



PHENYO CHRISTIAN COLLEGE

Learner

Part 1 Code of Conduct

Part 2 Discipline Policy

Updated 2025

Policy name:	Learner Code of Conduct and Discipline Policy			
Date Approved:		Date policy will take effect:		Date of next review:
Developed by:	ACSI Southern Africa			
Approved by:				
Body Responsible for Communication and Implementation:				
References and legislation:	<p>The Constitution of the Republic of South Africa (Act no. 108 of 1996) The South African Schools Act (Act no 84 of 1996) as amended by the Education Laws Amendment Act, 2005. ("SASA") National Education Policy Act (Act 27 of 1996) The regulations for Misconduct of Learners at Public Schools and Disciplinary Proceedings, 2001 (General Notice 2591 of 2001). ("Regulations") The promotion of Administrative Justice Act (Act no. 3 of 2000) The promotion of Access to Information Act (Act no 2 of 2000) National Education Guidelines on Code of Conduct for Learners</p>			
Supporting Documents, Linked Documentation, Procedures and Forms for this Policy:	This policy should be read in conjunction with the following: Discipline in the Classroom by Sharon R. Berry			
	Documents attached to this Code of Conduct and policy are:			
	Form A Learner Pledge Form B Written Warning Form C Final Written Warning Form D Notice of Disciplinary Enquiry	Form E Summons to appear at a Disciplinary Hearing Form F Notice of Appeal Form G Notice of Grievance		
Scope:	School Board, Principal, School Management Team (SMT), Staff, Learners, Parents			
Revision History				
Expiry date of the Policy:	This policy remains in force until such time as it is replaced by a policy revised and approved by the School Board.			

- Vision and Mission Statement
- Statement of Faith
- Foundational Documents
- School values
- Family Policy

- Philosophy of Education
- Cyber safety and Security Policy
- Media Policy
- Data Management Policy
- Harassment Policy

- Essential Standards of a Christian School
- Transportation of Learners Guideline
- Attendance Policy
- School Excursion Policy
- Admission Policy
- Anti-Racism Policy
- Anti-Discrimination and Respect Policy
- School Dress and Appearance Guideline
- Cell Phone Usage Guideline
- Drug Policy
- Learner Code of Conduct and Disciplinary Policy
- Anti-Bullying Policy
- Pastoral Care, Support and Counselling Guideline
- Community Service Guideline
- Policy on Screening, Identification, Assessment and Support DBE 2014
- General Sport Policy
- General Financial Policy
- Learning Programme Design and Evaluation
- Language Policy
- Assessment Policy
- Moderation Policy
- Learner Support Policy
- Grievance Procedure for Parents
- Parent Manual Guideline
- Parent School Partnership Guideline
- Parent Code of Conduct Guideline
- Rights and Responsibilities of Independent Schools
- Relationship and Sexuality Education Policy
- Safeguarding Manual
- Biblical Worldview and Integration Guideline

1. DEFINITIONS

Discipline is a structured approach to guide learners toward understanding and adhering to required standards of behaviour and performance. It involves instruction, training, and correction. Discipline can be progressive, allowing for corrective measures over time, unless immediate and decisive action is warranted by the circumstances. Definitions of discipline encompass:

1. The practice of training people to obey rules or a code of behaviour, using punishment to correct disobedience.
2. The training expected to produce a specific character or pattern of behaviour, especially training that produces moral or mental improvement.
3. To train by instruction and practice, as in following rules or developing self-control.
4. A state of order based on submission to rules and authority.

Biblical discipline includes training and instruction according to God's Word, practised in love, aimed at the heart and carried out in such a way that it produces biblical character or a pattern of behaviour. Biblical discipline also builds moral values and sets the standard for ethical behaviour and spiritual growth through heart change and self-control. It is training learners to think rightly, and not only comply outwardly with what is required. It is motivating them out of a love of righteousness rather than a fear of punishment.

Well-designed and managed biblical discipline instructs, shapes, moulds, corrects, punishes, rebukes, and inspires appropriate behaviour. Discipline includes Bible-based guidance as well as the opportunity to direct learners away from sin. Discipline is best carried out over time in the form of training unless circumstances necessitate immediate and decisive action.

Progressive Discipline is a system of escalating disciplinary actions, starting with less severe measures like verbal warnings, and moving to written warnings, suspension, or expulsion if behaviour does not improve. It aims to give opportunities to correct behaviour.

Misconduct describes a learner's behaviour that is inappropriate and negatively impacts the learner's work, environment, parents, staff, or peers. Misconduct can range from minor issues to serious breaches of the school's values, statements, rules, practices and/or policies.

Gross Misconduct is a severe violation of rules or ethical standards that undermines the vision, mission and values of the school and may justify immediate suspension followed by expulsion. Examples include theft, violence, fraud, or serious breaches of trust.

Harassment is unwanted conduct which is persistent or serious in nature. It demeans, humiliates, and/or creates a hostile environment that aims to induce submission in others through threatened or actual adverse consequences. It could be related to a learner's (presumed) membership of a group identified by one or more of the prohibited grounds/characteristics associated with a group such as race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language, birth.

Cybercrime refers to illegal activities carried out through computers, digital devices, or the internet. These crimes include unauthorised access to data (hacking), online fraud, identity theft, dissemination of harmful content, cyberbullying, and other actions that exploit digital platforms to harm individuals, organisations, or systems.

A Disciplinary Hearing is a formal process in which allegations of misconduct or poor performance are reviewed. It allows the learner to present their case and evidence, while the school evaluates whether disciplinary action is warranted.

An Appeal is a formal request made by a learner to review and reconsider the outcome of a disciplinary decision or hearing. The purpose of an appeal is to challenge the fairness, correctness, or proportionality of the decision. It typically involves a review by a higher authority or the board and seeks to amend, reduce, or overturn the disciplinary outcome.

A Grievance is a formal expression of dissatisfaction, or a complaint raised by a learner regarding a perceived injustice, unfair treatment, or because of the actions or inactions of the school. Grievances can relate to academics, discipline, conflicts, or policy applications, and the aim is to resolve the issue through structured, informal or formal procedures.

2. PREAMBLE

This **Code of Conduct and Discipline Policy** serves as a framework to guide the school, learners and parents in promoting and enforcing disciplined behaviour. It ensures that disciplinary standards are applied fairly and consistently while assuring accountability within the school environment.

This school, in line with its vision and mission statements, establishes with parents and learners a clear understanding of the school's authority structure. This is the basis for relationships of mutual respect and, for the learners, obedience. This relationship is the key to all effective discipline, and through it, learners experience a sense of belonging and safety within biblical boundaries. Learning takes place in a social context where staff, learners, and parents treat and relate to one another as image-bearers of the Creator God.

Discipline and training aim to address the heart issue behind wrong behaviour and not to shame or humiliate learners. The focus is on long-term change of heart in an individual as they internalise proper behaviour.

Thus, misbehaviour becomes the “teaching moment” and is used by staff to help a learner evaluate their behaviour and the consequences of wrong decision-making. This leads to self-discipline, enabling a learner to grow in spiritual maturity.

The school is committed to maintaining a code of conduct and discipline policy for learners that reflects the teachings of the Bible, upholds the rights of the child as enshrined in the Constitution of South Africa and the United Nations Convention on the Rights of the Child, and aligns with the provisions of South African education legislation. This includes the South African Schools Act, 1996 (Act No. 84 of 1996), the Children's Act, 2005 (Act No. 38 of 2005), and other relevant laws and policies, such as the Guidelines for the Consideration of Governing Bodies in Adopting a Code of Conduct for Learners.

3. FUNDAMENTAL BIBLICAL PRINCIPLES FOR DISCIPLINE AND CONDUCT

This Learner Discipline Policy and Code of Conduct is based on the principles in the Bible for training, correction, and discipling.

1. The Principle of Changed Hearts

Without a learner becoming a “new creation” with a changed heart, discipline focuses on changing outward behaviour. Younger children do need help dealing with their (outward) misbehaviour. However, biblical discipline aims to help learners deal with their sinful hearts,

which lead to wrong behaviour, so that they come to understand their need for salvation. Then learners need to be disciplined to grow in knowledge and understanding of holiness and righteousness.

