

BREDASDORP PRIMARY SCHOOL



CODE OF CONDUCT AND DISCIPLINE POLICY FOR LEARNERS

DISCIPLINE

1. Good discipline is an integral part of the character of Bredasdorp Primary School.
2. It is the responsibility of every teacher to maintain good discipline in their class or subject.
3. Good discipline is ensured by a teacher who arrives at school thoroughly prepared.
4. Learners must not simply sit in class; the teacher must present the curriculum content in such a way that every learner has the opportunity to learn.
5. Disciplinary issues are handled in accordance with the provisions of the disciplinary policy.
6. Every teacher must penalize offenders in their class or subject for any infractions committed by the learners.

MAINTENANCE OF DISCIPLINE AND PRESERVATION OF OUR SCHOOL ETHOS IN ACCORDANCE WITH OUR CODE OF CONDUCT FOR LEARNERS

1. INTRODUCTION

The issue of discipline is widespread. Parents' value systems have changed, and this affects discipline. Not all parents have control over their children, and the responsibility is left to the school.

- a. The South African Schools Act, Act No. 84 of 1996, Section 8(1), empowers a school's governing body to maintain discipline within the school. The code of conduct must prescribe behaviour that respects the rights of learners and educators.
- b. Section 8 of the South African Schools Act stipulates that the governing body of a public school must adopt a code of conduct. The code of conduct must be aimed at establishing a disciplined and purposeful environment to promote effective teaching and learning in schools.

2. Preamble to the Code of Conduct

The preamble to the South African Schools Act No. 84 of 1996 is accepted. Although the state has the obligation to make education available and accessible to all, we as a school community (learners, educators, and parents) realize that we also have a responsibility to complement this; that we will also strive for a culture of reconciliation, teaching, study, and mutual respect, as well as the establishment of a culture of tolerance and peace in all schools.

3. OUR VISION

Bredasdorp Primary School strives to develop happy, balanced learners.

4. OUR MISSION

Bredasdorp Primary School aims to offer learners various opportunities to develop their full potential in a safe, value-driven environment.

5. OUR CORE VALUES

Respect	Not to belittle others, to treat others as you would want to be treated yourself, and to have good manners at all times.
Integrity	To be honest and reliable, to carry out tasks thoroughly, and to do the right thing, even when no one is watching.
Pride	A confident, satisfied feeling regarding something you belong to or something you have done.

6. SCHOOL RULES

6.1 APPEARANCE OF LEARNERS

- Unless an exemption has been granted by the Governing Body, learners must comply with the regulations regarding school uniform and personal neatness.
- A learner's personal appearance and attire must meet the standards of decency accepted by the school. Attention must be paid to personal hygiene so that every learner presents a neat and healthy appearance.
- Only badges or awards conferred by the school may be displayed on school uniforms.

6.2 LEARNER CONDUCT AND BEHAVIOUR

- 6.2.1 Learners must attend school punctually during the designated school hours. A learner may not be absent from class or leave the school grounds during school hours without the principal's permission. In the event of absence, parents must provide a reason to the principal. If a learner has a doctor's appointment, a funeral, etc., during school hours, an adult must sign them out at the office. Parents must provide this information to the school in writing at least two days in advance.
- 6.2.2 Learners who arrive late must report to the office to provide an explanation. These learners must personally enter their names in a register for record-keeping purposes.
- 6.2.3 While a learner is under the school's supervision, he/she may not harm or endanger the physical or emotional well-being of a fellow learner, and may not be in possession of weapons, toys, or substances that could cause physical injury.
- 6.2.4 No learner may smoke any prohibited substances on the school grounds or in the school buildings. This includes vapour cigarettes and "e-cigarettes".
- 6.2.5 No learner dressed in any school uniform may smoke in public or bring the school's name into disrepute through their conduct.
- 6.2.6 No learner may have drugs, alcoholic beverages, or offensive reading matter or material in his/her possession or give such items to another person.
- 6.2.7 School property, or any item at the school belonging to someone else, may not be damaged, defaced, or soiled. If school property is damaged, the incident must be reported immediately to the principal by the person involved, or by any monitor or learner council member aware of the damage. Willful damage to property must be compensated for or repaired by the person responsible and constitutes a punishable

offense. This includes school textbooks and library books. No litter may be scattered around.

6.2.7.1 School property includes the following:

- The land and buildings occupied by the school, as well as any permanent fixtures attached to such land and buildings,
- All other property—including equipment, books, stock, motor vehicles, and the like—that the school owns, leases, or stores, or for the damage to or loss of which the school may be held legally liable.

6.2.8 No learner may show disrespect towards the school's codes.

6.2.9 Chewing gum is not allowed in the school.

6.3 SCHOOL UNIFORM: GENERAL

6.3.1 HAIR:

BOYS:

- Hair must be neat and combed.
- Hair at the back of the neck must be at least one centimetre above the shirt collar when the boy is standing upright in a normal posture.
- Hair must be trimmed around the ears and must not be long enough to touch the ears when combed straight down.
- The fringe must not touch the eyebrows when combed straight down.
- Sideburns may extend only as far as the middle of the ear.
- No alternative haircuts (e.g., "English cut", "comb-over", "steps", "undercuts", "Mohawks", shaved-in patterns, etc.) or unusual hairstyles are permitted. Any alternative haircuts or styles may be addressed by the disciplinary committee following inspection. If your child has an "Afro", it must not exceed 3 cm in length across the hair area of the head.
- Hair that is shaved: No "0" blades may be used. No adjustment (raising) of hairlines is permitted. Transitions between blade numbers must be gradual, without skipping any blade numbers; this prevents visible lines in the hair.
- No dreadlocks are permitted (unless they form part of the learner's religion and/or culture, the learner/parents can substantiate this, and written permission has been granted by the school's governing body).
- Hair may not be dyed, bleached, or crimped.
- If boys begin to show or grow any form of facial hair (beard, moustache), it must be clean-shaven daily.
- No styling products (gel) are permitted.
- No accessories such as beanies are permitted during school hours.
- The school reserves the right to make the final decision regarding the neatness of the hair. In the event of any doubt, the learner will be sent to have his hair cut at his own expense.

