



Michael Oak Waldorf School

**High School Learner
Code of Conduct and Discipline
Procedure**

August 2017



HIGH SCHOOL LEARNER CODE OF CONDUCT

At Michael Oak we learn and live as a community. In the classrooms and grounds we strive to make our school a safe, well-cared for and happy place. Our time at school should be interesting and challenging. We wish to make good friends and learn to trust and care for one another. We wish to respect those around us and give our best in all that we do. We must therefore strive to:

- Be kind, courteous and polite, and respect the dignity and self-worth of others.
- Behave honestly and conduct ourselves with integrity.
- Behave responsibly and not endanger the safety and welfare of others.
- Respect and care for the property of the school and of others.
- Be punctual for school and lessons.
- Take responsibility for our learning, work and at school and have a positive attitude towards our lessons.
- Dress appropriately and responsibly at all times to present a positive image to the school and the outside world.
- Respect the school, its values, methodology and history.
- Respect and support our fellow students and educators and their different cultures, religions and belief systems.

In the light of the above we undertake to observe the following:

SAFETY

- Learners need to stay inside school grounds from the time of arrival to departure and not leave the property without the class guardian's permission.
- After school learners must wait for lifts inside the main school gates, or on the pavement at the railway end of Marlow Road.
- The station gate must be kept locked at all times.

During the school day or while waiting for lifts, ice-creams may not be bought from the street vendor.

Unless using the area for lesson purposes as indicated by the educator, learners are to stay away from areas which are out-of-bounds i.e. the Nursery garden, the Class 1, 2 and 3 garden, the hall, the area around the Eurythmy/Movement Room (beyond the big jungle gym), the upstairs Primary School block and the area at the Marlow Road side of the classrooms.

- There is to be no skateboarding between lessons **except during breaks (10h00-10h15 and 12h30 to 13h00)**. Skateboarding confined to bricked areas between High school and Primary school. Loose bricks are not to be used for skateboarding activities.
- Bicycles may not be ridden within the school grounds.



- Cigarette lighters, knives, matches, fireworks or any other dangerous objects may not be brought to school.
- Michael Oak is a gun-free zone and therefore firearms and toy guns are strictly forbidden.

PUNCTUALITY

Punctuality helps to ensure the flow of lessons and the inner preparedness of the learner. Therefore:

- Learners must be ready in the relevant classroom by 08h05. A warning is given on the first late-coming. A second late-coming will result in detention. Justifiable late-coming necessitates a written note by the parent.
- It is equally important that learners arrive punctually in the classrooms after breaks.

RESPECT AND CARE:

Others and ourselves

To show our respect for others and ourselves, we agree:

- To refrain from making any derogatory comments about another person including their skin colour, hair, gender, body language, religion or sexual orientation.
- That no verbal or physical intimidation will be tolerated.
- Not to swear, insult, tease or use bad language.
- Not to disturb the activities or lessons with any disruptive behaviour.
- To ask permission to enter the office or staffroom and to knock and wait for permission from the Educator before entering any classroom when lessons are in session.
- That former Michael Oak learners and other friends of learners may be invited into a lesson only after the High School Meeting has agreed. Permission for invitations to visit class lessons must therefore be discussed with and agreed to by your class guardian two weeks before. Friends of learners may not be on the school property at any time without the permission of the class guardian.
- Past pupils are most welcome to visit the school at any time and must report their presence to the school office on arrival
- That electronic devices e.g. iPod, mp3 players, radios, noisy calculators and watches, electronic games, etc. are not to be brought to school. All electronic equipment brought to school will be confiscated.
- That cellular phones remain switched off during school hours and break times. During school hours, cell phones may only be used at school with permission from the class guardian. Parents are to phone the school to connect with a student during the official school hours.
- Before and after school hours:
 - No headphones/earphones may be worn on the school premises.