1. Children are born sinful. *For all have sinned and fall short of the glory of God.* Romans 3:23
2. Sin is bound up in the heart of a child. *Folly is bound up in the heart of a child, but the rod of discipline will drive it far from him.* Proverbs 22:15
3. Sin is a serious matter. *For the wages of sin is death.* Romans 6:23
4. Salvation that leads to a changed relationship with God is essential for a changed heart. Learners should be trained toward salvation, and then disciplined as new believers. *Therefore, if anyone is in Christ, he is a new creation; the old has gone, the new has come.* 2 Corinthians 5:17
5. Training and correction are achieved through instruction. *(Fathers)...bring them up in the discipline and instruction of the Lord.* Ephesians 6:4
6. Children are to be taught to be obedient. *Children obey your parents in the Lord, for this pleases the Lord.* Colossians 3:20 and 21.

This means children are to:

- Obey.
- Obey immediately, every time.
- Obey with the right attitude.

Children are commanded to obey their parents. Parents delegate this authority to the school while the learner is at school. Thus, authority in the classroom is handed to teachers and staff by the parent.

7. In addition to the authority delegated to parents, Romans 13:1-5 states that *"Everyone must submit himself to the governing authorities"*. This implies an inherent authority vested in the school as an authority placed over the learner.
8. Correction, training and discipline must be done in such a way so as not to exasperate or embitter a learner. *Fathers, do not embitter your children, or they will become discouraged.* Colossians 3:20-21
9. Learners are to be trained and corrected in the same way that God lovingly disciplines His children for their good. God's discipline is compared with a father's discipline. Hebrews 12:7 to 11
 - Consider your ways.
 - Repent and obey.
 - Reap the benefit of righteous living.

2. The Ephesians 4 Put Off/ Put On Principle.

Paul explained the steps to be used for correcting wrong behaviour.

You were taught, with regard to your former way of life, to put off your old self, which is being corrupted by its deceitful desires; to be made new in the attitude of your minds; and to put on the new self, created to be like God in true righteousness and holiness. Ephesians 4:22-24

1. Work with the learner to identify the wrong behaviour/misconduct, preferably by using biblical terminology for that sin.
2. Teach the biblical principles that will renew the heart attitude causing the misconduct.
3. Put on or adopt the correct conduct that will lead to righteousness and holiness. This is only possible on a long-term basis if there has been a renewing of the heart that comes about with the new birth.

Through training and correcting and using these principles, learners will be trained in obedience as well as to follow a biblical pattern of behaviour. This principle applies even to learners who are not believers as this would be for their common good.

3. The Principle that Actions have Consequences

Decisions to do good and speak rightly bring the blessings and honour of God. Decisions to do wrong and use words to hurt or harm will bring both natural consequences as well as discipline and punishment. In the context of this policy, consistently applying consequences for wrong actions and speaking is to instruct, train, and discipline learners to make godly decisions about their conduct.

Listen, my son, to your father's instruction and do not forsake your mother's teaching.

They are a garland to grace your head and a chain to adorn your neck.

My son, if sinful men entice you, do not give in to them.

If they say, "Come along with us; my son, do not go along with them, do not set foot on their paths;

Such are the paths of all who go after ill-gotten gain; it takes away the life of those who get it.

Proverbs 1:8-19 (selection of verses from this passage)

4. The Principle of Respect

Disciplined living flows from a proper love and respect for God, others, and self. Respect is foundational for building discipline that leads to self-discipline. *Show proper respect to everyone, love the family of believers, fear God, honour the emperor.* 1 Peter 2:17

5. The Principle of Personal, Biblical Decision Making

Learners can be forced to obey rules and regulations. Godly discipline, however, requires that learners are trained to make decisions that lead to righteousness and godly living. The goal of godly discipline is to produce self-discipline and biblical patterns in the life of learners. It is therefore the responsibility of parents and staff to instruct learners in godly decision making. This would mean following a process of asking God for wisdom, gathering information, searching the Bible to see what God says directly and indirectly, and asking for advice from a godly person.

Trust in the Lord with all your heart and lean not on your own understanding;

in all your ways submit to him, and he will make your paths straight. Proverbs 3:5-6

6. The Principle of Authority

God has established the authorities that exist. Consequently, rebelling against that authority is rebelling against what God has instituted, and those who do so will bring judgement on themselves. God has given parents authority to raise their children. Parents delegate this authority to the school while the learner is at school. Together, parents and the school take on the responsibility for teaching discipline to the learners.

Let everyone be subject to the governing authorities, for there is no authority except that which God has established. God has established the authorities that exist. Consequently, whoever rebels against the authority is rebelling against what God has instituted, and those who do so will bring judgment on themselves. For rulers hold no terror for those who do right, but for those who do wrong. Do you want to be free from fear of the one in authority? Then do what is right and you will be commended. Romans 13:1-3

7. The Principle of Loving Correction

Loving correction is based on the way God disciplines us as seen in Hebrews 12:6: *"The Lord disciplines the one he loves, and he chastens everyone he accepts as his son."* This principle emphasises that God disciplines us for our good so that we may share in His

holiness. Loving correction balances truth with grace, ensuring that discipline is an act of love that promotes learning, spiritual growth, and reconciliation. As a school with a mandate to train learners in righteousness, we need to ensure that discipline is corrective and guides learners back to what is right and good.

4. AIMS OF THE POLICY

The purpose of this policy is to establish a framework for:

1. Promoting Biblical Principles and Godly Character

- Ensuring that biblically based principles, values, and ethos are reflected in the training and correcting of learners.
- Promoting godly behaviour, correcting wrongdoing, and deterring unacceptable behaviour.
- Leading learners to salvation and a personal relationship with God.
- Providing the necessary framework to build and strengthen learners' faith in Christ.
- Encouraging learners to grow in positive character traits and develop the fruit of the Spirit.

2. Developing Personal Responsibility and Discipline

- Training learners by instruction to practise responsible behaviour, preparing them for adulthood and future roles in society.
- Teaching learners to obey God-given authority respectfully and willingly.
- Consistently applying discipline to guide learners from external controls toward internal self-discipline.
- Implementing fair and suitable consequences for wrongdoing that are age-appropriate, realistic, and actionable while avoiding empty threats.

3. Cultivating Respect and Healthy Relationships

- Promoting a climate of respect, consideration for others, and responsible behaviour.
- Encouraging good manners and courteous conduct towards peers, staff, family members, and the broader community.
- Endorsing and protecting the basic rights of teachers to teach and maintain an orderly learning environment, as well as the rights of learners to learn in a secure, non-threatening environment.

4. Ensuring Emotional Well-being:

- Supporting learners' emotional and spiritual development alongside disciplinary measures, recognising that discipline is a form of loving care.

5. Maintaining a Standard of Excellence in Discipline

- Ensuring the school upholds high standards of discipline in alignment with biblical principles and adapting to the challenges of changing times.
- Practising fair, consistent discipline for the well-being of the learner, the school community, and the successful achievement of the school's objectives.

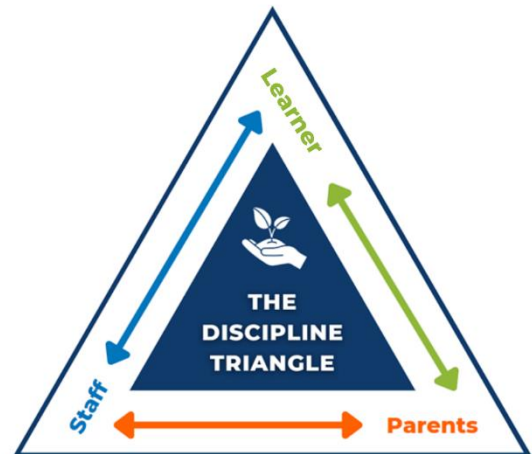
5. ROLES AND RESPONSIBILITIES

The discipline system is built on the partnership of three main role players: **parents, staff, and learners**. These groups need to agree on the fundamental principles and practices of discipline in the school and must develop a strong working relationship. While their roles may differ slightly, each plays a crucial part in ensuring the effective functioning of the discipline system.