GIRLS:

- Hair must be neat and clean at all times and must not hang into the eyes.
- Hair long enough to hang below the collar must be tied back or braided (only navy blue accessories).

- Buns must be neatly secured, with no loose ends sticking out.
- Hair may not be dyed or bleached. This includes highlights.
- No styling products such as gel or hairspray are permitted.
- If braided hair or extensions are worn, they must match the learner's natural hair colour. Extensions must be a solid colour and neatly tied back into one or two ponytails.
- No dreadlocks are permitted (unless they form part of the learner's religion and/or culture, the parents can provide proof and motivation, and written permission has been granted by the school's governing body). If your child has an "Afro," it may not exceed 3 cm in length across the scalp.
- Hair may not include coloured extensions.
- Hair accessories: Only navy blue bows and headbands are allowed. Hair ties must be navy blue.
- No long fringes hanging into the eyes are permitted. No loose strands of hair may hang down.
- Permanent waves (perms) are not permitted.

6.3.2 MAKE-UP:

- Under no circumstances will makeup of any kind be permitted. This includes mascara, eyeshadow, foundation, blush, eyeliner, and lip gloss.
- If a learner is found to be in violation of this rule, they will be required to remove it immediately.
- Foundation will only be permitted if the learner is in possession of a medical certificate or has obtained prior permission from the principal.
- No form of tattooing is permitted.

6.3.3 NAILS:

- Learners' fingernails and toenails must be well-groomed at all times. This applies to sports activities—such as practice sessions and sports tours—as well as any other school-organized outings.
- The following requirement must be met:
 - When the palm faces outwards, the nail must not extend beyond the fingertip.
 - No nail polish is permitted (including on toenails).
- Learners will be required to trim their nails at school if this rule is not followed.
- Nails must always be clean, short, and neat.

6.3.4 JUWELERY:

Boys and Girls:

- When pupils are dressed in school uniform, only the following are permitted:
- 1 standard-type watch. No decorative watches with brightly coloured straps or modern smartwatches with internet access.
- Girls may wear only one pair of small gold- or silver-coloured hoop earrings (sleepers) or one pair of gold- or silver-coloured stud earrings (3mm diameter) without any stones. If a girl has more than one piercing, the earrings or studs must be worn in the lowest piercing.
- Boys are not permitted to wear any earrings.
- No pendants or bracelets, except for Medic-Alert or allergy identification bands.
- No rings may be worn.

- Tongue, navel, eyebrow, or nose rings are prohibited, and the learner will be required to remove them immediately.
- For safety reasons, no jewellery is permitted during practice sessions or matches.

6.4 SPORT

All learners are expected to participate in summer and winter sports. When visiting other schools for sports events, learners attending as spectators must wear their school uniforms, unless prior arrangements to the contrary have been made with the principal. If a learner is absent on a Friday without permission, they may not participate in any sport on the following Saturday, unless they obtain the principal's permission to do so. Participants must at all times wear the attire prescribed for the specific sport.

All learners participating in the aforementioned activities must show loyalty to the school and their fellow participants. In particular, participants must report punctually at the venue where the activity takes place or at the departure point for the venue concerned.

While it is expected that learners participating in sports activities do so with enthusiasm and full effort, they must nevertheless demonstrate self-control and discipline. In particular, learners must refrain from any unsporting behaviour, foul or abusive language, involvement in fights or altercations, and any foul or improper play.

All learners attending any school activity as spectators or supporters shall, in addition to complying with the provisions of this code of conduct, refrain from disruptive, improper, rebellious, unnecessarily inflammatory, or unseemly behaviour. In particular, learners may not react negatively to the decisions of judges or referees.

6.5 GENERAL: BEHAVIOUR

- 6.5.1 Couples isolating themselves or engaging in physical contact on the premises—whether before school or during breaks—is prohibited. Interactions between boys and girls must be conducted in a manner that reflects well on the school. This applies equally to school excursions, camps, and sporting events.
- 6.5.2 Boys should at all times conduct themselves courteously towards their peers, girls, adults, and teachers. Keeping hands in pockets is not permitted.
- 6.5.3 Bags may not be placed in the foyer, and learners may not move through the foyer unless they are going to see the secretary.
- 6.5.4 No learner may be present in classrooms, the hall, or any school building before school, after school, or during breaks without permission.
- 6.5.5 The school grounds may only be left with the permission of the principal or their authorized representative during school hours, or after learners have been dropped off in the school's care.
- 6.5.6 Learners in Grades 4 to 7 move between classrooms, while the teachers remain in the classrooms. Standard traffic rules are observed in the corridors and on the verandas; in other words, learners keep to the left and walk in single file. When lines cross, the line already in motion has the right of way. Learners must move briskly and quietly to and from their classes.