- Cell phones must be switched off and be out of sight while walking through the school grounds.
- Cell phones may be switched on and used for communication purposes (for lifts etc), while waiting at the school gate after school hours. Phones will be confiscated if two or more students are looking at a screen unsupervised on school grounds.
- No music/videos/games may be played on the school grounds at any time.
- That during lessons there is to be no eating or chewing of gum. Drinking of water is encouraged. To prevent learners asking permission for water breaks during a lesson, water bottles are allowed in the classroom. This activity may not detract from concentration in class and will occur at the Educator's discretion.
- That toilet breaks will occur during allocated break times (10 to 10.15 am and 12.30 to 1.00 pm).
- That smoking is forbidden at school and in the school vicinity. The boundaries are: Blackheath, Sheerness, Marlow and Gibson Roads and includes the railway platform at Kenilworth Station.
- That possession, use and sale and purchase of illegal drugs and alcohol is strictly forbidden on the school grounds and in the surrounding areas of the school (see above).
- That food and drink restricted by the Primary School rules may not be consumed in a Primary School area.
- That learners are expected to uphold standards of personal cleanliness considered acceptable by the Educators.
- That hats or caps must be worn at break-time when present in a Primary School area.

RESPECT AND CARE:

Property of others and the school

We agree:

- To care for school property and the belongings of others and not to tamper with anything.
- Not to write or draw on chalkboards without permission, or on notice boards, walls and buildings.
- Not to advertise outside events on the school premises without permission.
- That no bricks or boards may be removed from school walls or buildings.
- To take great care of the garden beds, flowers, plants and trees.
- Trees along the railway line may not be climbed.
- Not to pick ripe or unripe fruit and to eat only fruit that is lying on the ground.
- Not to play the pianos in classrooms or the hall, unless with an educator's permission.
- To take great care of library and textbooks, and replace them if they are lost or damaged. A fine or levy will be added to the school account if books are lost or damaged.
- To keep our desks, lockers, classrooms and the school grounds litter- and graffiti-free.
- To avoid using the main house as a passageway.



Michael Oak Waldorf School

August 2017

- To keep valuables on our person at all times or locked in our lockers. The school accepts no responsibility for damage to or theft of valuables or money brought to school.
- To take turns helping to clean the classrooms and surroundings and to take responsibility for breakages.
- To save water. Water fights are not allowed and learners may not spray water.
- To ask to use the office telephone for emergencies only.



DISCIPLINARY PROCEDURE FOR LEARNERS

I. Introduction and Principles

The School fully supports the principles of fair discipline and the consistent and justified application of appropriate disciplinary measures where necessary. This procedure and code for learners indicates the broad standards that are expected of all learners at the School, and encourages a responsible and self-disciplined approach by learners themselves.

- 1.1 Should expected norms of conduct not be met by any learner, corrective action will be initiated by School management. Corrective action may or may not include the application of formal disciplinary measures; steps applied to prevent further occurrences of unacceptable, and to restore the School / learner relationship.
- 1.2 This procedure and code are considered an important element of the School's Code of Conduct and is applicable to all learners. This document may also have a bearing on the learner's outside of normal school hours, should the learner's conduct impact negatively on the School / learner relationship, or the reputation and integrity of the School.
- 1.3 The maintenance of discipline and ensuring orderly classroom is an integral part of every educator's job. The School's educators and its management therefore recognize the need to have a procedure that is applied in an effective and equitable manner, in the interests of the wellbeing of the School, preserving and promoting educational excellence, and protecting the rights of all school stakeholders including the learner.
- 1.4 The School's procedure is to be made readily available to every School employee, all learners and parents upon or before enrolment, and upon request.

2. School Code of Conduct

In the School context, administrators, educators, parents and learners all have responsibilities. To sustain a positive, orderly and disciplined learning environment, it is important that these parties to the education relationship acknowledge their responsibilities.

2.1 Educators

Educators at the School subscribe to the SACE Code of Professional Ethics and the School's own Code of Conduct for Staff. *Inter alia*, the School's educators undertake to:

- be punctual, well prepared and professional in their approach to education;
- manage learner performance effectively and motivate learners to achieve realistic and meaningful personal and educational goals;



- be sensitive to the needs of their learners and address learning difficulties in a positive manner;
- praise, encourage, recognise and reward learners who strive to achieve;
- create a classroom environment which is based on a learning partnership which makes education both relevant and stimulating;
- set a positive example for their learners to follow; and
- administer discipline correctively and with dignity when necessary.