The Role of the School Board

In their governance role, the school board should:

1. Ratify the learner discipline policy and code of conduct, ensuring it aligns with biblical principles, relevant legislation, and the school's ethos.
2. Delegate the implementation and day-to-day management of disciplinary processes to the principal and school management team.
3. Address grievances escalated to them after all other channels have been exhausted, to ensure fairness and due process.
4. Provide oversight to ensure the discipline policy is implemented consistently and effectively.



The Role of the Principal

The principal should:

1. Develop and maintain a clearly defined, biblical philosophy of discipline for the school, rooted in God's Word and consistent with the school's mission and vision.
2. Ensure discipline is fair, just, and consistently applied across the school community.
3. Clearly communicate the school's rules, standards, and expectations for behaviour to learners, parents, and staff.
4. Regularly review and update the code of conduct and discipline policy to remain relevant, compliant with current legislation, and reflective of Christ-like practices.
5. Provide leadership and support to the school management team and staff in implementing the discipline system effectively.

The Role of the School Management Team (SMT)

The school management team, which includes the principal, deputy principal, phase leaders, and subject leaders, should:

1. Model Christ-like behaviour in interactions with staff, learners, and parents, exemplifying biblical values.
2. Facilitate training for staff to effectively teach and apply the code of conduct in everyday school life.
3. Ensure consistent adherence to the discipline policy when managing counselling or addressing misconduct.
4. Be fair, impartial, and just in all disciplinary actions, balancing accountability with grace.
5. Support and guide staff in addressing level 1 misconduct, providing advice and resources as necessary.
6. Investigate alleged misconduct, considering underlying causes and explore possible remedies.

7. Provide or coordinate pastoral care and counselling for learners in need to ensure emotional and spiritual well-being.
8. Maintain confidentiality in all matters related to misconduct, especially during pastoral care and counselling processes.
9. Regularly review disciplinary practices to ensure alignment with the school's mission and the evolving needs of the learners.

The Role of Staff Members

Teachers and staff members are integral to maintaining discipline at both the classroom and school levels. They hold the authority and responsibility to guide, correct, and support learners in a manner that fosters a structured, disciplined environment conducive to teaching and learning. While correction is part of their role, training and mentorship remain the primary focus. All disciplinary actions should be carried out with professionalism, respect, and alignment with the school's disciplinary system.

Staff members should:

1. Set an example of Christ-like behaviour, modelling respect, integrity, and compassion to learners and parents.
2. Build personal and caring relationships with learners that is built on trust and mutual respect.
3. Consistently pray for the learners in their care and especially seek God's guidance when implementing disciplinary actions.
4. Teach and embody the principles of authority and Godly submission.
5. Model respect and self-discipline to inspire these qualities in learners.
6. Treat parents as partners in the educational journey, maintaining open and constructive communication.
7. Address infringements of the code of conduct promptly.
8. Apply the disciplinary process, procedures and consequences with grace and adherence to biblical principles.
9. Affirm each learner's God-given uniqueness, encouraging their spiritual and personal growth.
10. Communicate effectively with learners and their families, laying a foundation for open dialogue and understanding.
11. Establish clear classroom rules that align with the school's code of conduct and set standards for expected behaviour.
12. Train learners in good decision-making by:
 - Helping them identify the reasons for discipline.
 - Teaching them to recognise their poor choices and the better alternatives they could choose in future.
 - Using biblical principles to guide learners toward God-honouring decisions.
 - Emphasising that their choices should ultimately please God.
 - Explaining the natural consequences of wrong choices.
13. Encourage learners to restore relationships through asking for forgiveness, following steps in conflict resolution and becoming reconciled with those involved.
14. Use the appropriate grievance procedures when addressing complaints or concerns, ensuring professionalism and confidentiality.

The Role of Parents

Parents play a foundational role in supporting the school's discipline system. They are partners in reinforcing the school's values and principles at home. New parents to the school

community are required to attend a discipline workshop at the beginning of Term 1 to ensure alignment in expectations and practices.

Parents should:

1. Model Christ-like behaviour at home and in their interactions with the school, demonstrating respect, kindness, and accountability.
2. Pray regularly for their children, teachers, and school staff.
3. Teach their children to obey authority, as commanded in Colossians 3:20-21: *“Children, obey your parents in everything, for this pleases the Lord. Fathers, do not embitter your children, or they will become discouraged.”*
4. Discipline their children with love and consistency, reflecting God’s discipline as described in Hebrews 12:7-11.
 - Encourage reflection on their ways.
 - Teach repentance and obedience.
 - Emphasise the blessings of obedience and the consequences of disobedience.
5. Commit to the school’s code of conduct, actively training their children to follow it, and co-sign the pledge with older children.
6. Show respect for staff and the school’s rules.
7. Engage actively in their child’s education by:
 - Asking about their child’s school experiences and listening attentively.
 - Responding promptly to school communications.
 - Ensuring punctuality when dropping off and collecting their children.
 - Supervising homework completion and signing when required.
 - Ensuring children are properly equipped and dressed for school activities.
 - Encouraging children to take increasing responsibility for packing and organising their belongings.
8. Teach their children to greet others respectfully and to practice politeness in their interactions.
9. Address concerns directly with the relevant staff members, refraining from undermining the school or teachers in front of their children.
10. Reinforce school routines at home, such as tidying up quickly, preparing for daily activities, and taking responsibility for personal belongings.
11. Allow their children to experience the consequences of disobedience, for growth in self-discipline and accountability.

The Role of the Learners

Learners are expected to respect and abide by the school’s discipline system and code of conduct. Younger learners are guided and taught these expectations by staff, while older learners are encouraged to take ownership of their behaviour and commit to a lifestyle that honours God. From Grade 3 onward, learners are mature enough to co-sign the learner pledge (Form A).

Learners should take on these responsibilities:

1. Obey the directions and instructions of teachers, staff members, and coaches.
2. Arrive punctually at school and be in class on time.
3. Be prepared for classes with the necessary books, materials, and supplies.
4. Consistently follow school rules and regulations.
5. Align their behaviour with classroom norms and the expectations set by teachers.
6. Please take responsibility for their actions and behaviour, demonstrating accountability.
7. Complete and submit homework, projects, and assignments on time.
8. Manage their time effectively and prepare adequately for academic and extracurricular activities.

9. Treat staff, peers, and school property with respect and care.
10. Meet academic expectations and seek help when challenges arise.
11. Contribute positively to class culture and school environment.
12. Help maintain the cleanliness and orderliness of school premises.

Learners should participate by:

1. Actively joining in with classroom activities, discussions, and group work.
2. Respectfully contributing ideas and opinions through listening to others and working together.
3. Seeking an explanation when uncertain about requirements or instructions.
4. Engaging in school, community, and extracurricular programmes.
5. Showing initiative and taking responsibilities that could lead to leadership roles.
6. Promoting peace and cooperation within groups.
7. Resolving conflicts constructively.
8. Supporting school discipline efforts through personal accountability and positive behaviour.

Learners should work on character development by:

1. Growing in understanding of the values and culture of the school.
2. Demonstrating integrity by choosing right over wrong in daily situations.
3. Developing interpersonal skills such as cooperation, empathy, and respect.
4. Cultivating curiosity and a love for learning.
5. Embracing challenges to build resilience and adaptability.
6. Showing kindness and offering support to peers-in-need that reflects Christ-like compassion.

PART 1 CODE OF CONDUCT

This School is committed to providing an environment for the delivery of quality teaching and learning by:

1. Promoting the rights and safety of all learners, staff and parents.
2. Ensuring learners' take on increasing responsibility for their own actions and behaviours.
3. Prohibiting all forms of unfair discrimination and intolerance.
4. Eliminating disruptive and offensive conduct.

The code of conduct outlines the rules for learner behaviour at the school. These rules apply to all learners while they are on the school premises, when they are representing the school at off-site events, when they are in school uniform, or when attending any school function.

This code of conduct is designed to build and promote the following attributes in the learner:

1. Godly values, character traits and behaviour.
2. A sense of responsibility for their actions.
3. Consideration and respect towards others.
4. A consistent display of good manners and courteous conduct.

The vision and mission of the school, rules, policies, instructions, expected and acceptable behaviour and standards are intended to establish a disciplined and purposeful environment to facilitate effective teaching and learning. Each one of these in part, and as a whole, form the code of conduct. Nothing shall exempt a learner from complying with the these. Ignorance is, therefore, not an acceptable excuse.