- 6.5.7 Bags may not be defaced with scratches or stickers.
- 6.5.8 Flimsy backpacks without reinforcements are not acceptable. If learners use "Caddies," these must be blue. If a learner is already using a coloured "Caddie" at the time this rule changes, they may continue to use it. If a new one is purchased, for whatever reason, it must be blue.
- 6.5.9 School textbooks, exercise books, dictionaries, and library books must be kept in a neat condition, covered, and not damaged. If a learner damages or loses any of these items, his/her parents or legal guardians are liable for the costs.
- 6.5.10 If it is reported that a learner is guilty of using dagga or alcohol, or of an infringement as stated in the school's code of conduct, the Governing Body/Disciplinary Committee will handle the matter on its merits.
- 6.5.11 A written complaint must be submitted by a parent or members of the public against a learner who has committed an offense listed in the school's code of conduct before the Principal and the Governing Body will investigate the matter.
- 6.5.12 A learner of Bredasdorp Primary School remains a member (learner) of the school at all times. His/her conduct outside the school grounds directly affects the school's reputation. One or two learners cannot be permitted to prejudice the rest of the school through poor behavior. It is a privilege to be a learner at Bredasdorp Primary School. If a learner feels unwilling to respect and adhere to the school rules, he/she is free to move to another school.
- 6.5.13 The school has lockers available for rent on a quarterly or annual basis. Senior learners are given priority when lockers are allocated. Damaging lockers or accessing other learners' lockers without authorization is prohibited. Perishable items may not be stored in the lockers.
- 6.5.14 During breaks and before school, the various grades make use of their own designated play areas. These groups will also be required to clean their areas from time to time.
- 6.5.15 If learners cannot be picked up immediately after school, they are expected to wait within the school grounds in the designated area. If learners are collected after 15:00, we prefer that they be picked up at the safe waiting area in Buitekant Street.
- 6.5.16 Littering is not permitted, and learners are occasionally required to pick up litter.
- 6.5.17 Learners may not waste water at school or leave taps running. Water is a precious resource.
- 6.5.18 No cellphones, MP3 players, iPods, or any other electronic devices are permitted. Cellphones must be switched off and put away during school hours. Refer to the school's internal policy regarding cellphones. This policy also applies to excursions, camps, and sporting events. Learners may not bring the school's name into disrepute through the way they use their cellphones while wearing school uniform—for example, by playing loud music in the street, etc.

6.6 APPOINTMENTS DURING SCHOOL HOURS

If a learner needs to attend an appointment (e.g., medical) during school hours, the parent must personally collect and sign the learner out with the secretary at reception, after prior permission has been obtained. The learner's register teacher must sign the homework book.

If a parent wishes to make an appointment with the principal, deputy principal, or a teacher, the school must be contacted in this regard. The responsible secretary will schedule an appointment when the relevant staff member is available.

7. CODE OF CONDUCT FOR LEARNERS OF BREDASDORP PRIMARY SCHOOL

Discipline is an essential prerequisite for developing self-discipline and thereby rendering reprimands and punishment unnecessary—a trait recognized as a criterion for maturity. **The school has a Disciplinary Committee to adjudicate serious behavioral issues. The Committee comprises the entire management team and one co-opted member.**

7.1 INTRODUCTION

Definitions:

Code of Conduct:

A code of conduct for learners, in terms of the South African Schools Act 84 of 1996, contains rules and principles to promote good behaviour and to address undesirable behaviour within the school environment. The code of conduct is based on the school's vision of equipping learners for the future by developing their full potential.

Discipline:

The ability to control behavior, adhere to rules and regulations, or maintain orderly conduct. It entails the training that helps to correct, shape, or control behavior. The ultimate goal of discipline is to teach learners and guide them toward self-discipline.

Educators:

Educators naturally play a pivotal role in school discipline, and they must conduct themselves in a legally correct and disciplined manner in their interactions with learners.

a. Skills that help with classroom and school discipline:

Stance: take note
 get an overall picture
 create space
 determine possible factors
 consider all sources

Self control: self control
 bring feelings down
 think rational

Acknowledge feelings: your own as well as the learner's
 learners act according to feelings
 different responses

Listen: focus on the speaker
 control emotions
 put aside one's own thoughts
 open-ended responses
 understand feelings and needs
 defuse emotions
 ask relevant questions
 do not draw one's own conclusions.

Communication: eye contact
 acceptable body language
 tone of voice
 word choices
 change "you" messages to "I" messages

JOU-MESSAGES	I-MESSAGES
blame, insult, judge Children's Reactions stop listening react negatively do not take responsibility	non-judgmental appealing to the good in the child cooperation taking responsibility trust

Praise genuinely prevent
 feel good
 catch him doing something right/well
 the teacher is a mirror
 encourage learners to believe in themselves
 teach learners to encourage one another

Labeling: choose a positive trait
 focus on it alone for a week

Positive focus: focus on behavior – not the child
 build self-esteem
 I am what I think others think of me

Accept responsibility: whose problem?
 who is directly affected?
 accept ownership
 what is my role?
 hand the problem back
 offer relevant choices
 choices lead to consequences
 responsibility for consequences

b. Points that can help internally within our school

- Teachers accompany learners to the door leading outside for break.
- No teacher may leave a class unless there is complete order.
- Teachers move to the classroom door when the bell rings to supervise learners changing classes.
- Teachers accompany learners to and from the hall. Remain with the class until everyone is settled before moving to the stage area.
- If a teacher needs to leave the class due to an emergency, they must ensure another teacher quickly takes over supervision (a roster of administrative periods is available at the office).
- Teachers must ensure that learners always stand up when an adult enters the classroom. Learners must remain quiet while the two adults converse (please keep conversation brief).

Parents:

Discipline begins primarily at home. Parents/guardians are expected to support the Bredasdorp Primary School code of conduct. Parents play a crucial role, and their full cooperation and support are therefore expected. Parents sign the code of conduct, which serves as proof of acceptance.