Our school prides itself on having good relations with the School's community, its learners and their parents. While parents must expect the School and its educators to provide the best education that is reasonably possible with the resources available to the School, parents must also accept responsibility to help the School achieve this goal.

2.2 Parents

Parents enrol their children at the School, subject to their acceptance of all the School's rules and other conditions of enrolment. Parents also have the responsibility to:

- actively support the efforts of the School and its educators to teach their children;
- familiarize themselves with the School's rules and policies, as amended from time to time, and to support and promote adherence with these rules and policies at all times;
- involve themselves, to the fullest extent possible, in School activities;
- make positive suggestions and contributions to improve the School's education process and the learning environment;
- support the disciplinary structures and procedures of the School, and the reasonable efforts by the School and/or its Educators to apply discipline effectively and fairly;
- encourage their children to participate fully in School and extra-mural activities;
- participate in the learning process and assist their children with homework, provide encouragement, check results and communicate freely with the School;
- not expect the School to meet their child's every need; and ensure that the learner is in attendance of all compulsory attendance functions and activities, and that the School's conduct and timekeeping requirements are observed.

2.3 Learners

In terms of the Constitution, every learner does have the right to education. The School does strive to provide the educational opportunities that its learners and the community deserve. Learners themselves however must also recognize that they have responsibilities to their parents, the School,



their educators, their fellow learners and themselves.

Learners therefore must accept and comply with the School's rules and its conditions of enrolment. Without limiting these broad responsibilities, learners must also:

- comply with instructions from Educators and Coaches, and with the general rules and policies of the School, as amended from time to time;
- behave responsibly and respect the physical and emotional safety, welfare and rights of others;
- respect and care for the property of the School and others;
- maintain sound relations with others at School, be courteous and respect the dignity and self-worth of others;
- be punctual and observe the timekeeping practices of the School;
- demonstrate a positive attitude towards the opportunity to learn, and be diligent in their efforts to learn;
- behave honestly and conduct themselves with integrity;
- not harass, threaten violence or use force to intimidate, abuse, coerce or interfere with others, with School activities or with School property; and;
- accept and comply with disciplinary measures imposed on them in order to facilitate the learner's compliance with the above responsibilities and/or to protect the School's staff, property and/or other learners from the prejudicial consequences of an ongoing failure to abide by the responsibilities that are carried by every learner.

3. Disciplinary Measures

It is impossible for this procedure or the disciplinary code for learners to list every possible type of rule infringement or misconduct by learners. This procedure and the attached code therefore only set out the broader categories of infringement, and the norms for applying fair disciplinary measures at the School.

- 3.1 Various forms of informal and formal disciplinary measures may be initiated by the learner's responsible educator, or by the School authorities. The School will be entitled to apply corrective action and/or disciplinary measures that it believes are appropriate in the circumstances; within the guidelines provided in this procedure. The judgement and discretion of School authorities to apply disciplinary measures will therefore not be rigidly restricted by the procedure or code, but will rather be guided by the circumstances of each case and the various measures described herein.
- 3.2 The severity of action taken by the School or authorities will depend on the circumstances, the seriousness of an infringement, the interests of fellow learners, the School and its employees, the interests of the offending learner and any other mitigating or aggravating factors being of relevance. For this reason, the guidelines enclosed seek to promote and assure consistency, but



do not remove the necessary discretion of the School authorities to apply a lesser (or more severe) penalty should circumstances so dictate.

- 3.3 Disciplinary measures applied in response to learner misconduct will therefore require that the School authorities involved exercise their own judgement in deciding on the appropriate and fair action to be taken. Disciplinary action that may be applied by the School, in order of severity, includes -

Informal measures:

- a counselling by the educator
- a verbal warning (noted on the learner's file)
- detention or time punishment
- "community service"

Formal measures:

- Written warning: (effective for 6 months) A Letter explaining contravention to be signed by three educators after informal investigation and then to be reported to the faculty. Parents to sign and to be offered an interview.
 - Suspension: Dealt with by the faculty at three levels (see 4.3 below)
 - Expulsion: Dealt with by College (see 4.3 below)
- 3.4 Discipline must, wherever feasible and effective, be applied progressively. Informal action for minor transgressions is generally applied at educator level, without a formal investigation being necessary. Repeated committing of a minor, similar or related offence will however result in progressively more severe and formal action being taken; particularly where a clear pattern or trend is indicated by the learner's continued misconduct.
- 3.5 Notwithstanding the principle of progressive discipline, a serious first offence may justify a formal and severe penalty (i.e. suspension), and mitigate against the imposition of a lesser form of action.
- 3.6 Warnings and suspensions by the School – verbal or written - will be noted on the learner's record. Copies of warning letters and notice of suspensions will be kept and originals will have been sent to the parents.