General School Rules

1. Learners are always expected to behave in a courteous and considerate manner towards each other, and towards members of staff and visitors to the school.
2. Learners are expected to abide by the school rules regarding appearance and behaviour when representing the school, both during school hours as well as after school hours, while at school and when away from school. Learners may not say or do anything that will discredit themselves or the school.
3. No learner has the right at any time to behave in a manner that will disrupt the learning activity of other learners or will cause another learner physical or emotional harm.
4. Loitering and/or playing in and around the corridors, stairwells and toilets is forbidden.
5. All litter must be placed in refuse bins or wastepaper baskets.
6. Wilful damaging or vandalising of school property and the property of others, either by writing or by a physical act, is prohibited.
7. Theft of school property and private property is prohibited.
8. Any act of cheating in class work, homework, informal and formal tests or internal or external examination is prohibited. Furthermore, copying and/or borrowing another learner's work is forbidden.
9. Disruptive, unruly, rude and/or offensive behaviour will not be tolerated.
10. The handing in of completed work at the stated time is the responsibility of each learner.
11. Learners who fail to produce a medical certificate for absenteeism during formal examinations/tests/assessment tasks will obtain a mark of "0" (nought) for the examination/test/assessment task.
12. Learners will respect the beliefs, culture, dignity and rights of other learners, as well as their right to privacy and confidentiality.
13. Language that is seen as judgemental, discriminatory or racist is prohibited.
14. Any act that belittles, demeans or humiliates another learner's culture, race or religion is prohibited.
15. All learners have the right to an education free of interference, intimidation and/or physical abuse. Each learner will respect the property and safety of other learners. Fighting or threatening other learners is forbidden.
16. The learner will respect those learners in positions of authority. A learner who is in a position of authority will conduct him/herself in a manner befitting someone in authority. She/he will respect the rights of other learners and will not abuse such authority bestowed upon him/her through his/her position.
17. The carrying, copying and/or reading of offensive material is prohibited.
18. Learners must keep clear of areas that are indicated as out of bounds.

These include:

- The school motor vehicles garage.
- The playing fields, sports courts, swimming pool and area, except while attending official sports practice and matches or during a lesson while under the supervision of a teacher.
- Electrical mains distribution boxes, fire extinguishers and hoses.
- Parking lots, except while accessing their own vehicles.

The school will contact parents/guardians when a learner's behaviour becomes a cause of concern and will endeavour, in a spirit of constructive partnership, to resolve the problem.

General Classroom Rules

In each class, teachers will:

1. Discuss and set class rules at the beginning of the year. These should range from between 3 to 10 rules depending on the age or grade of the group.
2. Make sure that every learner understands the reason for the rules.
3. Place rules where they can be seen, in picture form for pre-reading learners, or as a list for older learners. A copy could be given to each learner which they could sign and date as an agreement. This is then pasted into a homework diary.
4. Develop commitment in learners in the class by training them to follow rules.
5. Re-evaluate class rules at the beginning of each new term.
6. Reward good behaviour.
7. Be consistent about the implementation of the rules – the rules should apply equally to each learner in the class.
8. Be fair in how the teacher implements the rules, as well as how learners report infringements of the rules to the teacher. This is critical to the trust relationship between teacher and learner and learners with each other.
9. Make sure that any disciplinary action is carried out according to the Discipline Policy.

Examples of class rules:

- Be on time for class.
- Obey instructions.
- Work and play safely.
- Always do your best.
- Follow directions and instructions.
- Work quietly – do not disturb others.
- Respect other people and their space.
- Be kind with your words and actions.
- Respect school and personal property.
- Talk quietly when working in small groups.
- Always greet teachers, friends, and visitors.
- Complete all unfinished class work and do homework.
- Line up quietly before entering and leaving classrooms.
- Raise your hand when you have a question or want to say something.
- Listen when others are sharing their thoughts – do not interrupt.

PROCEDURES TO BE FOLLOWED FOR IMPLEMENTING THE CODE OF CONDUCT

The implementation and administration of the code of conduct is the responsibility of the school management team.

Pre-school and younger learners

The school's and staff's basic assumption is that learners of this age are still developing appropriate social and life skills, and that they need time, routine, and training to acquire these skills.

In the younger age groups the class teacher deals with misconduct. Younger children are separated if one is physically hurting another child. As they get older, children are put on a few minutes of 'time out' near a caregiver, to calm down. Time out will last for up to five minutes, depending on the age of the learner or the severity of the incident. The learner will be placed in a supervised area, away from distractions, to reflect on their actions.

When conflict arises, or when there is a need for discipline, older learners are first told to stop a certain behaviour, then instructed as to why such behaviour or language is wrong. If they do not respond after a few requests, the learner is put on a few minutes of 'time out' near a teacher, to calm down.

Staff will guide the learner to deal with their heart's attitude with regards to any conflict or bad behaviour, be it physical or verbal. Explaining why behaviour is inappropriate and training learners to explore alternative actions becomes an integral part of the training process. If the learner does not respond favourably to this training, an informal conversation is had with the parents with a request to reinforce the school methods of discipline at home.

Should there be more serious problems that are ongoing and have not been satisfactorily resolved, a meeting with parents, the principal and the class teacher will take place to find out how together the team can work to resolve the behaviour. A referral to a specialist may also be requested by the school.

Primary and High School Learners

In the discipline process, when the code of conduct is breached, the emphasis is always on training the learner toward righteousness. Consequences are used to correct and train the learner to become more disciplined and to move from external to internal discipline. Learners are taught how to ask for forgiveness for their misconduct, as well as to correct their behaviour.

Throughout this process, parents are kept informed of the disciplinary measures taking place and are requested to support the correction of behaviour. They are kept up to date with the results of the application and outcome of these measures.

Monitoring of the corrective action may include:

- A behaviour contract with the learner.
- Daily or weekly reports to parents from the teacher.
- A support action plan for parents to implement.

Primary School

Learners in Grade 3 and above, as well as their parents, are expected to sign a pledge of commitment. (Form A).

High School

Learners sign a pledge of commitment. (Form A).

Handling of a learner/parent's grievances/complaints or appeals regarding discipline

The learner's teacher handles a complaint made by a parent or learner to the teacher. The principal is informed of the complaint.

When a teacher is not able to resolve a complaint, and further discussion is needed, an appointment is made for the teacher, learner, and parent to discuss the complaint with the principal.

During such an enquiry, the principal may meet separately with the teacher and the parents should this be necessary. Once facts are established regarding the content of the complaint, the principal will consider the facts presented to him/her, resolve the complaint and give a ruling.

If a parent, learner, or teacher of the learner is not satisfied with the resolution process, a parent, learner or teacher can escalate the complaint by formally requesting in writing that the school board address the issues surrounding the complaint.

At any point in the discipline process, parents may lodge a grievance with the principal. Such a grievance or complaint will be handled by the principal, or a designated representative appointed by the principal. Parents and learners will receive a written acknowledgment of complaints within 48 working hours of submission, with an outline of the next steps. Any grievance/complaint will be handled with discretion and confidentiality.

PART 2 THE SCHOOL'S DISCIPLINE PROCESS

Guiding Principles for School Discipline

Discipline at Phenyio Christian College is rooted in building God-centred relationships with learners, leading them to an understanding of authority and obedience. This process takes time, as it involves heart change and the development of self-discipline/self-control. A school ethos based on mutual respect, where learners understand boundaries, reduces the need for disciplinary action and fosters self-regulation.

Discipline is designed to train, teach, and instruct - never to condemn or shame a child.

Therefore, discipline at the school is characterised by the following values:

1. Fairness: Discipline is carried out for the learner's benefit.
2. Consistency: Measures are applied uniformly across situations.
3. Heart-centred approach: Younger children are guided in outward behaviour, while older learners are encouraged to examine the motives of their hearts.
4. Progression to self-discipline: The goal is to transition from external to internal discipline as learners mature.
5. Reasonableness: Consequences must be practical and achievable.
6. Privacy and calmness: Discipline is implemented privately and only when both the staff member and learner are calm.