7.2 LEGAL FRAMEWORK

7.2.1 The code of conduct has been drawn up in accordance with the applicable provisions of the Constitution of the Republic of South Africa;

- Constitution of the Republic of South Africa, Act 108 of 1996;
- South African Schools Act, Act 84 of 1996, as amended (SASA);
- National Education Policy Act, Act 27 of 1996;
- Guidelines for a Code of Conduct for Learners (General Notice 776 in Government Gazette 18900 of 15 May 1998);
- National Strategy on Discipline in Schools (DBE, 2015);
- Western Cape Provincial School Education Act;
- Policy on Learner Attendance (GN 361 in GG 33150, 2010);
- Guidelines for the Consideration of Governing Bodies in the Adoption of a Code of Conduct for Learners (GN 776 in GG 18900 of 15 May 1998) (Guidelines for a Code of Conduct);
- Regulations for Safety Measures at Public Schools (GN 1040 in Government Gazette 22754 of October 2001, as amended) and applicable provincial legislation;
- Child Care Act (Act 84 of 1996);
- Regulations relating to Drug Testing Devices and the Procedure to be followed (GN 1140 in Government Gazette 31417 of 19 September 2008)

7.3 OBJECTIVES OF THE CODE OF CONDUCT

- Guidelines for consistent action
- Action to correct undisciplined behaviour

- To ensure that learning takes place
- To create a safe environment
- To foster self-discipline
- To set boundaries
- To establish open lines of communication with parents
- To act in the best interest of the learner
- All parties accept responsibility for their behavior
- Establishing mutual respect among all involved
- Promoting self-discipline
- Encouraging positive behavior and attitudes
- Cultivating a disciplined environment and culture

7.4 POSITIVE DISCIPLINE

Positive discipline will lead to a disciplined school environment where optimal learning takes place. Learners are rewarded for good behavior with BD Bucks.

To achieve positive discipline, learners must strive to:

- **accountability for actions**
- a positive attitude
- respect for themselves and others, as well as for the property of others and the school, and the school environment
- purposefulness
- responsibility
- honesty and trustworthiness
- gratitude
- self-control
- cooperation
- obedience
- loyalty
- neatness
- tolerance

POSITIVE BEHAVIOUR

Rewards for positive behavior are administered through the "BD Bucks" system. Learners use their BD Bucks to purchase privileges. New ideas are regularly added to these privileges, and learners may submit new proposals for consideration.

The school's Governing Body and staff look to every parent to support this vital, positive aspect of a learner's education. Parents are assured that the school and staff always have the best interests of all learners equally at heart in their actions. Bredasdorp Primary School will have succeeded in its overall educational mission if, upon completing their schooling, every learner becomes a valuable ambassador for the school and community and makes a positive contribution to society.

CORE VALUES:

Respect Not to belittle others, to treat others as you would want to be treated yourself, and to have good manners at all times.

- Integrity** To be honest and reliable, to carry out tasks thoroughly, and to do the right thing, even when no one is watching.
- Pride** A confident, satisfied feeling regarding something you belong to or something you have done.

7.5 NEGATIVE BEHAVIOUR – DETENTION (POINTS SYSTEM) **(Grade RR, R, 1 & 2 Own system) (Grade 3 - 7 Detention)**

- Learners operate under a point system.
- Points are deducted for repeated infractions.
- When a learner accumulates -20 points, he/she must serve detention.
- Points from the previous term do not carry over to the next term (provided the total is less than 20 points); the count therefore resets to zero. However, if a learner misses detention due to circumstances, illness, or a valid excuse—or if no further detention session is available after the learner has reached the 20-point threshold within a term—he/she must make up the detention, even if this occurs in the new term.
- The teacher supervising the detention assigns work to the learner that is appropriate to the nature of the infraction. Where applicable, learners may be required to write out the school's code of conduct.
- Following a second detention, the learner is placed on a weekly report system that must be signed by the relevant register teacher and subject teachers. The educator arranges a meeting with the parent at the school or conducts a telephonic discussion with them. Such a learner is then assigned another -20 points. The severity of the infractions will also be a factor, as determined at the discretion of the principal and deputy principal.
- If a learner serves detention three times within a specified period, a disciplinary discussion will be held with the parents.
- After the third detention, further interventions take place until a fourth detention or a total of 80 points is reached; the educator must then arrange a meeting attended by the parent(s), the educator, and the deputy principal. The educator brings all documentary evidence of previous communication (as proof) and records the minutes of the meeting.
- The fourth detention will take place on a Saturday (08:00 – 12:00).
- After the fifth detention within a specified period, further interventions take place. The matter must now be referred to the principal, and a disciplinary hearing held; suspension may be a sanction, depending on the nature of the offenses. This is now regarded as a 'serious' behavioral offense due to the repeated violation of school rules and the code of conduct.
- If a learner reaches -80, -120, -160, -180, -200, or -220 points, they will be required to attend Saturday detention.
- Failure to attend detention without an acceptable excuse will result in a disciplinary

discussion. Should a learner be unable to attend detention on the scheduled date for an acceptable reason, the detention will take place on the next scheduled detention date.

- If the learner concerned has a sports or cultural commitment on the day of detention, the matter is referred to the principal for a decision. The principal exercises discretion in the matter. The emphasis and spirit of the discussion are focused on fairness and equity.

7.6 IMPLEMENTATION:

1. Parent session
2. Categories 1 and 2 – Logging on d6 Plus
3. Discussion at phase meeting
4. Detention / Governing Body
5. Disciplinary hearing

7.7 CATEGORIES OF OFFENCES AND DISCIPLINARY ACTION:

Category 1 : -5 points	Action
NOT DONE	• See detention guidelines
• Homework incomplete • Assessment tasks not submitted or oral presentations not prepared. This is in addition to the policy regarding late submission or completion of assessments. • Circulars not signed • Tests/assessment tasks not signed • Books not covered • Failure to attend practice sessions (No acceptable excuse)	
CONTINUOUS NEGATIVE BEHAVIOUR	
• Talking in lines • Constant talking in class / the hall • Lateness • Eating & drinking in lines, during class changes, and in class / Chewing gum • Wandering around • Shouting out • Homework book not signed • Poor behaviour during class changes	<i>* An inspection of appearance (personal neatness, attire, etc.) may be conducted on an unannounced, regular basis.</i>
FORGET	
• Books • PT clothing; a written medical excuse is required if PT cannot be done. • Sports clothing and equipment for practice sessions and matches • "Flip File" • Stationery • Letters and tear-off slips	
*NEATNESS	
• Appearance – clothing, hair, etc. • Work, books, bag, etc.	

Category 2 : -7 points	Action
1. Poor use of language	• See detention guidelines
2. Disruption of class discipline; sports practices; poor behaviour on the bus	
3. Littering	
4. Poor behaviour during assembly	
5. Late arrival: Matches, buses, or performances	

Category 3 : -10 points	Action
1. Disrespect	• Refer to Deputy Principal • Contact parent • Withdraw privileges
2. Absent without leave/unauthorised departure from school grounds (including camp or sports grounds where learners have been left in the care of educators)	
3. Dishonesty	
4. Bullying: physical, verbal, or emotional	
5. Racism: this may be classified as a Category 4 violation, depending on severity. Discretion will be exercised by the principal and the head of discipline.	
6. Bring disgrace to the school's name.	
7. Turning on a mobile phone during school hours, on excursions, or at sports events, unless permission has been granted.	
8. Use of mobile phones on school grounds; use of smartwatches for purposes other than telling the time	Refer to Cell Phone Policy

Category 4 : - 20 points	Action
1. Failure to show up for sports or cultural events, when the learner was required to be present or participate.	For all these infractions, the penalty is determined during the disciplinary hearing. <i>In the event of a Category 4 infraction, the assistance of support services (SAPS, WCED, Social Services, etc.) may be enlisted. Parents will be informed of this.</i>
2. Theft	
3. Possession of illegal material (including weapons)	
4. Immoral behavior, e.g. sexual remarks, pornography, etc.	
5. Criminal offense, e.g. stabbing, drug abuse, alcohol abuse, smoking	
6. Vandalism	

7.8 THE JURISDICTION AND SCOPE OF THE CODE OF CONDUCT

This code of conduct applies:

- On the school premises before, during, and after normal school hours;
- At all official school functions, sporting events, and excursions, during and after school hours.
- At all official school functions, sporting events, and excursions, regardless of where they are held.
- At all times when a learner is dressed in school uniform and is recognized by the public as a learner of the school.
- If a learner tarnishes the school's name and brings it into disrepute.

7.9 'TIME-OUT': Grade R-7

(Where a learner is temporarily removed from the classroom due to disruptive behaviour, following consultation.)

CLASSROOM 'TIME-OUT'

This arrangement is made in the interest of the learner themselves, the staff member(s), and the other learners. Note: This applies to individuals in exceptional circumstances. The use of this form of intervention must be capable of being recorded and justified by an educator.

7.9.1 CLASSROOM 'TIME-OUT'

This type of 'time-out' is not used as a punishment, but rather to provide learners who are distracted (displaying unusual behaviour at that specific moment) or emotionally distressed—or who require assistance—with the opportunity to complete their work calmly or to settle down; this supports staff by allowing normal classroom instruction to continue. The learner is taken to the class or office of the designated supervising staff member, where the 'time-out' takes place:

- Foundation Phase DHs: Grade R to 3;
Recurring issues – Deputy Principal; I/SF –
Departmental Heads and Management Team members
- Intermediate Senior Phase: Deputy Principal, DHs and Mr Alec Liebenberg

Procedure:

1. When the educator deems it necessary to remove a learner from the classroom during the school day (excluding for support services), the learner in question is taken to the Head of Discipline. If the Head of Discipline is unavailable, the educator first contacts the secretary, who will arrange—via intercom, mobile phone, or other means—for the Head of Discipline to come to their office to handle the matter. If the Head of Discipline is completely unavailable, the matter is referred to the principal. The learner is then taken to the supervising staff member.
The Head of Discipline will attempt to liaise with the school's social worker to make an appropriate decision regarding the handling of the learner, should recurring problems arise and the learner's behaviour be of a concerning nature.
2. Where applicable, the educator must provide learners with suitable assignments, preferably in writing. Always keep something meaningful on hand for such a situation.
3. The task must be sufficient for the duration of the 'time-out', as determined in consultation with the head of discipline (usually for one or two periods).
4. The supervising person (as indicated above) observes the learner's emotional behaviour and/or task completion and provides feedback.
5. The supervising person will send the learner back to class after consulting with the head of discipline and the class educator.
6. The educator concerned records the incident and how it was handled next to the learner's name for record-keeping purposes.

7. The social worker also records incidents if they have been referred to her. She monitors patterns among learners who exhibit this trend. Learner referrals—for example, for counseling, addressing learning backlogs, therapy, remedial support, etc.—may result from this.

The head of discipline also keeps a record regarding 'time-out'; should an educator require assistance with classroom management, the head of discipline consults the principal so that support can be provided to the educator concerned. This is a mechanism that educators **MUST** manage with maturity, good judgment, tact, and wisdom.

'Time-out' takes place in a venue or facility determined by the Deputy Principal at the time.

7.9.2 SCHOOL 'TIME-OUT'

This more serious 'time-out' is not a precautionary expulsion, provisional suspension, or suspension, but merely an arrangement to offer the learner an opportunity to improve his/her behaviour before precautionary expulsion, provisional suspension, or suspension is implemented as a last resort. This decision may only be taken by the principal and the deputy principal.

The main reasons for the temporary removal from school are:

1. To create space between the learner concerned and the classroom where an incident occurred.
2. For the sake of the well-being of the educator and the classroom where the incident occurred.
3. For the sake of the learners' safety and their constitutional right to education in a 'normal' learning environment.
4. To create an opportunity for a learner who has committed an infraction to reflect on their misconduct (before more serious measures are taken) and to communicate with their parent(s) regarding responsible and acceptable behaviour.

Procedure:

1. In this instance, the learner leaves the school building/grounds under the supervision of their parents (the parent must sign the learner out) after the principal has contacted the parent(s). The principal manages the process via the secretary following notification and consultation with the deputy principal. Where necessary, the circuit manager is informed of the decision.
2. For the remainder of the school day on which the transgression occurred, the learner remains under the care and responsibility of the parent(s).
3. The learner may not walk or cycle home; the parent must collect the child personally, or the principal takes the learner home or to the parent's workplace, following a telephonic agreement with the parent.
4. In extreme cases where a learner's behaviour, attitude, or similar conduct is so unacceptable, a further full school day (or days) at home may also be recommended. This decision is made by the principal or deputy principal following consultation with parents and a discussion with the learner. Consensus among the parties involved is required in this instance. If consensus is not reached, precautionary suspension pending a hearing may be instituted. This decision rests at the discretion of the

principal, with the safety of learners, staff, and the learner in question being the determining factors. No learner has the right to disrupt the normal school day of other learners and teachers. The principal must therefore justify and base the decision to implement a school 'time-out' on these considerations.

5. The educator concerned records the incident and how it was handled alongside the learner's name for record-keeping purposes.

7.9.3 SERIOUS BEHAVIOURAL VIOLATIONS

Unlike 'less serious' behavioral infractions, 'serious' behavioral infractions are not handled through interventions by the educator concerned. 'Serious' behavioral infractions are referred directly to the deputy principal, who then passes them on to the principal. They are therefore handled from the principal's office.

At the discretion of the principal, serious behavioral infractions may result in the following:

- Disciplinary interview
- Detention
- Written warning and detention
- Final written warning
- Precautionary suspension
- Suspension
- Expulsion

7.10 DEFINITIONS

Detention: Grade 4 - 7

Time: Fridays, 2 hours after school (14:00–16:00), or Saturdays (as indicated in 7.8) for 4 hours (08:00–12:00). Detention times may occasionally be adjusted, but parents will be notified of this. The educator must record the name(s) of the learner(s) in the file for record-keeping purposes. Parents will be notified via a prescribed letter at least three days prior to the Friday of detention. The detention letter is placed in the learner's profile file. NO learner is excused from detention. Detention takes precedence over sports and cultural practices or events. The principal's discretion will apply in this regard. If a learner is absent on the Friday in question, the detention is carried over to a subsequent Friday. If detention is due to homework not having been diligently completed, this work—or similar tasks—must be finished during the detention period. Where applicable, learners may be required to write out the school's code of conduct.

7.11 RIGHTS OF LEARNERS

Learners are expected to know and adhere to the school rules and code of conduct. Ignorance in this regard is not an acceptable excuse.

7.12 DISCIPLINARY INTERVIEW

A disciplinary interview serves as an intervention and offers the learner an opportunity to change their behavior before more serious measures are considered.

Once the principal has been informed of an incident, they may decide—depending on the nature of the transgression—to hold a disciplinary interview with the learner and their parents, in the presence of the head of discipline and any other relevant parties.

The time and date of the interview are agreed upon with the parents and other relevant parties.

Minutes of the disciplinary interview are kept.

The educator concerned records the incident and how it was handled alongside the learner's name for record-keeping purposes. This is intended to help the learner realize the seriousness of the matter and to provide them with an opportunity to change their behavior.

7.13 DETENTION

Detention serves as an intervention and offers the learner an opportunity to change their behavior before more serious measures are considered.

Once the principal has been informed of an incident, they may decide—depending on the nature of the transgression—to place the learner in behavioral detention from 14:00 to 16:30. The educator concerned records the incident and how it was handled in the learner's L&R Programme file for record-keeping purposes.

7.14 WRITTEN WARNING

A written warning goes hand in hand with a disciplinary interview if the learner has committed repeated infractions. It is issued to learners in cases of serious behavioral misconduct where parents are summoned for a meeting and the complaint against the child is presented in writing. The parents, the learner, the Deputy Principal, and the Principal sign the warning. This warning remains valid for six months and is filed in the learner's record. If the learner commits further serious behavioral infractions during this period, it may result in a second written warning and/or a disciplinary hearing, as determined by the head of discipline and the code of conduct.

- **PREVENTIVE SUSPENSION (Period prior to a disciplinary hearing)**

Section 9 of the Schools Act stipulates that a learner may be suspended from school attendance as a precautionary measure if the learner is suspected of having committed serious misconduct. The alleged transgression must therefore be of a serious nature, and the learner's continued presence at the school must pose a danger to themselves or to other learners and staff; only then may the learner be suspended—on reasonable grounds and as a precautionary measure—until the date of the disciplinary hearing (up to a maximum of seven days).

7.15 DISCIPLINARY COMMITTEE

However, since the governing body is not always present on the school premises when a transgression occurs, this function is delegated to the principal (or another educator) to handle on behalf of the governing body.

In the case of a disciplinary hearing, the matter must be handled by the school governing body or delegated to a disciplinary committee.

The disciplinary committee consists of five members, three of whom must be members of the governing body. The chairperson of the committee must be a member of the governing body—appointed by that body—who is not a member of the school staff.

The following applies in the event of a disciplinary hearing:

- The designated official must keep a proper record of the steps taken and the representations made.
- Upon such a decision being reached, the principal or deputy principal contacts the relevant parent(s) and informs them accordingly. Written notification regarding the disciplinary hearing, specifying the date and the nature of the complaint, is also provided to the parents at this stage.

7.15.1 OFFENCES THAT MAY LEAD TO SUSPENSION

Suspension should only be considered after all attempts have been made to improve the learner's behaviour.

Provincial regulations must be consulted when drawing up a list of offences that may lead to a learner's suspension. Offences that may lead to such suspension include, but are not limited to, the following (SEE ALSO SERIOUS MISCONDUCT):

- a. Conduct that endangers the safety of others and violates their rights;
- b. possession, threatening use, or use of a dangerous weapon;
- c. possession, use, handing over, or visible evidence of drugs or unauthorized substances, alcohol, or intoxicating substances of any kind;
- d. fighting, assault, or abuse;
- e. immoral conduct or blasphemy;
- f. falsely identifying oneself;
- g. harmful graffiti, hate speech, sexism, and racism;
- h. theft or possession of stolen property;
- i. illegal conduct, vandalism, or the destruction or defacement of school property;
- j. disrespect, reprehensible conduct, and abusive language directed at educators, other school employees, or learners;
- k. repeated violation of school rules or the Code of Conduct;
- l. criminal and oppressive conduct, such as rape and gender-based harassment;
- m. bullying, victimization, harassment, and intimidation of other learners—whether physical, emotional, verbal, or cyberbullying;
- n. violation of examination rules; and
- o. knowingly and intentionally providing false information or falsifying documentation to gain an unfair advantage at the school.

7.15.2 SUSPENSION AND EVICTION

1. A governing body may, following a fair hearing, suspend any learner found guilty of a contravention of the provisions of the Code of Conduct:
 - a. for a period of a maximum of seven school days (7 school days) or impose an appropriate sanction as decided by the disciplinary committee. These seven days do not include the period of precautionary suspension;
 - b. for a reasonable period not exceeding seven school days, pending a decision by the Head of Department—on the recommendation of the governing body—as to

whether or not the learner should be expelled from the school.

2. A learner who has been expelled from school, or his/her parent, may lodge an appeal with the Member of the Executive Council against the decision of the Head of Department within seven days of the decision to expel him/her.
3. In cases of disciplinary transfer, the Head of Department must find a place in a school for a learner until the learner is beyond the compulsory school attendance age, as a learner's right to basic education may not be infringed upon.
4. All decisions leading to suspension or expulsion from school must take applicable laws into account; for example, a learner whose parent is unable to pay the school fees determined by the governing body may not be suspended from classes or expelled from school.
5. For the hearing, the learner and his/her parents or guardian must
 - a. be informed of the charges—of which written notice must be given at least five days in advance, also indicating the date, time, and venue of the hearing—and the learner must understand the charges;
 - b. receive such particulars regarding the charges as he/she is entitled to by law, should he/she request them;
 - c. be afforded the opportunity to be heard, to present his/her side of the case, and to put forward the relevant facts;
 - d. not be prevented from being represented by a legal representative—in which case a written explanation of the charges must be provided—or, in less serious cases, the learner may be represented by a member of the Representative Council of Learners, a parent, a guardian, or an educator;
 - e. be heard by an impartial person or persons;
 - f. be treated with dignity during the process;
 - g. be notified in writing of the governing body's decision regarding whether or not he/she is guilty of misconduct, as well as the sanction to be imposed in the event of suspension or expulsion from the school; and
 - h. have the right to appeal to the Chairperson of the Governing Body in the case of suspension, and to the Member of the Executive Council in the case of expulsion, if he/she is aggrieved by the governing body's decision.
 - i. All proceedings during the hearing must be recorded on audio or video.
 - j. An interpreter must be used if a learner or his/her parents request one.
6. The governing body must keep a record of the proceedings of the hearing and:
 - a. may notify the Head of Department in writing of his or her decision to suspend a learner; or

- b. must notify the Head of Department within twenty-four hours of his recommendation for the expulsion of the learner from the school.
7. Subject to any provincial law, a learner may only be expelled from the school by the Head of Department.

7.15.3 DISCIPLINARY HEARING

The guidelines prescribed in Government Gazette 28426 of 26 January 2006 apply to a disciplinary hearing and are briefly summarized as follows:

1. A prescribed written notice (at least 5 days prior to the hearing) is issued to the parents via registered mail, by hand, or by email if circumstances require, including, inter alia, the following:
 - A brief description of the charge against the learner;
 - A brief summary of the evidence to be presented against the learner;
 - The parents are also notified telephonically of the intended hearing;
 - Confirmation of the right to legal representation, if so desired;
 - The learner's right to submit written representations prior to the hearing regarding why he/she should not be suspended or expelled from the school. If circumstances require, the notice is delivered to the relevant parent by hand.
2. The disciplinary committee must consist of five (5) members, one of whom is the chairperson. The Principal and the Head of Discipline may only act as the prosecutor, to ensure they do not fulfill the roles of both prosecutor and adjudicator. If necessary, the Principal and Head of Discipline may be assisted by a legal representative in cases where parents bring legal representatives with them to a hearing. The Principal and Deputy Principal may choose to remain neutral and not participate in the committee, provided that the SGB Chairperson is a member of the committee.
3. The parents/guardian must be present at the hearing. Any request for a postponement of the matter must be discussed with the chairperson beforehand. Whether or not the learner remains present for the duration of the hearing is at the discretion of the chairperson. The learner must be present initially to provide instructions to their legal representative (if applicable) or to ask questions in accordance with the **audi alteram partem** principle.

8. LEGAL REQUIREMENTS

- 8.1 The South African Schools Act provides for legal requirements that include a fair hearing before a learner may be suspended from school by the governing body. Legal requirements guarantee a learner a fair hearing before they may be suspended for a period of one week or expelled from the school by the Head of Department.
- 8.2 Any learner accused of violating a rule that warrants suspension or expulsion from the school must be brought before the Principal. The Principal will hear the evidence and then decide on the course of action to be followed. Such action must include the

Principal notifying the parents in writing of the proposed course of action and arranging a fair hearing by a small decision-making panel, consisting of members appointed by the Governing Body. This decision-making panel must not intimidate the learner. In the case of very young learners, special arrangements must be made for the hearing. Parents or guardians may represent the learners.

- 8.3 If a serious violation has been committed that necessitates further action, the following procedure is followed:
- a. The principal refers the matter to the Governing Body without disclosing the learner's name.
 - b. The Governing Body makes the necessary arrangements for the hearing.
 - c. Prior to the hearing, the Governing Body must appoint two persons to verify that the matter is serious enough to warrant a hearing.
 - d. If it is decided that a hearing should indeed take place, the Governing Body appoints, in writing, five (5) persons to preside over the hearing.
 - e. These five persons need not be members of the Governing Body; they may be a combination of Governing Body members and external specialists or experts.
 - f. They may be external individuals, such as a retired principal, minister of religion, social worker, attorney, etc. They must be neutral and must not be involved in the matter in any way.

9. GENERAL POLICY REGARDING DISCIPLINARY ACTION AND HEARINGS

In the exercise of his discretion, the principal may direct that a disciplinary discussion be held instead of a disciplinary hearing. No disciplinary measures are involved; instead, the focus is on support, correction, and remediation of an educational nature, concluded through recommendations and consensus among the parties concerned. The emphasis and spirit of the discussion are grounded in fairness and equity.

10. SUPPLEMENTARY EXPLANATIONS WITH REFERENCE TO GOVERNMENT GAZETTE 26106 NO. 25426

- 10.1 Provisional suspension is temporary in nature, serving as a disciplinary measure for a maximum of seven (7) school days.
- 10.2 In terms of Section 9(1) of the Education Act, the principal or head of discipline may provisionally suspend a learner for seven (7) school days in cases of serious misconduct, without holding a disciplinary hearing. The purpose of such suspension is to temporarily remove the learner from the classroom as a precautionary measure pending the formal disciplinary hearing.
- 10.3 Actual suspension takes effect if a learner is found guilty at the subsequent disciplinary hearing and suspension is imposed as an appropriate sanction.
- 10.4 Written notice, the full minutes of the disciplinary hearing, a copy of the disciplinary committee's ruling, a copy of the governing body's written authorisation, as well as all documentation regarding the history of the transgression leading up to the hearing, must be submitted to the WCED.

- 10.5 Expulsion is permanent in nature and must be ratified by the Head of the Education Department.

11. EXEMPTION FROM PROVISIONS OF THE CODE OF CONDUCT

- 11.1 Learners may apply in writing to the governing body, on cultural, religious, or medical grounds, for total or partial exemption from one or more of the items contained in the code of conduct.
- 11.2 Such an application must include full reasons and supporting evidence. The onus therefore rests on the learner to substantiate the application for exemption.
- 11.3 Applications for exemption will only be considered at the beginning of each school year, unless urgency or changing circumstances can be demonstrated.
- 11.4 When considering an application for exemption, the governing body shall be entitled to obtain any information it deems necessary for a fair assessment of the application.
- 11.5 The governing body will consider the application for exemption with the necessary seriousness, objectivity, and responsibility, and within the framework of the Constitution and court rulings.
- 11.6 Upon receipt of an application, the governing body shall convey its decision to the learner or the learner's parent, as the case may be, within 14 days of receiving the application, and shall provide written reasons for the refusal in the event of a refusal.
- 11.7 A learner, or the parent of a learner, who has been refused an exemption may lodge an appeal with the Head of Department against the governing body's decision within 14 days of receiving notification of the decision.

12. POLICY DECISION

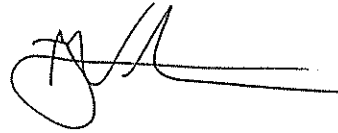
- 12.1 Positive behaviour and attitudes will be rewarded.
- 12.2 The establishment of a safe learning environment where sound norms and values can be practised.
- 12.3 All stakeholders will be actively involved in its implementation and enforcement.
- 12.4 Any misconduct will be dealt with according to the school's disciplinary system, in terms of the codes of conduct.
- 12.5 Parents/guardians will support the school in the implementation and enforcement of the school's code of conduct.
- 12.6 The reinforcement of self-discipline on a daily basis.

This policy was submitted to the Governing Body of the Primary School and approved at:

Bredasdorp Primary School on this 18 day of June 2026.



CHAIRPERSON: GOVERNING BODY



PRINCIPAL

Date: 18 June 2026



Laerskool Bredasdorp Primary School

Buitekant Str, P. O. Box 160, Bredasdorp, 7280 - admin@lbps.co.za - Tel. 028 424 1334 - Fax. 028 425 1112 - www.bredasdorpprim.co.za

ANNEXURE A TO THE CODE OF CONDUCT FOR LEARNERS

CODE OF ETHICS

I solemnly commit myself to the Constitution of the Republic of South Africa, and I undertake to respect, uphold, and promote the law and the legal system.

I commit myself to:

- to uphold the school's values at all times;
- to faithfully adhere to this code of conduct and all the rules and regulations of (insert school name);
- to maintain high moral and ethical standards;
- to strive to ensure that my conduct is always responsible and promotes the school's good name;
- to perform my schoolwork with diligence, conscientiousness, and dedication; and
- to show the necessary courtesy and respect towards all staff, fellow learners, and visitors.

I submit to any disciplinary measure should I fail to comply with any provision or measure in the school's code of conduct.

SIGNED AT _____ ON THIS _____ DAY OF _____ 2026.

LEARNER

PARENT / GUARDIAN