4. Disciplinary Action Process

This procedure summarizes the disciplinary process that will be followed, wherever possible, by the School when disciplinary action against a learner is considered appropriate by School authorities.

4.1 INFORMAL DISCIPLINARY PROCEDURES

- 4.1.1 Infringements that are not considered serious, or do not require formal disciplinary action in the opinion of the learner's responsible educator, can be dealt with directly by the educator. Confiscations and cautions are not generally recorded on the learner's record. If two or more



formal verbal warnings are issued in any week, the parents will be informed.

- 4.1.2 The various forms of informal action are as outlined above and can be implemented by the educator without the involvement of the Faculty.

4.2 PRELIMINARY INFORMAL INVESTIGATION

- 4.2.1 When an infringement occurs which appears to require a warning letter or suspension, the educator concerned (or another complainant such as a parent) will initiate the disciplinary process. A parent can report the incident to the Faculty chair.

A report or complaint may be supplemented by any additional information or statements to clarify or adequately detail the facts surrounding the alleged infringement

- 4.2.2 The learner's responsible educator should investigate the reported infringement or letter of complaint received, to decide upon appropriate corrective measures. This investigation generally takes the form of an informal inquiry, and wherever possible includes an opportunity for the learner to state his/her case in the presence of two Educators in the case of a warning letter and three Educators in the case of Emergency Suspension.

4.3 FORMAL DISCIPLINARY PROCEDURES

Warning letter: If, after informal investigation, the infringement is confirmed and considered to be of a nature which does require a warning letter, the responsible educator will issue an appropriate warning letter, to be approved by a colleague, explaining the contraventions. This does not necessarily only occur after formal verbal warnings.

Emergency suspension from school (up to three days) – for acts or threats of violence, selling illegal substances or found using them or any illegal or considered a danger to others. If, after informal investigation, the infringement is confirmed and considered to be of a nature which does clearly require an emergency suspension, the responsible educator and two other educators who can verify the incident will issue an appropriate notice of suspension to the parents explaining the contraventions. A formal hearing to be arranged.

Short suspension (one to two days) from school for repeated contraventions or Zero Tolerance Offences. Letter explaining contravention to come from the High School Faculty. Parents to sign and return the letter and an interview with the parents to be offered.



Extended suspension from school (more than 5 days), pending the convening of a Formal Disciplinary Hearing with parents, and/or as a form of corrective action after the conducting of a disciplinary hearing.

The disciplinary hearing should therefore be conducted as soon as possible after the suspension of the learner takes effect. It should also be clearly indicated to the learner / parents that this suspension is not a form of punishment, and is a practical arrangement to remove the learner, temporarily and in the best interests of the School, the learner and other learners.

4.4 FINAL WARNING

- 4.4.1 A Final Warning will be imposed by the College of Teachers if the learner's misconduct has already resulted in a formal disciplinary hearing.
- 4.4.2 If a Final warning has been issued to a learner for misconduct, ANY further infringement by the learner will lead to expulsion. A final warning is exactly that – "one more strike and you are out".

4.5 EXPULSION

This will follow if there is a further infringement following a Final Warning or that the behavior is of such an extreme nature that there is serious danger; destruction of property or suspension of learning that has been verified at a formal Disciplinary Hearing. Expulsion should ONLY be effected after conducting a formal disciplinary hearing. The procedural requirement of conducting a hearing prior to expulsion, even if the learner admits guilt, should not be flouted.

Justice must be seen to be done.

5. Disciplinary Hearing

When a serious infringement possibly warranting extended learner suspension or expulsion occurs, or in the case of a further alleged infringement by a learner with a valid Final Warning on his/her file, the School will be required to conduct a formal Disciplinary Hearing to determine appropriate measures to be taken against the learner.

The hearing process is intended to properly and transparently investigate any new allegation(s), to provide an opportunity for the learner / parents to challenge the allegations being made, and to enable the hearing Chairperson to objectively "hear both sides" - to objectively determine the guilt or innocence of the learner, and if applicable, to decide on appropriate disciplinary measure to be taken by the School.



- 5.1 A notification of convening of a disciplinary hearing is to be completed by the College of Teachers and is given to the parents of the learner concerned. It must provide 2 clear school days' notice and should not exceed 5 days. This notification must provide sufficient information to ensure that the learner/parents are properly informed of the alleged complaint, School rules or policies that have been infringed, the seriousness of the allegations and the potential disciplinary measures that could be imposed, and the School's intention to convene a formal hearing to investigate the infringement. The learner and the parents are to be told that if they do not attend the meeting the hearing will be held in their absence and a decision made without their involvement. Legal representation is not a legal requirement for school hearings and will only happen if both parties agree to it.
- 5.2 The conducting of the formal disciplinary hearing is an integral part of the School's disciplinary process if serious disciplinary measures are being contemplated against any learner.
- The hearing will be chaired by a member of the College of Teachers, or someone nominated by the College of Teachers. The Chair who will be responsible for leading and managing the entire hearing process, and making the two critical and distinct decisions i.e.
- **VERDICT:** the guilt or innocence of the learner, relative to the allegations made by the School;
And only thereafter - if the learner is found guilty of the alleged infringement, the second decision as to
 - **PENALTY:** the appropriate measure / action to be taken, after due consideration of mitigating and aggravating factors relevant to the matter.
- 5.3 The Hearing Chairperson is required to conduct the hearing procedure in a proper manner that conforms to the rules of natural justice (see paragraph 3)
- 5.4 Proceeding may be recorded at the request of either party.

6. Appeals

- 6.1 Accordingly, the learner / parents have the right to appeal against any formal disciplinary action imposed by the School as a final process in the School's disciplinary procedure.
- 6.2 The lodging of an appeal against formal disciplinary action, or any decision by a hearing Chairperson, only entitles the learner to an appeal review however. The right to an appeal review therefore does not entitle the learner to a "re-hearing".
- An appeal review is generally a process that does not entail a full re-investigation or a rehearing of all the evidence heard at the hearing, and the Reviewer is only required to review the matter, according to the grounds and



motivation submitted by the appellant / parents. The Reviewer is expected to at least review the hearing Chairperson's findings and any documentation submitted by the respective parties, and to consider any further or new evidence provided by either party.

- 6.3 Due to the nature of the review process, the learner / parents wishing to appeal must be advised to fully motivate their appeal in writing, detailing all the grounds for appeal and providing the Reviewer with any additional or new evidence they wish to submit in support of the appeal.

The onus rests with the learner / parents to justify an appeal, and the grounds for the appeal must be clearly and comprehensively set out in the appeal request. This will enable the Reviewer to appreciate and properly consider the appellant's grounds for the review.

- 6.4 Any request for appeal must be submitted to the College of Teachers or the hearing Chairperson within 5 (five) school days of the hearing Chairperson's decisions having been provided to the learner/parents, so as not to delay review proceedings.
- 6.5 The School will be responsible for appointing an appropriate person, or review panel, to conduct an appeal review, or a re-hearing if this is considered necessary. It is common practice for an appropriate School Trustee member to be appointed as the Reviewer, subject to his/her not having been consulted or involved in the matter to be reviewed.
- 6.6 After reviewing the appeal motivation submitted by the appellant, and investigating any aspects of the disciplinary process considered necessary, the Reviewer will make a decision based on his / her findings, relative to the grounds for appeal submitted by the appellant.
- 6.7 The disciplinary procedures applied by the School are not directly dependent upon any possible or later criminal proceedings that may be initiated by the State or other parties against the learner.

The procedures that may be applicable in accordance with criminal law have no direct bearing upon the School / learner relationship. It is not prudent for the School to wait until criminal / court proceedings have run their course (or not as is more often the case) before initiating any disciplinary steps against an offending learner. The imposition of disciplinary measures against a learner after investigation by the School, such as expulsion for serious misconduct, will not be nullified or viewed as "double punishment" should the learner also be sentenced, if found guilty by a court of law.

7. Collective / Group Misconduct

The above-described disciplinary procedure is principally designed to deal with instances of misconduct by individual learners. Alleged misconduct by a group of learners, where the infringement(s) are of a similar nature or with a related intent, is considered as being "collective misconduct".



- 7.1 Generally, collective misconduct is more effectively dealt with on a collective basis. An informal investigation into the alleged group misconduct is generally conducted initially by the educator or educators. This investigation will normally include a discussion with the learners involved, to attempt to get to the facts of the matter and to get the learners' perspective before deciding on the best way forward.
- 7.2 Dependent upon the outcome of this initial investigation, informal or formal disciplinary action may be considered appropriate by the High School Faculty for the individual learners involved.
- 7.3 Should the alleged infringement be considered to be of a serious nature, a single disciplinary hearing procedure may be conducted with all the learners concerned, with their parents present.
- The same procedures as provided for in section five above (Disciplinary Hearing) are generally also followed in a collective disciplinary hearing.
- 7.4 Despite the use of a collective hearing procedure, individual learners must still be provided with the opportunity of demonstrating that their own circumstances may be different from that of the group, or other learners, and for showing why they should be treated differently.
- 7.5 The same provisions set out in section six above regarding appeal review procedures will apply in the case of collective disciplinary matters.
- The School reserves its right to initiate a separate or collective / group appeal review process, to deal with any appeals lodged by any learners affected. Similarly, a decision by the School to rehear any evidence against an individual learner involved will not prejudice the School's rights to only conduct appeal reviews with other learners.

8. Disciplinary Code

The School's disciplinary code for learners is attached, and is ONLY intended as a guideline for assessing and determining appropriate disciplinary measures for various types of infringement or misconduct by learners. As indicated previously, the circumstances of a particular case, especially mitigating considerations, may justify a less severe penalty than that indicated in the Code.

Similarly, aggravating considerations relevant to a particular case may justify a more severe penalty than that recommended in the Code.

- 8.1 The various infringements set out in the Code are not intended to be an exhaustive or full listing of possible infringements or misconduct by learners, but are rather to be interpreted as indications of the broad types and severity of offences by learners, and the appropriate sanctions if the learner is found to be guilty by the School.



- 8.2 The Code makes provision for 'progressive' or accumulative penalty i.e. the imposition of a more severe penalty for a repeated and similar infringement by the same learner.

9. Practical Application Notes

9.1 PENALTY AND CONSISTENCY

The penalties set out in the attached disciplinary code indicate the recommended penalty that could be imposed for a particular infringement. Obviously, a lesser penalty may be applied, should mitigating considerations indicate that the indicated penalty is not appropriate in the circumstances.

While the application of disciplinary measures should be consistent, due consideration of factors relating to each case is of equal importance. For this reason, the Code should be viewed as a guideline, and the penalties reflected therein need not be slavishly followed. It is important to note that being absolutely consistent, every time, may well demonstrate UNFAIR application of disciplinary measures!

9.2 CUMULATIVE EFFECT

Cumulative action for a repeated offence i.e. imposing a more serious penalty for misconduct than that imposed previously for misconduct, is only appropriate if the second infringement is of a "similar nature" to the previous type of misconduct. The nature and type of offence should therefore be the same, and any warnings issued previously for the related offence should also not have expired.

9.3 BURDEN OF PROOF

As the onus generally rests with the School to prove the reasonableness and fairness of disciplinary action taken against a learner, care must be taken to follow all the procedural steps outlined in this procedure and code. Any unjustified deviation from the recommended procedures set out in this procedure may well result in the actions of the School being challenged.

9.4 MISCONDUCT OFF THE SCHOOL PREMISES

Imposing disciplinary action against a learner for misconduct that took place "off-site" (e.g. after hours and/or off the School's premises) requires that the School clearly demonstrate the negative impact of that misconduct on the School / learner relationship.

To illustrate: If a learner is charged and found guilty of theft of goods at a shopping mall, the School is not automatically entitled to impose any disciplinary sanction on the learner. But such misconduct off the School's



premises (if proven) may however be considered sufficiently serious and relevant and to be included the in learners record of behavior.

9.5 CRIMINAL MISCONDUCT AT SCHOOL

Should a learner admit to, be suspected of or be found guilty of a criminal offence (such a theft of a cell phone or School property for example) at School or on the School premises, it is recommended that the School conduct the appropriate disciplinary procedures as a matter of urgency. The disciplinary procedures applied by the School are not directly dependent upon any possible or later criminal proceedings that may be initiated by the State or other parties against the learner.

The procedures that may be applicable in accordance with criminal law have no direct bearing upon the School / learner relationship. It is not prudent for the School to wait until criminal / court proceedings have run their course (or not as is more often the case) before initiating any disciplinary steps against an offending learner. The imposition of disciplinary measures against a learner after investigation by the School, such as expulsion for serious misconduct, will not be nullified or viewed as “double punishment” should the learner also be sentenced, if found guilty by a court of law.



RECOMMENDED DISCIPLINARY SANCTIONS: LEARNERS

Recommended Disciplinary Sanctions: Learners Examples of Infringements and Recommended Sanctions			
Type or nature of infringement or learner misconduct	Guideline: Recommended Penalty		
	First Offence	Second / Repeated Offence	Subsequent Offence
VERY SERIOUS MISCONDUCT ("Zero Tolerance Offences")			
<ul style="list-style-type: none"> Violent, abusive or threatening (verbal or physical) actions Victimization, bullying or intimidation of any sort Transferring, using or being in possession of a dangerous weapon, fireworks, explosives or any object that may be considered as being potentially dangerous (at School or at School events) Defiance or disrespect towards School authorities, parents, visitors or peers Intimidating others (attempted or actual) Inciting, advising or rewarding others to perform violent, offensive or threatening acts Any "gang" related activity that may threaten the safety or welfare of others (at School or at School events, or in relation to School) Harassment (sexual, gender, racial or religious) Theft or attempted theft Unauthorized photos or recordings. Sale of another's / stolen property Issuing a bomb threat or arson (attempted or actual) that may pose a danger to the safety and welfare of others (at School or at School events, or in relation to School) 	Suspension and Hearing / Expulsion		
<ul style="list-style-type: none"> Cheating, copying or tampering with test or exam results, reports or assignments Being in possession of or distributing material or information that may give an unfair 	Suspension and Hearing / Expulsion		



<p>advantage in a test or an exam</p> <ul style="list-style-type: none"> • Extortion, bribery, corruption or fraud (attempted or actual) • Being an accomplice to, colluding, conspiring, assisting / abetting or instigating dishonesty, fraud, or theft • Inciting, advising or rewarding others to be dishonest or to cheat • Serious breach of School security procedures, unreasonably refusing to submit to a search • Off-site criminal misconduct that disrupts or substantially damages the School/learner relationship and the educational process 			
<ul style="list-style-type: none"> • Obscene, indecent or sexually explicit or gestures, or attempts to make unwanted physical contact • Sexual harassment, inappropriate sexual innuendos or graphic comments • Intentional and offensive, insulting, abusive, racist or lewd behavior • Storage, creation, sale or distribution of pornographic, obscene or offensive material, publications, symbols, email, text / SMS / MMS, cartoons or objects 	Suspension and Hearing / Expulsion		
<ul style="list-style-type: none"> • Any other misconduct considered to be very serious and possibly justifying expulsion as a first offence. 	Suspension and Hearing / Expulsion		
<ul style="list-style-type: none"> • Actions that expose others to serious danger or injury, or expose the School to potential accidental loss or damages - whether due to willful, grossly negligent or unintended acts • Unsafe acts or that endangers the safety and welfare of others Being in possession of, or under the influence of alcoholic, hallucinogenic or dangerous / prohibited substances, or distributing, storing or consuming any of these substances (at School or at School events) • Strong suspicion of habitual use (abuse) or regular use of medication, drugs or alcohol at School or at School events or a refusal to be tested for the use of such substances. 	Counseling/ Suspension and Hearing / Expulsion		
<ul style="list-style-type: none"> • Serious misconduct or actions that may bring the reputation of the School, learners or other stakeholders into disrepute 	Counseling/ Suspension and Hearing / Expulsion		



SERIOUS INFRINGEMENTS			
1. Playing of obscene, insulting or demeaning games Dangerous horseplay Malicious teasing	Counseling/ Final Warning/ Parental Contact	Suspension and Hearing / Expulsion	
2. Inappropriate or comments in public or at School events that brings the School into disrepute Abuse of School privileges or seniority / status, abuse of position of authority	Counseling/ Final Warning/ Parental Contact	Suspension and Hearing / Expulsion	
3. Smoking or being in possession of tobacco or cigarettes (on the School premises or at School events)	Counseling/ Final Warning/ Parental Contact	Suspension and Hearing / Expulsion	
4. Forgery or falsification of School documents and reports Lying and unfair (with less serious initial consequences)	Counseling/ Final Warning/ Parental Contact	Suspension and Hearing / Expulsion	
5. Vandalising property or equipment (School or others), improper use or not taking due care of property or equipment	Counseling/ Final Warning/ Parental Contact	Suspension and Hearing / Expulsion	
6. Acts or designed to create a hostile or threatening school environment, or that may reasonably have resulted in such an environment Willful disruption of School activities, interference with School authorities Conduct designed to be prejudicial to good order or discipline at the School	Counseling/ Final Warning/ Parental Contact	Suspension and Hearing / Expulsion	
7. Any misconduct by the learner that is considered by School authorities to warrant more than counseling, verbal reprimand or an ordinary warning.	Counseling/ Final Warning/ Parental Contact	Suspension and Hearing / Expulsion	



LESS SERIOUS INFRINGEMENTS			
8. Disregard for rules, directions, instructions or for any persons in authority Being discourteous towards School authorities, adults or peers, or displays of insolence Being unreasonably intolerant of others, and their personal beliefs, traditions, appearance or of diversity Persistent violation of School rules (with less serious initial consequences)	Counseling and Reprimand or Warning	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
9. Use of excessive force when playing games or during sporting events Playing games in an area where others may be injured or where property may be damaged Riding skateboards, wheelies, bicycles or motorbikes in areas where such activities are prohibited, or in such a manner as may cause injury to others or damage to property	Counseling and Reprimand or Warning	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
10. Noisy or disruptive , disturbing the activities of others Highly disruptive or unruly classroom Trespassing or entering School premises without permission or without supervision, and/or after school hours Refusing to identify oneself upon request by a School authority	Counseling and Reprimand or Warning	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
11. Swearing and use of vulgar, profane (foul) language	Counseling and Reprimand or Warning	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
12. Tardiness, littering and poor housekeeping Poor grooming, unhygienic personal habits, improper use of school facilities or ablutions Hair, dress or apparel that is not in accordance with School standards or rules Eating or drinking during class or School events / activities when consumption is not permitted	Counseling and Reprimand or Warning	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
13. Tampering with the possessions or equipment of others	Counseling and	Final Warning/	Suspension and Hearing



Use of School equipment without permission	Reprimand or Warning	Parental Contact	/ Expulsion
<p>14. Refusal or failure to complete homework or assignments</p> <p>Refusal to deliver or return reports, reply slips or letters to parents or to the School</p> <p>Unreasonable and unexplained refusal to attend or participate in School activities or compulsory events</p> <p>General uncooperativeness and / or being willfully obstructive</p> <p>Poor application to studies, schoolwork or assignments</p>	Counseling and Reprimand or Warning	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
<p>15. Truancy, poor timekeeping practices</p> <p>Unexplained absences from classes or from compulsory events or activities</p> <p>Leaving class or School premises without permission</p> <p>Persistent late-coming or early unauthorised departure from class / School.</p>	Counseling and Reprimand or Warning	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
<p>16. Persistent misuse of personal communication devices during School activities</p>	Counseling and Reprimand or Warning	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
<p>17. Any other infringements that may be considered serious enough to warrant the implementation of corrective action and taking of disciplinary measures.</p>	Counseling and Reprimand or Warning	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion