the learner.
- (2) If the teacher and the learner cannot reach an agreement, the teacher must take the matter to the Grade Head.
- (3) If the Grade Head cannot solve the problem, the matter can be taken to the DH, Deputy Principal or Principal.
- (4) The parents can be called in at any time by any party above if necessary.

53. GRIEVANCE PROCEDURE FOR A TEACHER AGAINST A PARENT

- (1) A teacher with a complaint/grievance against a parent must discuss the matter with the Principal.
- (2) It will be preferable that the parent must be present.
- (3) If the teacher is not satisfied with the decision, the teacher can take the matter to the Governing Body.
- (4) If the teacher is still not satisfied, the matter can be taken to the teacher's Union.

**OUR SCHOOL IS 100% AGAINST THE FOLLOWING:**

- RASISM
- XENOPHOBIA
- BRINGING LIVE ANIMALS TO SCHOOL.

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