School's Discipline Framework

The primary tool for maintaining discipline at Phenyio College is [Insert Name of System, e.g., merit/demerit system, reward system, notification system]. This system is detailed in [specify location, e.g., parent handbook, learner handbook, or school website], ensuring that learners and parents are aware of its purpose and application.

The emphasis is always on guiding learners toward making correct choices.

Steps in the Discipline Process

1. Classroom Level

- The process begins with the teacher providing individual training and attention to the learner.
- Teachers may use strategies such as adjusting seating arrangements or employing a time-out to manage classroom dynamics.

2. Parental Involvement

- Parents are informed of their child's misbehaviour through [specific school system, e.g., merit/demerit notifications or direct communication].
- Persistent issues lead to a phone call to parents and, potentially, a meeting to address the learner's misconduct.

3. Pastoral Care and Counselling

- If needed, the learner is referred for pastoral care or counselling.
- For younger learners, parents may be involved in these sessions or meet separately with the counsellor to implement strategies at home and school.

[Note: Details of this process are in the Pastoral Care, Support and Counselling Guideline]

4. **Escalation to Written Warning**

- If behaviour does not improve, a written warning is issued.
- A disciplinary enquiry, attended by parents, may result in the learner being suspended for one or two days.

5. **Disciplinary Hearing**

- Repeated Level 1 or 2 offences, indicating no change despite corrective measures, may lead to a formal disciplinary hearing.

Levels of Offences and Disciplinary Actions

Misconduct is categorised into four levels, each describing possible transgressions and corresponding corrective measures:

Level 1

Minor offences are typically resolved through verbal warnings or classroom-level discipline.

Level 2

Repeated or more serious offences require written warnings or parental meetings.

Level 3

Serious breaches of the code, potentially involving suspension.

Level 4

Critical offences, which may warrant a disciplinary hearing and could lead to expulsion.

Note: Disciplinary action is based on the severity of the misconduct, not on a sequential progression through levels. For example, a Level 3 offence may be addressed directly without prior involvement at Levels 1 or 2.

The Disciplinary Action Process.

Level 1: Overview:

Level 1 offences are minor transgressions that generally involve most learners (about 85%) at some point during the school year. These behaviours do not pose significant harm or disruption but need correction to reinforce school values and standards.

The focus at this level is to:

1. Promptly address and correct behaviour.
2. Guide learners toward understanding the impact of their actions.
3. Reinforce expected behaviour through consistent application of corrective measures.

Corrective Action Process

- A **verbal warning** is issued for first-time or minor infractions.
- Learners are reminded of the **expected standard of behaviour**.
- If misconduct persists, **escalated corrective measures** may follow, including detention, written notification to parents, or a meeting with parents.
- Teachers/staff members keep a **brief written record** of the incident and the warning for tracking purposes.

Level 1

Minor Breaches of Rules and Regulations	Disciplinary Measures
<p>Non-compliance with the school's: Vision and Mission Core values Philosophy of Education Statement of Faith Family Values Statement</p> <p>Attendance and Punctuality Late arrival in class or for an activity. Failure to attend class without a valid excuse. Failure to attend extra-mural activities, practices, or matches without valid excuse.</p> <p>Personal Misconduct Discourteous behaviour, insolence, or temper tantrums. Threatening or intimidating behaviour towards others. Gossip, slander or making derogatory remarks. Use of inappropriate language. Inappropriate displays of affection. Excessive noise or unruly behaviour (before school, during breaks, or after school). Entering out-of-bounds areas without permission. Loitering in walkways or toilets. Misconduct in assembly. Spitting. Minor falsification of documents with limited consequences. Refusal to submit to corrective measures Any action which brings the name of the school into disrepute. Lying or dishonesty</p> <p>Classroom Misconduct Disruptive behaviour during lessons. Failure to:</p> <ul style="list-style-type: none"> • Do assigned classwork. • Bring required materials (books, stationery, equipment). • Hand in homework or projects on time. <p>Copying another learner's work (classwork or homework).</p> <p>Uniform and Appearance Minor infringements of uniform rules (e.g., incorrect socks, unapproved jewellery, untidiness). Failure to wear the full correct uniform when in public. Failure to wear correct sports clothes for practices or matches.</p> <p>Property and Equipment Defacing desks, walls, or books with graffiti. Littering. Interfering with or damaging property.</p>	<p>Corrective actions/sanctions are carried out by a teacher/staff member and may include the following:</p> <p>Verbal Warnings: For first-time or minor infractions. Valid for 3 months</p> <p>Punishment: Aligning with the school discipline system (e.g., demerit/merit system).</p> <p>Detention: After school or during breaks.</p> <p>Reduction of Marks: For homework or projects not completed.</p> <p>Confiscation: Temporary removal of prohibited items (e.g., jewellery, cell phones) until the end of the week or term.</p> <p>Corrective Action Tasks: Removing graffiti on personal items during break times. Cleaning or tidying up areas affected by the misconduct.</p> <p>Written Notification to Parents: Informing them of the incident and corrective measures applied.</p> <p>Meetings with Parents: For persistent or recurring behaviour.</p>

<p>Possessing or using another person's property without consent.</p> <p>Inappropriate Use of Technology Inappropriate use of cell phones, electronic devices, smart watches or the school's IT resources during contact hours. Minor breaches of data privacy (e.g., sharing of internal documents without malice). Inappropriate use of social media that does not significantly harm the school's reputation.</p> <p>Sports and Extra-Curricular Activities Misconduct or poor sportsmanship during sports or extra-mural activities.</p> <p>General Responsibility Failure to hand in absentee letters or medical certificates. Failure to attend compulsory activities.</p>	
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Level 2 Offences – School Intervention

This level usually involves about 7–15% of learners. When a learner commits a more serious breach of rules, a formal written warning may be issued following a disciplinary enquiry. The enquiry and proceedings are recorded using a disciplinary report form.

- The learner and their parents sign the warning to acknowledge the process. If they refuse, the school staff notes it.
- A first written warning expires three months after issuance, while a second written warning expires six months after issuance.

Level 2	
Serious Breaches of Rules and Regulations	Disciplinary Measures
<p>Unreasonable repetition of a Level 1 Offence</p> <p>Academic Integrity and Cheating Plagiarism of work or projects. Cheating in tests or assignments. Forgery or falsifying documents. Disregarding test or exam procedures. Copying of work, projects or homework</p> <p>Property and Resources Misuse Interfering with or damaging another's property. Possession of another's property without consent Vandalism – defacing, damaging or breaking of property Graffiti in any media on any surface or item. Tampering with safety equipment or any other school property.</p> <p>Behaviour Towards Others</p>	<p>Grade Head to identify offenders and organise corrective measures</p> <p>Written Warnings: First Warning: Valid for 3 months from the date of issue. Second Warning: Valid for 6 months from the date of issue.</p> <p>Written Notification to Parents: A formal letter to inform parents of the incident, outlining the offense and corrective measures applied.</p> <p>Call to Parents: Immediate notification of the incident.</p>

Insolence, disrespect or defiance towards staff or any other authority figure.

Insubordination and disregarding of direct instructions

Verbal abuse, racist remarks, insults or bullying.

Disruptive or uncooperative behaviour which prevents normal teaching and learning

Threatening assault or intimidation of a learner or staff member.

Lying, swearing, or using offensive gestures

Causing physical harm to a learner or staff member with a sharp object

Personal Conduct

Repeated uniform and dress code violations.

Fighting or using offensive language.

Gambling or possession of inappropriate materials.

Taking part in any action which brings the school's name into disrepute

Possession of offensive material excluding pornographic material.

Smoking, vaping, or possession of cigarettes/vapes on/off or near to school property.

Technology and Social Media

Misuse of school-provided technology for inappropriate purposes.

Unauthorised sharing of sensitive or confidential school data.

Distribution of unapproved material using school devices.

Social media misconduct, including posts that harm the school's reputation or breach confidentiality.

Unauthorised access to non-sensitive school data.

Sending of inappropriate emails

Attendance and Punctuality

Bunking classes or repeated late arrival at school or in class.

Skipping detention without valid reason.

Sportsmanship and Representation

Misconduct during sports matches and competitions.

Actions bringing the school into disrepute.

Formal Meeting with Parents: Arranged for persistent or recurring behaviour to discuss an action plan for improvement.

