



LEARNER CODE OF CONDUCT 2.2.5

Draft one	4 September 2019	DP
Draft two	6 October 2019	DP
Draft three	10 October 2019	DP
Final copy	27 October 2019	DP
Review	13 January 2020	Staff/DP
Review	22 May 2020	DP
Review and amendment	8 March 2021	Board
Review	14 March 2022	Board
Review	7 November 2022	Board
Review	25 January 2024	Board

1 POLICY STATEMENT

It is the policy of Growing Minds Pty Ltd, herein referred to as Growing Minds and/or the school, to expect conduct of the highest standard from all learners. This includes conduct in the classroom, on the sports field, during school events and outings, on the school premises and at any other time where a learner will, through association, be representing the image of the school in general.

This policy is drafted within the legislative framework of, amongst others:

1.1 Constitution of the Republic of South Africa

1.2 South African Schools Act No 84 of 1996

1.3 National Education Policy Act No 27 of 1996

This policy provides an environment which accommodates learning excellence.

This policy prescribes certain responsibilities to the stakeholders in this policy and should stakeholders not adhere to these responsibilities, the school has the right to implement disciplinary procedures in line with the school disciplinary policy.

In general, this policy expects all stakeholders to uphold the principles of integrity, honesty, respect, high morals, consideration for others, good manners, punctuality and kindness.

2 POLICY STAKEHOLDERS

This policy is applicable to all educators, learners, parents of learners, guardians acting on behalf of learners and sponsors responsible for the payment of school fees on behalf of learners.

2.1 It is the responsibility of the school to:

2.1.1 Ensure that copies of the code of conduct will be kept by the Director of School and that learners and parents/guardians will have free access to the code of conduct.

2.1.2 Should a learner request a copy of the code of conduct, he/she will be supplied with a copy free of charge.

2.2 It is the responsibility of educators to:

2.2.1 Ensure that all stakeholders are, at enrolment, made aware of the content and implementation requirements of this policy.

2.2.2 Ensure that the provisions of this policy are enforced.

2.2.3 Make available to learners, parents/ guardians this code of conduct, or any other policy of the school, when requested to.

2.2.4 Implement and apply the code of conduct equally and fairly.

2.3 It is the responsibility of learners to:

2.3.1 Familiarise themselves with the contents of this code of conduct.

2.3.3 Comply with instructions from educators and the general rules of the school.

2.3.4 Behave responsibly and not endanger the safety and welfare of others.

2.3.5 Respect and care for the property of the school and others.

2.3.6 Maintain sound relations with others at school, be courteous and respect the dignity and self-worth of others.

2.3.7 Be punctual and observe the timekeeping practices of the school.

2.3.8 Behave honestly and conduct themselves with integrity.

2.3.9 Accept legitimate consequence and disciplinary action taken against them as being fair, reasonable and rehabilitative.

2.3.10 Demonstrate a positive attitude towards the opportunity to learn and be diligent in their efforts to do so.

2.3.11 Conduct themselves within the policies, codes and rules of the school, whether described in this code of conduct or any other policy or rule implemented by the school.

2.4 It is the responsibility of parents/guardians/sponsors to:

2.4.1 Familiarise themselves with the contents of the code of conduct and to ensure that the code of conduct is properly understood by the learners.

2.4.2 Participate in the learning process and assist their children with homework, provide encouragement, check results and communicate freely with the school.

2.4.3 Sign a copy of the acknowledgment attached as Addendum A to this policy confirming that he/she has received a copy of this code of conduct and do what is practically possible.

- 2.4.4 Actively support the efforts of the school and its educators to teach their children.
- 2.4.5 Involve themselves to the fullest possible extent in school activities.
- 2.4.6 Make positive suggestions and contributions to improve the school’s education process and the learning environment.
- 2.4.7 Work with the school to overcome any learner behaviour which negatively impacts on the learning environment.
- 2.4.8 Support the disciplinary structures and procedures of the school in the interest of maintaining an orderly and positive learning environment.
- 2.4.9 Encourage their children to participate fully in the school and extra-curricular activities.
- 2.4.10 Ensure that learners attend all compulsory attendance functions and activities and that school timekeeping requirements are observed.
- 2.4.11 Keep informed about their child’s progress and behaviour as reflected on progress reports.
- 2.4.12 Inform the school in writing of any changes in their contact details.
- 2.4.13 Ensure that school and other fees are paid timeously.

LEARNER CODE OF CONDUCT

The school implements a merit and demerit system of behaviour guidance and consequence. The aim of the merit and demerit system is to encourage and reward appropriate behaviour and provide guidance and counselling in times of inappropriate behaviour. At all times, the individual needs of the children are considered and the most appropriate action, within the framework of the code of conduct, is taken in order to provide the necessary support, guidance and consequence. The following table stipulates the overall behaviour guidance matrix used by the school.

MERIT SYSTEM

BEHAVIOUR	CONSEQUENCE
Merit stars are awarded for, but not limited to, the following above the acceptable norms: Exemplary behaviour and conduct Good manners Perseverance Outstanding kindness to another learner or staff member Demonstrating leadership Paying outstanding attention and/or engaging in the classroom and in the lessons Helping and supporting fellow learners Participation in the ‘Caught you.....’ campaigns	5 stars are accumulated on a merit certificate after which it is handed to the learner at assembly. For the third and fourth (or more) certificate, the learner is also awarded a small token gift, with the merit certificate. Each term the learner starts from certificate one. House Points are awarded for obtaining merit certificates and being nominated learner representatives. House points are also awarded for activities such as quizzes, competitions, and house activities. Certificates and awards are given for the learners with the most signatures on the ‘Caught You....’ Campaigns. Awards and certificates are handed out at the end of each term for different categories of academic endeavour, achievement, participation and similar achievements.

	Individual class incentives are implemented such as the buddy 'marble' jar and tokens as appropriate.
--	-------------------------------------------------------------------------------------------------------

DEMERIT SYSTEM

LEVEL ONE

TRANSGRESSIONS	1st offence	2 nd repeat offence	Subsequent offences
Inappropriate behaviour including Impolite/disrespect to staff	Warning and/or reprimand	Demerit and counselling	Counselling, parent contact, final warning
Not wearing correct uniform without appropriate reason or permission	Warning and/or reprimand if for PE nonattendance if outing	Demerit if PE Non-attendance if outing Counselling	Counselling, parent contact, final warning
Disruptive behaviour, including talking repeatedly, shouting out	Warning and/or reprimand	Demerit and counselling	Counselling, parent contact, final warning
General disobedience and not following instructions	Warning and/or reprimand	Demerit and counselling	Counselling, parent contact, final warning
Defiance around work completion	Warning and/or reprimand	Demerit and counselling	Counselling, parent contact, final warning

LEVEL TWO

TRANSGRESSION	1 ST OFFENCE	2 ND /REPEAT OFFENCE	SUBSEQUENT OFFENCE
Rudeness towards teachers, Back chatting, inappropriate body language,	Demerit and counselling	Parent contact, behaviour report, counselling	Internal inquiry
Rude/nasty words/name calling/teasing when the intent is unkind	Demerit and counselling	Parent contact, behaviour report, counselling	Internal inquiry
Pushing, kicking or other similar inappropriate physical action towards another learner	Demerit and counselling	Parent contact, behaviour report, counselling	Internal inquiry
Swearing and bad language	Demerit and counselling	Parent contact, behaviour report, counselling	Internal inquiry

Dishonesty	Demerit and counselling	Parent contact and/or counselling	Internal inquiry
Exclusion/alienating	Demerit and counselling	Parent contact, behaviour report and/or counselling	Internal inquiry
Petty theft	Demerit and counselling	Parent contact and/or counselling	Internal inquiry
Vandalism Intentional Breakages	Demerit and counselling	Parent contact and/or counselling	Internal inquiry
Serious dishonesty such as blatant lying, deviousness and deliberate defiance	Demerit and counselling	Parent contact and/or counselling	Internal inquiry
Poor sportsmanship	Removal from game and counselling	Parent contact and/or counselling	Internal inquiry
Non adherence to the Covid-19 protocols	Counselling, parent contact and demerit	Parent contact and/or counselling, removal from premises until adherence	Internal inquiry
Plagiarism and cheating	Demerit, parent contact and counselling. Work to be resubmitted – plagiarised work or cheating within exam or test– full marks deducted	Internal inquiry	

LEVEL THREE

TRANSGRESSION	1ST OFFENCE	2ND/REPEAT OFFENCE
Fighting incidents	Internal inquiry	External inquiry
Serious classroom disruption	Internal inquiry	External inquiry
Verbal bullying	Internal inquiry	External inquiry
Physical aggression or bullying	Internal inquiry	External inquiry
Cyber bullying	Internal inquiry	External inquiry
Behaviour that may pose a danger to the safety and welfare of others at school or at school events.	Internal inquiry	External inquiry

Inappropriate physical relations between learners on school property or off school property whilst representing the school or wearing school uniform	Internal Inquiry	External inquiry
Possession or distribution of banned substances or material including cigarettes and vapes on school property or off school property whilst in school uniform	Confiscating of banned substances or material. Internal inquiry	External inquiry
Harassment, sexual, racial, religious or other grounds, and/or discrimination against another on sexual, racial, religious or other grounds	Internal inquiry	External inquiry
Dissemination of Artificially generated content for malicious purposes	Internal inquiry	External inquiry
Use of Artificial intelligence to violate data privacy and security protocols	Internal inquiry	External inquiry

LEVEL FOUR

TRANSGRESSION	IST OFFEJCE
Serious theft	External inquiry
Continued bullying where previous consequences have not been effective	External inquiry

PROCEDURES RELATING TO APPEALS AND COMPLAINTS

Any appeals to the consequences outlined above must be made by the parents in writing to the Director of School within five days of the consequence being handed down.

The Director of School will investigate the appeal and inform the parent in writing within 5 days of his/her findings and decision.

PROCEDURES RELATED TO INTERNAL INQUIRIES

In line with legislation, internal inquiries are chaired by the Director of School and will be attended by the Head of School Operations, the Head of Discipline, the relevant staff members as well as the learner and any other witnesses from the school. The inquiry will be minuted and details of the inquiry kept in the child/children's file.

The parents of the child/children involved will be advised in writing within 24 hours of the inquiry as to its outcome, unless additional information is requested by the Director of School, in which case this will be notified to the parents within the 24 hours.

The school reserves the right to temporarily suspend the learner, pending the outcome of the internal inquiry, if it is considered by the school to be in the best interest of the learner and/or the other learners or staff.

PROCEDURES RELATED TO EXTERNAL INQUIRIES

In line with legislation, external inquiries are chaired by an external party and will be attended by the Head of School Operations, the Head of Discipline and/or Director of School, any relevant staff members as well as the learner and his/her representation. The parents will be advised of the inquiry giving sufficient notice of required attendance. The outcome of the inquiry may be that:

Subject to the Schools Act and any applicable provincial law, the Chairperson may, after a fair inquiry, suspend a learner from attending the school :

As a correctional measure for a period of no longer than one week; or

Pending a decision as to whether the learner is to be expelled from the school by the Board.

Subject to any applicable provincial law, a learner may be expelled if found guilty of serious misconduct after a fair inquiry. The child and the school has the right to appeal this process and another inquiry will be held chaired by another external party. The result of this appeal will be final.

The school reserves the right to temporarily suspend the learner, pending the outcome of the external inquiry, if it is considered by the school to be in the best interest of the learner and/or the other pupils or staff.

PROCEDURES REGARDING APPEALS TO ASSESSMENT

Teachers will make available to a learner their assessments. Should the parents or child wish to question the assessment results, contact should be made in the first instance to the class teacher who will remark the assessment. Should the parents or child wish to appeal further, the Head of Phase will be requested to remark the assessment giving the final outcome of the remark.

ADDENDUM A

ACKNOWLEDGEMENT BY PARENT/GUARDIAN

I, as parent/guardian or sponsor of the learner, acknowledge that my child forms an integral part of Growing Minds and I recognise that his/her behaviour, actions and attitude reflect both on him/her as an individual and as a member of the school. I know that my son's/daughter's main priority at school is to learn and grow as a person.

As part of and as a representative of this school, I acknowledge that I have a responsibility to do my part for child's academic growth and development and will therefore ensure that my child will:

- Attend school regularly and punctually.
- Allow every other learner the right and opportunity to learn.
- Refrain from any action that might disrupt a class or jeopardise learning.
- Use every opportunity to learn from his/her educators and fellow learners.
- Conduct himself/herself in a manner that upholds the principles of the South African Constitution and the school's reputation.
- Immediately report all incidents of social misconduct to the Head of School or my child's class teacher.
- Maintain a neat and tidy environment when acting as a supporter or spectator at any school activity or event.
- Do his/her homework and assignments punctually, neatly and to the best of his/her ability.
- Refrain from any action which discredits the school, himself/herself or the family.
- Make maximum use of the facilities at school and display respect for those facilities.
- Return all equipment/property made available to him/her for his/her use and enjoyment to school at the appointed time and in the same condition in which it was when it was handed to them, fair wear and tear excepted.
- Compensate the school or other persons for the loss of or damage to any property due to his/her negligence.
- Be loyal to the school and display loyalty in his/her behaviour and speech.
- Uphold the traditions and the rules of the school.
- Uphold the qualities of truth, motivation, discipline and hard work.
- Strive to develop emotionally, socially, spiritually and academically in all the opportunities that are presented to him/her at school.
- Be an active member of the school through participation and ensuring that he/she meets all school commitments, including financial, academic, sporting or social commitments.
- Show respect to all people's rights, including the right to equality and dignity.

LEARNER'S NAME _____

I acknowledge that I, the parent of the above learner, have read the code of conduct and learner's pledge and I agree to explain the content of the code to my child and do what, reasonably, could be expected of me to assist in ensuring that my child adheres to the code of conduct and attached addendum. I agree that, should my child commit any of the above transgressions, the school will have the right to follow the above disciplinary procedures and I agree that my child and I will comply with the imposed sanction/s.

PARENT/GUARDIAN FULL NAME

DATE

PARENT/GUARDIAN SIGNATURE