Academic Consequences

Reduction of Marks: Applied for incomplete homework or projects.

Zero for Work: Assigned for plagiarism or cheating in tests or assignments.

Detention: Conducted after school or during breaks for disciplinary purposes. Non-attendance at detention escalates the offense.

Suspension from Class: Temporary removal from the learning environment for disruptive behaviour.

Confiscation of Prohibited Items:

Items like jewellery, cell phones, cigarettes, lighters, or vape/e-cigarettes are confiscated. To be returned at the end of the week or term, depending on the severity.

Corrective Action Tasks:

Removing graffiti on personal or school property.

During break times, cleaning or tidying up areas affected by the misconduct

Community Service: Assign tasks that contribute to the school or community.

Disciplinary Enquiry: A formal hearing to address serious breaches of the rules.

Pastoral Care: Guided reflection on behaviour aligned with biblical principles.

Meet with Principal: Discussion of consequences and guidance on expected behaviour.

Exclusion from Activities: Immediate removal from matches or school competitions for misconduct or poor sportsmanship.

Confiscation of Money: Taken in cases involving gambling or related activities.

Parent Financial Liability: Payment for damages, repairs and replacement to

	property and belongings caused by the learner.
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Level 3 Offenses – Transition to Formal Disciplinary Process

This level addresses severe breaches of school rules and regulations or gross misconduct. These cases typically involve 3-5% of learners.

- If a learner, after receiving written warnings, continues to engage in unacceptable behaviour, they may be issued a **final written warning** or subjected to a **formal disciplinary process**.
- Gross misconduct may result in **expulsion** following a formal disciplinary hearing.

All cases are evaluated on their individual merits, with sanctions tailored to the specific circumstances

Level 3	
Gross Breaches of Rules and Regulations	Disciplinary Measures
<p>Unreasonable repetition of a Level 2 Offence</p> <p>Safety and Violence Threatening violence or carrying out acts of intimidation. Possession, use, or threatened use of a weapon on school premises. Possession of weapons capable of causing physical injury (e.g., knives). Public indecency or causing disturbances. Vandalism: malicious damage to school or personal property. Fighting or physical assault.</p> <p>Substance abuse Possession, use, or sniffing of unauthorised substances (e.g., glue, thinners, drugs). Possession use, or trading of alcohol or drugs on school premises or during school outings. Being under the influence of alcohol, drugs, or narcotics at school. Consumption of drugs outside the school environment while in school uniform. Selling or distributing cigarettes or vapes on school premises.</p> <p>Digital and Data Breaches Sharing or misuse of confidential school or learner information, including through digital platforms. Unauthorised access to or tampering with sensitive school data or electronic records Committing identity theft. Cyberbullying or defamation of staff or learners. Fraud involving school systems.</p>	<p>Written Interventions Final Warning Letter: Issued for repeated or severe violations. Accountability Reporting: Regular written reflections submitted to monitor behaviour. Parent Interview and Action Plan: Parents are called in for a meeting to establish a clear improvement plan.</p> <p>Academic Sanctions - Zero Marks: For cheating or attempted cheating in tests or assignments. For copying work intended for year marks.</p> <p>Suspension: Temporary removal from class or school premises, including a temporary loss of privileges related to school activities.</p> <p>Exclusion from School Activities: Removal from extracurricular events, competitions, or leadership roles.</p> <p>Expulsion: Final removal from the school after a formal disciplinary hearing.</p> <p>Confiscation of Prohibited Items: weapons, drugs, or inappropriate materials.</p> <p>Return/Replacement of Stolen Property: Learners must either return stolen items or compensate for the loss/damage.</p>

<p>Facilitating criminal activity through digital means.</p> <p>Personal Misconduct Intimidation or repeated unwanted behaviour towards others. Actions that impede staff from performing their duties. Disruptive behaviour during school events, outings, or tours. Participating in unauthorised strikes, campaigns, or meetings that disrupt school operations. Promoting or associating with gang-related activities. Involving external parties in learner disputes. Threatening to assault or intimidate a teacher. Using offensive language towards teachers. Taking property without permission. Repeatedly disrupting the learning process, affecting the rights of others. Leaving school premises or being absent without permission. Any actions detrimental to school order and discipline.</p> <p>Moral and Ethical misconduct Possession, distribution, or display of pornographic material. Defaming or demeaning others based on any form of discrimination. Improper suggestions or advances of a sexual nature. Cheating which includes having unauthorised material during tests/exams or carrying out any form of communication during assessments. Unauthorised possession or distribution of test/exam materials before the scheduled assessment. Use of cell phones or digital devices during formal assessments and exams. Copying of computer exercises, projects, or other academic work intended for year marks. Using AI without referencing or identifying its use.</p>	<p>Cleaning or repairing: Restoring vandalised property.</p> <p>Compensation for Damages: Financial restitution by parents for damaged property.</p> <p>Community Service: Tasks such as cleaning or organising assigned to learners to promote accountability and restitution,</p> <p>Behaviour Management Programmes: Structured interventions to correct behaviour.</p> <p>Counselling: Pastoral care interventions aligned with biblical principles. Participation in individual or group sessions to address underlying issues.</p> <p>Professional Intervention: Referral to external psychologists, social workers, or rehabilitation centres if necessary.</p> <p>Mentor Teacher Meetings: Regular check-ins to track progress and provide guidance.</p> <p>Restorative Programmes: Tailored activities aimed at rebuilding trust and improving behaviour.</p> <p>Withdrawal of Recognition: Revocation of awards or positions of office.</p> <p>Temporary Suspension of Privileges: Prohibition from using school facilities or participating in events.</p>
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Level 4 Offences - Disciplinary Hearing for gross misconduct

Level 4 addresses severe breaches of school rules and gross misconduct. This level typically involves only 2-3% of learners. When a learner is guilty of gross misconduct or a major breach of the rules and regulations of the school or where, after previous written warnings, he or she fails to meet the standards of required conduct, a disciplinary hearing will be held.

Level 4	
Gross Misconduct	Disciplinary Measures
<p>Unreasonable repetition of a Level 3 Offence</p> <p>Use of Weapons: Using weapons capable of causing physical injury, such as knives or other dangerous objects.</p> <p>Possession of Firearms: Possession and/or use of firearms, firearm magazines, ammunition, or any dangerous or lethal weapon.</p> <p>Substance Abuse and Dealing: Possession, use, or dealing in drugs, alcohol, or other illegal or intoxicating substances, including distribution on school premises or during school outings.</p> <p>Poisoning: Poisoning or attempting to poison another person.</p> <p>Forgery: Forgery of any document or signature, causing potential or actual prejudice to the school.</p> <p>Theft and Burglary: Theft, robbery, or breaking and entering.</p> <p>Fraud: Financial fraud or deception.</p> <p>Hostage-Taking: Taking another person hostage or restricting their freedom against their will.</p> <p>Satanic Practices: Engaging in satanic practices that harm property, individuals, or other living creatures.</p> <p>Sexual Assault: Sexual assault, rape, or attempted rape.</p> <p>Physical Assault: Physical assault resulting in bodily harm.</p> <p>Incitement: Sedition or inciting illegal strikes, meetings, or campaigns on school premises.</p> <p>Dishonest Conduct: Dishonest behaviour to the prejudice of another person. Trading in test/exam materials or altering marks in the school system.</p> <p>Vandalism: Malicious damage to property belonging to the school, staff members, learners, or others.</p> <p>Criminal Offences: Any offence punishable under common law.</p>	<p>Suspension from School: Temporary removal from school premises as a precautionary measure.</p> <p>Final Warning Letter: Issued to the learner, emphasising the gravity of the offence and warning of further consequences.</p> <p>Detention: Additional supervised time to reflect on the misconduct.</p> <p>Community Service: Assignments aimed at restitution or improving accountability, such as cleaning, organising, or assisting school staff.</p> <p>Counselling: Individual or group sessions to address underlying issues. May involve pastoral care or referral to external professionals.</p> <p>Professional Evaluation: Referral to psychologists, social workers, or other specialists for intervention.</p> <p>Replacement of Stolen Articles: The learner or their parents must return or replace stolen items or compensate for damages.</p> <p>Disciplinary Hearing: A formal process to assess the severity of the misconduct and determine appropriate sanctions.</p> <p>Expulsion: Permanent removal from the school after a formal disciplinary hearing and principal's approval.</p>

Suspension

In the case of serious misconduct, the principal may suspend a learner as a precautionary measure.

Suspension may be imposed for any of the following reasons but is not limited to them:

- Conduct that violates the rights or safety of others.
- Criminal behaviour of any kind.
- Defacing or destroying school property.
- Disrespectful or objectionable conduct and verbal abuse directed at staff, parents or learners.
- Outright defiance of lawful requests or instructions issued by persons in authority.
- Indulging in racism or "hate speech".
- Sexual harassment or sexual assault.
- Immoral behaviour or profanity.
- Possessing, using, or displaying evidence of use of any narcotics, unauthorised drugs, alcohol or any other intoxicant.
- Repeated infringements of the code of conduct.
- Possession of dangerous weapons (guns, knives and other objects which may threaten the lives of learners and or staff).

Misconduct

As far as possible, disciplinary procedures are to be held at the school and to be conducted in an age-appropriate manner.

If a learner commits a form of misconduct that is also a criminal offence, criminal procedures and the disciplinary procedure will continue as separate and different proceedings. The school reserves the right to involve external authorities in cases of criminal activity.

Disciplinary proceedings must be concluded in the shortest possible time frame.

In dealing with misconduct, the principal must assess the seriousness of the alleged misconduct by considering:

- The extent to which the misconduct impacts the school and stakeholders.
- The circumstances in which the alleged misconduct took place.

The form of disciplinary procedure to be followed in any case is determined by the principal.

Counselling

In cases where misconduct warrants counselling, the principal must:

- Bring the misconduct to the attention of the learner.
- State the nature of the misconduct and give the learner an opportunity to respond to the allegations.
- Refer the learner to a counsellor. Parents are to arrange for the counselling and carry the cost of the sessions.
- The counsellor will make recommendations to the parents on ways to remedy the conduct and move toward establishing good behaviour patterns.
- Take steps to implement the corrective action decided by the counsellor.

[Note: See the Pastoral Care, Support and Counselling Guideline]

Warnings

After hearing the response of the learner, the member of the senior management team should:

- Issue a **verbal** warning.
- Issue a **written** warning where the seriousness of the misconduct warrants it.
- Issue a **final written** warning should the seriousness of the misconduct warrant it.
- Impose a combination of corrective actions.

The following provisions apply to written warnings:

- The written warning should be in accordance with (Form B) attached to this policy.
- The member of the senior management team must give a copy of the written warning to the parents and learner who must acknowledge receipt by signing on the written warning.
- If the learner and/or parent refuses to sign in acknowledgement of receipt, the member of the senior management team must hand the warning to the learner and parent in the presence of a staff member who signs in confirmation that the written warning was conveyed to the learner and parent.
- The written warning must be filed in the learner's file.
- A **first** written warning remains valid for **three** months.
- A **second** written warning remains valid for **six** months after the date of issue.
- If, during the three or six-month period, the learner is subject to disciplinary action for the same issue, the written warning may be considered when deciding on an appropriate action.

If the learner disagrees with the written warning or wishes to add any further information, he or she may lodge such additional information or a written objection against the actions. The additional information and the objection must be filed with the written warning.

Final Written Warning

In cases where the seriousness or extent of the misconduct warrants it, the principal may give the learner a final written warning. The following provisions apply to a final written warning:

- A disciplinary enquiry (Form D) should take place before a final written warning is issued. The parents of the learner must be at the disciplinary enquiry.
- A final written warning must be in accordance with (Form C) attached to this policy.
- The principal must give a copy of the final written warning to the learner and a parent, who must sign to acknowledge receipt of the warning.
- If the learner and parent refuses to sign to acknowledge the receipt of the final written warning, the principal must hand the warning to the learner in the presence of a staff member, who must sign to confirm that the written warning was given to the learner.
- A final written warning remains valid for one year.
- If, during the one-year period, the learner is subject to disciplinary action, the final written warning may be considered in deciding on further appropriate actions.

If the learner disagrees with the final written warning or wishes to add any information, he or she may lodge such additional information or written objection against the disciplinary action

or actions. The additional information and the objection must be filed with the final written warning.

Disciplinary Enquiry

If the seriousness or extent of the misconduct does not warrant a formal disciplinary hearing, a member of the senior management team must convene a disciplinary enquiry (Form D) where:

- The learner and parents are to be present.
- During the meeting, the learner is presented with the alleged misconduct.

To determine appropriate disciplinary action, valid warnings for similar offences by the learner would be considered.

PROCEDURE FOR CONDUCTING A FORMAL DISCIPLINARY HEARING

A formal disciplinary hearing is held to address allegations of gross misconduct. It ensures a fair, transparent process and allows the learner to respond to the charges.

Note: A learner under the age of 18 must have a parent or both parents present during a disciplinary hearing.

Steps in the Disciplinary Hearing Process

1. Preparation for the Hearing

Responsibility: Principal or designated representative.

Timeline: Minimum of 5 working days before the hearing.

Tasks:

Issue a **written notice** (using **Form E**) to the learner detailing:

- The allegations of misconduct.
- The main evidence supporting the allegations.
- The date, time, and venue of the hearing.
- The learner's rights during the process (as listed below).

Ensure the learner (and parents) acknowledges receipt of the notice:

- If refused, deliver the notice in the presence of a witness and record this on the notice.

Provide any documentary evidence relevant to the case.

Arrange logistical support for witnesses requested by either party.

2. Appoint a Chairperson

Responsibility: Principal.

Criteria: The chairperson must be neutral, impartial, and experienced in disciplinary hearings.

Tasks:

- Confirm they are available and accept the appointment.
- Brief them on the allegations and procedural guidelines.

3. Learner Rights

During the hearing, the learner has the following rights:

- A formal hearing conducted fairly.
- Sufficient time and notice to prepare.
- Representation (by a union representative, colleague, or other allowed representative).
- To question evidence and cross-examine witnesses.

- To call witnesses in their defence.
- To request an interpreter (at least 24 hours before the hearing).
- To appeal any disciplinary measures within 5 working days.

4. Conducting the Hearing

Steps for the Chairperson

1. Opening the Hearing

- Ensure suitable means for recording the proceedings is in place.
- Confirm the identity of the learner and their representative (if present).
- Verify that the learner received the notice and understands the charges.
- Address any preliminary objections (e.g., chairperson impartiality).
- Explain the procedure and rules of engagement.

2. Plea

Ask the learner to plead **guilty** or **not guilty**.

If the learner pleads guilty

- Confirm the learner understands the charge and accepts the facts as presented.
- Hear factors in mitigation (learner) and aggravation (principal).
- Conclude the hearing and deliberate on a recommendation.

If the learner pleads not guilty

The principal/school representative presents their case:

- Evidence is presented, with the opportunity for cross-examination by the learner.
- Witnesses testify one at a time, subject to cross-examination.

The learner presents their defence:

- Evidence is presented, with the opportunity for cross-examination by the principal.
- Witnesses testify one at a time, subject to cross-examination.

Both parties present closing arguments and/or final statements.

Conclusion

- The chairperson deliberates on the evidence.
- Record any issues raised about procedural fairness and address them.

5. Decision and Notification

Responsibility: Chairperson.

Timeline: Within 5 working days after the hearing.

Tasks:

Write a detailed report summarizing the findings, add a recommendation and give a reason for their recommendation.

Submit the report to the principal or school representative.

If the learner is found guilty

- The principal informs the learner of the decision and sanctions.
- Provide written notice of the **right to appeal (Form F)** or escalate the matter to the board (within 30 days).

If the learner is found not guilty

- The matter is dismissed, and the charges cannot be considered in future disciplinary actions.

Overview of Collective Misconduct and Disciplinary Action

Collective misconduct involves alleged wrongdoing by a group of learners acting with shared intent or objectives. Collective disciplinary actions aim to address the misconduct efficiently while upholding the individual rights of each learner. Restorative justice approaches may be considered where appropriate, focusing on rehabilitation and reconciliation.

Steps in the Collective Disciplinary Process

1. Investigation

Responsibility: Principal or designated representative.

Tasks:

- Conduct a thorough investigation into the alleged group misconduct.
- Document evidence, including witness statements and relevant materials.
- Identify all learners involved and notify their parents/guardians.

2. Notification

Responsibility: Principal.

Timeline: Minimum of 5 working days before the hearing.

Tasks:

Issue a written notice (using Form E) to each learner involved, detailing:

- The allegations of misconduct.
- Key evidence supporting the allegations.
- The date, time, and venue of the collective hearing.
- Learner rights during the process (as outlined below).
- Ensure each learner (and their parents/guardians) acknowledges receipt of the notice.
- If refused, deliver the notice in the presence of a witness and record this on the notice.

3. Learner Rights

Each learner involved in the collective hearing retains the following rights:

- A formal hearing conducted fairly and impartially.
- Adequate time and notice to prepare.
- Representation (by a union representative, colleague, or other allowed representative).
- To question evidence and cross-examine witnesses.
- To call witnesses in their defence.
- To request an interpreter (at least 24 hours before the hearing).
- To appeal any disciplinary measures within 5 working days.

4. Conducting the Hearing

Steps for the Chairperson:

1. Opening the Hearing

- Ensure suitable means for recording the proceedings is in place.
- Confirm the identities of the learners and their representatives.
- Verify that each learner received the notice and understands the charges.
- Address any preliminary objections, such as impartiality of the chairperson.
- Explain the procedures and rules of engagement.

2. Presentation of Evidence

The principal/school representative presents the case:

- Evidence is introduced and witnesses testify, subject to cross-examination.
- The learners, collectively or individually, present their defence:
- Evidence is introduced and witnesses testify, subject to cross-examination.

3. Individual Consideration

During or immediately after the hearing, provide each learner with an opportunity to:

- Demonstrate how their circumstances differ from the group.
- Present any mitigating factors specific to their role in the misconduct.

4. Conclusion

- Records any procedural fairness issues raised and addresses them.

- The chairperson deliberates on the evidence.

5. **Decision and Notification**

Responsibility: Chairperson.

Timeline: Within 5 working days after the hearing.

Tasks:

Write a detailed report summarising findings, recommendations, and reasons for the decision.

Submit the report to the principal.

If learners are found guilty:

- The principal informs the learners and their parents/guardians of the decision and sanctions.
- Provide written notice of the right to appeal (Form F) within 30 days.

If learners are found not guilty:

- Dismiss the matter, ensuring that the charges cannot be considered in future actions.

Differentiation in Sanctions

The school may impose different sanctions based on individual circumstances, provided:

- Justifications for discrepancies in penalties are documented.
- The school can explain its decisions if challenged.

Separate Proceedings (If Required)

In cases where individual accountability is unclear, or circumstances warrant, the school may:

- Conduct separate investigations or hearings for individual learners.
- Ensure these proceedings follow the same procedural fairness as collective hearings.

Should a learner be found guilty by a court of law for breaking the law of the Republic of South Africa, the school has the right, after a disciplinary hearing, to expel a learner. A hearing will be convened to verify this expulsion.

The Independent Schools Directorate should be informed of a decision to expel a learner as any appeal by the learner or his/her parents may involve the Department of Education. When assessing the so-called procedural fairness of an expulsion, the Head of Department (HOD) expects the school to demonstrate that the procedures outlined in the South African Schools Act, the regulations, and the school's disciplinary policy and code of conduct were followed. The procedures apply from the moment an investigation into alleged misconduct begins through to the moment a disciplinary sanction (such as suspension and/or expulsion) is selected.

In a case where this policy is in contradiction of any law then such law shall take precedence unless such law conflicts with the Bible, or the ethos and values of the school as defined in the Statement of Faith.

The School Board adopted this policy on
(Date)

Signed by

.....
**Chairperson of the
School Board**

.....
Date

.....
The Principal

.....
Date

This Policy is a dynamic document that is reviewed on an ongoing basis.
The school reserves the right to modify the policy as and when required.

Form A

..... School

Learner Pledge of Commitment

I,, a learner at Pheny College, understand the rules and their implications and hereby commit myself to uphold The Discipline Policy and the Code of Conduct of the school with this Pledge

The Pledge	
1	I will be responsible for upholding the school's values, traditions, and ethos.
2	I will abide by the Discipline Policy and Code of Conduct of the school.
3	I will make every effort, in both work and play, to be an example of Christian love toward others.
4	I will accept responsibility for my learning by attending class regularly, being punctual and completing all my tasks, and recognising that with responsibility comes accountability.
5	I will cooperate with my teachers and school staff with a good attitude and a willing heart.
6	I will treat everyone with respect by being polite, considerate, and helpful at all times regardless of differences in culture, religion, ability, race gender, age, sexual orientation or social class.
7	I will assist in always making the school a safe place.
8	I will let the school know if my rights have been infringed, or if I experience any other difficulty, and seek help from a person I trust.
9	I will respect my environment by consciously taking up God's command to care for and protect my physical and natural surroundings.
10	I will endeavour to have the courage to face and overcome challenges in a God-honouring way and stand up for what is right and fair.

Learner:

Parents:

Date:

Name of parent

Signature of parent

Witnessed by _____

Name of witness

Signature of witness

Date of issue

Form E: Summons to appear at Disciplinary Hearing

Learner's name: _____

Parent(s) name(s): _____

Date: _____

Residential address:

Both learner and parents are hereby summoned to appear personally on the

_____ day of _____ 202_____

at _____(time)

at _____ (place)

before the chairperson of a disciplinary hearing, for the purposes of giving evidence regarding the following misconduct:

You have the following rights:

- The right to a formal hearing.
- The right to be present at the hearing.
- The right to be given time to prepare for the hearing case.
- The right to be given advance notice of the charges.
- The right to be represented.
- The right to ask questions on any evidence produced, or on statements of witnesses.
- The right to call witnesses to testify on your behalf.
- The right to an interpreter, to be requested 24 hours prior to the hearing.
- The right to appeal within five (5) school days against any disciplinary measures imposed because of the hearing.

Issued by _____
Name of principal Signature of principal

Received by _____
Name of learner Signature of learner

Name of parent

Signature of parent

Name of parent

Signature of parent

Witnessed by _____

Name of witness

Signature of witness

Date of issue _____

Form F: Notice of Appeal

Date: _____

Personal details and ID number of the learner:

I _____ (name of learner) and

_____ (name(s) of parent(s))

hereby appeal against the findings and/or action that has been imposed in terms of the

Discipline Policy and Code of Conduct and procedure on _____ (date)

at _____ (place).

I attach a copy of the final outcome of the disciplinary hearing.
(The appeal request is not valid unless this document is attached)

My reasons for appeal are:

The desired outcome of the appeal is:

I wish / do not wish (choose one and circle) to provide additional evidence not available at the time of the disciplinary proceedings.

Signatures of persons lodging the appeal

Date

Form G Formal Notice of Grievance/Grievance Resolution

Learner's name: _____

Parent(s) name(s): _____

Date: _____

This serves to notify you that I/we have lodged a formal grievance.

The grievance relates to

The grievance has the following effect on _____ a registered learner at [Insert full name of school]:

To resolve the grievance, I/we propose that:

This grievance is lodged with the expectation that corrective action will be taken to resolve this matter as a matter of urgency. You are requested to make every attempt to resolve this grievance constructively. Should you be unable to resolve this grievance to the satisfaction of the complainant within this time, the grievance will be referred to the principal/school board for final resolution.

Action taken to resolve complaints up to this point (if applicable):

Is the action acceptable to the learner and parents?

Yes	No
-----	----

If accepted:

Signature of learner: _____

Signature(s) of parent(s): _____

Date resolved/accepted: _____

If not resolved, grievance referred to:

Name: _____

Date: _____

Action taken by the principal to resolve complaint (if applicable):

Final decision taken on grievance by principal:

Is the action acceptable to the learner?

Yes	No
-----	----

If accepted:

Signature of learner: _____

Signature(s) of parent(s): _____

Date resolved/accepted: _____

Should the learner and parents still not be satisfied with [Insert full name of school]'s action taken to resolve the grievance, he/she may refer the matter to the school board.

General notes and comments:
