



PHENYO COLLEGE

SCHOOL PROSPECTUS, AND PROCEDURES, 2026

GRADE RRR TO 7

STORY OF PHENYO COLLEGE

In 2007, God called Dr Jacob and Catherine Boshielo to establish the school that would serve the poor community of Nellmapius with holistic and quality education. As pastors passionate about transforming their community, they both realised that holistic and quality education is the answer to pulling Black people out of poverty.

Therefore, we have started a Pre-school in a corrugated shack, which served as a kitchen, office and classroom for teaching and learning. It had been difficult to offer the quality education we had envisioned in our hearts. As our former President said:

“It always seems impossible until it’s done”, Nelson Mandela

In 2023, we upgraded from Pre-School to an Independent School. We have started with only Grade 1. In 2024, we added more grades up to Grade 5. In 2025, we added grade 6, and in 2026, we are adding grade 7. We are excited to see gradual growth year after year. It is unbelievable that we are now a secondary school.

As a Christian school. We strive to transform the learners holistically (Spiritually, physically, mentally, emotionally, socially and economically). Our purpose is to prepare the learners for the workplace and business. We envisioned raising a responsible and accountable person.

“Train a child in the way he/she should go, and when he/she is old, will not turn from it” Prov. 22:6



Our first school

(1) VISION

Our vision is to be Centre of excellence offering holistic quality education and to become a Centre community transformation

(2) MISSION

To provide holistic quality Private education to all learners, to raise champions who will lead community transformation, to create a spacious and safe environment for our learners, teachers, and parents.

**OUR MOTTO
"Raising Champions"**

School scripture

Romans 8:37niv, No, in all these things we are more than conquerors through Him (God) who loved us.

(3) OUR LEARNERS

- English medium school
- We cater for Grades R-6, done through a phase-in approach.
- Qualified teachers
- High standard of teaching and learning
- Computer studies
- Leadership development programs
- Learner support programs
- Sport activities
- Community transformation programs

(4) CURRICULUM

The national CAPS are followed in our school. The teaching and learning language is in ENGLISH.

(5) FOUNDATION PHASE

Grade R

Subjects:

- English
- Mathematics
- Life skills

Learners learn through play, concrete information, fantasy, and practical involvement using all senses. A fully planned day daily with lots of activities.

Grade 1-3

Subjects:

- English
- Mathematics
- Life skills
- Afrikaans additional language

- Coding and Robotics

All grade 1-3 learners have a period for Biblical Studies

(6) INTERMEDIATE PHASE

Grade 4-6

Subjects: English

Afrikaans

Mathematics

Natural Sciences and technology

Social Science

Life Skills

Coding and Robotics

All grades 4-6 learners have a period for Biblical Studies

7 EXTRAMURAL ACTIVITIES

Co-curricular activities

We aim to offer the following in-phase approach

- Chess
- Dance (ballet)
- Computer Centre
- Swimming
- Different sporting activities
 - Soccer and netball

7.1 LEARNER-TEACHER RATION

To ensure personal attention our classes will be kept smaller.

7.2 SCHOOL TERMS AND HOURS

Office hours: Mondays to Thursdays: 07h15am to 15:30pm

Fridays: 07h15am to 15:30pm

The office closes an hour after school closes for long weekends and holidays.

School hours: Mondays to Thursdays: 07:30 am to 01h00 (Grade R)

07:30am to 14h00 (Grade 1-3)

07:30am to 14h00 (grade 4-6)

Fridays: 07h30am to 01h00pm

After-care (Grades R-3):

Mondays to Thursdays: 02h00pm-4h00pm

Fridays: 1h00-04h00

Compulsory extra murals, homework, extra tuition.

Mondays to Thursdays: 1h15am to 2h00pm (Grade R-6)

Formal detention: 1h15am to 2h00pm (Grade R-3)

Term	Duration	Number of weeks
1	(13) 14 Jan-27 March	11 weeks
2	09 April-26 Jun	12 weeks
3	21 Jul-23 Sep	10 weeks
4	06 Oct.-(11) 12 Dec	10 weeks

School holidays:

Public and School Holidays: 2026

01 January	New Year's Day
21 March	Human Rights Day
18 April	Good Friday
20 April	Easter Holiday
21 April	Family Day
27 April	Freedom Day
28 April	Freedom Day Observed
29 April	Special School Holiday
30 April	Special School Holiday
01 May	Workers Day
02 May	Special School Day
16 June	Youth Day
09 August	National Woman Day
24 September	Heritage Day
16 December	Day of Reconciliation
25 December	Christmas Day
26 December	Day of Goodwill

8. Thematic of the school

Growing in knowledge of Christ, the great teacher.

What Pheny Christian College offers?

8.1 Christian World and values

- A Christ-centred Education

- A discipline of leading a learner to Christ.
- Building a learner in Christ so that the learner will serve Christ.
- Sees Jesus in those we serve, so that they can see Jesus Christ in me.

To sum up

- Our responsibility as adults/parents/educators is to develop each learner holistically (physically, emotionally, spiritually, and intellectually).
- Our aim is to produce Godly adults who will be a blessing to others through wisdom and integrity.
- No one ever must be neglected. We are ministers of the Gospel for complete restoration of our learner.
- We need to see every learner through Christ's eyes.
- We need to help and guide our learners through all the departmental phases.
- We need to frequently encourage and praise our learners daily.
- We need to take on example of Jesus Christ in caring for every learner's personal growth and development.

9. CHARACTER OF PHENYO CHRISTIAN COLLEGE

- So many schools present "Christian Education" as part of their value offering to existing and prospective parents and learners.
- This used to present parents with a quantifiable differentiator when considering the school best suited for their children.
- During recent years, parents have however, found it increasingly difficult to discern the approach and practices of so called "Christian" schools from other schools.
- Many parents are now looking for schools where these fundamentals are an actual part of the heart and character of the school.
- On top of this, many teachers are becoming uncomfortable with the type of education they are expected to practice in school. They are asking questions about the nature and practice of Christian education.

-What then is Christian education?

-How do Christian schools differ from non-Christian schools?

- Professor Thinus Dreeckmeier, a well-known, highly regarded and respected Education academic and practitioner in Educational circles, says the following in

his book entitled: "Towards Christ-Centred: "There is a generally accepted misconception that Christian education is education like in any other school, but only covered with a Christian icing such as Scripture reading, prayer, devotions, Bible classes and so on.

- Preoccupation with such things may actually blind us to the real difference. The crucial difference must show up in what the Christian schools have in common

with all schools – the teachers, the pupils, the curriculum, and the management of the teaching-learning process. The real test of Christian education is what happens hour after hour, day-in and day-out in the classroom.

- There, the thought life of a younger generation gets moulded in one direction or another. There, the foundations of a Christian school are tested. When the classroom door closes, then a Biblical world and life view really counts.
- Education that does not acknowledge Christ in its totality does not introduce children to the world and life as it really is. Education that fails to recognise the Biblical view of the world and life can provide a false sense of security, in that the pupils may be led to believe that they understand what life is all about, when in reality the reverse is true.
- Christian education is therefore Christ-centred, Bible-based education in which the Lordship of Jesus Christ is acknowledged in all spheres of life.”
- If this is truly the case in a particular school, Bible reading, prayer, praise and worship, devotions etc. are only a reasonable response to the revelation that the learner has to his worth and identity in, and the complete work of Jesus Christ on the cross.
- As teachers, we are accountable for the education children in our schools receive and therefore need to take a firm stand to ensure that Christ-Centred Education is promoted, established and actually practised in our schools.

10. What is a worldview/mind-set?

- The way I see the world and life in it.
- The pair of mental glasses I’m wearing when looking at the world and life in it.
- A set of ideas about basic life questions.

11. Definition of a Christ-centred teacher

Someone who can **guide a child** in such a way that has been **implanted** in that child **by God** can be **drawn out** with the **inspiration of the Holy Spirit**. Such a child will then be able to reach his/her **full potential in Christ**.

11.1 Definition of Christ-Centred Education

From a Christ-Centred worldview, trusting the Holy Spirit to REVEAL CHRIST through the example of the lives of the teachers and staff as well as through every subject matter discussion, every sport- and cultural activity and establishing Christ as every

person’s origin and hope, resulting in individuals with a Christ perspective, establishing God’s kingdom in every vocation through revealing Christ in them rather than living an aimless dualistic life.

11.2 Nature of Christ-Centred Education

Christ-centred education is about discovering and experiencing the motives of God’s eternal heart and then touching the hearts of others by sharing it from your heart. Education becomes a heart-to-heart interaction.

11.3 Misconceptions about Christ-centred education

- Covering humanistic worldview education with a layer of Christian icing.
- Using the Bible as a textbook for the teaching of any subject.
- Tacking Scripture verses onto subject content.
- Moralisation of subject matter.

11.4 Christ-centred education will be answering the 4 questions:

11.4.1. Where do I come from (Ontology?)

Giving a sense of belonging and identity

- God created nature.
- God created man as a spiritual being.

(God loves me and has a dream for my life to be significant)

11.4.2. How do we know? (Epistemology)

Giving a sense of reality by discovering Gods truth

- Truth comes only from revelation of God. Revelation comes from creation, the Word and God's Spirit.

(I can enjoy a personal relationship with God)

11.4.3. Where do we go? (Teleology)

Providing a sense of direction by contribute to make my community a place where God reigns.

- Our destiny is the kingdom of God, not an earthly utopia or heavenly destination.
- The kingdom implies a Godly calling for every human on earth.

(I have a responsibility towards my fellow human beings and nature)

11.4.4. On what premise do we make decisions? (Axiology)

Providing a sense of value because He loves me.

- We make decisions by taking the will of God, His principles and His laws into consideration.

(God can be part of every area of my life)

11.4.5. The key to Christ-Centred Education lies within the **Revelation of Jesus Christ in the lives of the teaching and other staff**. Critical issues will include:

- Staff selection

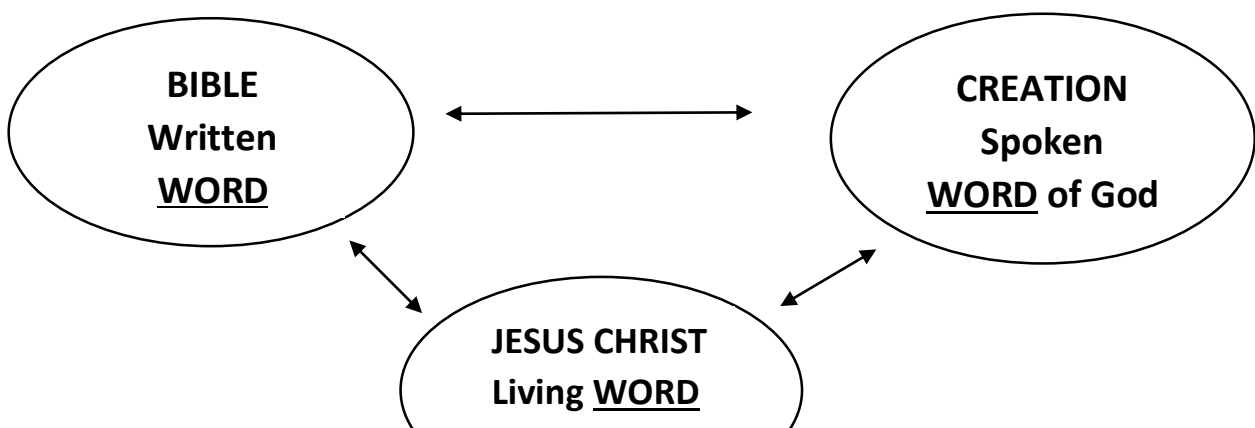
- Staff training and development
Understanding the Bible from a Christ-Centred perspective (measuring our success here is vital)
Subject content that will reveal Christ.
- Staff retraining cycles
- Mentorship in soft skills and subjects
- Staff Orientation processes

“I teach because I see people grow and change in front of my eyes. Being a teacher is being present at the creation, when the clay begins to breathe. Nothing is more exciting than being nearby when the breathing begins... I teach because, being around people who are beginning to breathe, I occasionally find myself catching my breath with them.” (Peter Beidler)

A **curriculum** that will support the process of revealing Christ in all our subjects is the 2nd vital component.

12. Christ-Centred curriculum and subject teaching

- Subjects are man-made divisions
- All subjects study the revelation of God in His creation
- Each subject studies a specific aspect (or aspects) of God’s revelation in creation.
- The truths of God as revealed in the subject area must be brought to the fore
(NB: the truths are not to be brought into the subject from the Bible – they are already there!)
- All subject must be taught as part of the total truth of God’s revelation



12.1 Christ-Centred subject teaching means:

- All subjects are taught as part of the total truth of God.
- Every subject is utilised to convey Biblical principles and values
- Affirming the unity of all truth and dispelling the myth of “sacred” and “secular” truth.
- Interpreting all truth within the perspective of the revealed truth in God’s written Word.
- Showing that all truth is applicable to life, both individually and in community

To do this, the teacher must first discover the motives of God’s heart as revealed through the specific subject content to be presented in each and every lesson and then plan how to share it with the learners in an **explicit** way. This is above and beyond the **implicit** way that the teacher as a role model and mentor, will share the truths of God.

13 Learner outcomes:

- Learners will cultivate a healthy relationship with the Lord, and through this relationship, they will develop.
- That learners, considering the level of their development, will discover their God given calling progressively.
- That learners will develop their character and constantly accept responsibility for their own lives and future.
- That learners develop a good understanding and touch for globalisation.
- That learners will be information literate.
- That learners will be able to function effectively individually, as well as with others in a team, group, organisation or community.

- That learners will be able to handle uncertainties.
- That learners will be prepared for the dynamic career and market world of the future.
- That learners will be able to think with anticipation and develop skills to investigate the future.
- That learners will know how to prioritise their activities according to their own values, life missions and life goals.
- That learners will continuously keep up their own emotional bank accounts.

- That learners besides a win – lose orientation, will also master a win – win orientation.
- That learners will be able to communicate accurately/effectively.
- That learners will always keep an openness of mind.
- That learners will establish and build their own personal assets.
- That learners will be able to innovate radically.
- That learners will develop an entrepreneurial attitude and ability.
- That learners will come to optimal self-knowledge and knowledge of their calling and role with the aim to develop the community, socially and economically.

14 Procedure Brochure

Admission:

14.1 Code of conduct

Phenyo Christian College is an independent Christian school registered with the Gauteng Department of Education.

Our school aims to educate learners in Christian beliefs according to the Word of God.

The school aims at providing prospective learners with:

- Application for admission form
- Arrange an interview with parents and learners who meet the set criteria

14.1.1 The role of the parent during the admission period

- The parent has the responsibility to provide the school with accurate, correct information during the enrolment process and not to withhold any relevant information.
- Parents must accept and support the Christ-centred character of the school.
- The parent has to ensure that he learner attends school regularly, has the correct school uniform and is wholeheartedly supported in his/her learning process.

14.1.2 Registration and admission of learners

- An administration fee is payable at the start of the registration dates before the beginning of each year.
- **School fee is payable exactly Month-end, late payment done after 03th, penalty of 100 will be added to the balance.**

14.1.3 Application for admission

- “Application for Admission Forms” are available from the administration office. These applications open at open days of each year and close on the 30th of November of that year. Alternatively, you can download the document from the website. (www.phenyocollege.co.za)
- All students must hand in a completed application form accompanied by all the relevant supporting documentation.

- The administration staff at the Phenyso Christian College will arrange an interview with the parents and the child/children by the principal or the head of department once all requirements have been met.
- Learners with special educational needs will be discussed at a School Based Support meeting, before deciding whether the school would be able to cater for the individual needs of those specific learners.
- All successful applicants will be informed in writing if they have been accepted at Phenyso College.
- If documents are not all submitted your child will never be taken to school.

15. Admission criteria

3.1 Learners will be enrolled at Phenyso Christian College after a successful application and interview. At this point, it is the parents' responsibility to settle relevant registration fees etc.

15.1. Learners will only be admitted to Phenyso College when:

- They adhere to the ethos of the school (Belief .of parents and learners)
- The learner is of appropriate age for the grade enrolled in (age difference must not be more than two years)
- The learner does not have specific barrier to learning that the school cannot provide adequate support for.
- The learner is proficient in English.
- Credit record of parents.
- Learners' last school report
- Testimony/report from previous school regarding behaviour.
- Placing tests is a help for class placement and support.
- Learners are admitted to Grade 1 in the year in which they turn seven.
- Learners who turn 6 before 30 June may apply, as per the amendment to SASA (section 5 of Act 84 of 1996).
- Any parent who wishes to make an application for admitting a learner below this age or an underage learner must make an application to the Head of Department.
- Such an application must be accompanied by a school readiness report.
- A school readiness report could be a report from a psychologist or similar professional person.
- Should the principal decide that it would not be in the child's best educational interest to be admitted to Grade R or Grade 1 as an underage learner, the parent must be furnished with reason for this decision in writing, given the opportunity to appeal to the Member of the Executive Committee.

16. Age Norms

Phenyso Christian College will enrol a learner in a grade as follows:

Correct age in grade (must turn before 30 June):
Pre-primary School

Grade RRR	3, turning 4
Grade RR	4, turning 5
Grade R	5, turning 6
Grade 1	6, turning 7 (maximum age 8, turning 9)
Grade 2	8, turning 9 (maximum age 10, tuning 11)
Grade 3	9, turning 10 (maximum age 11, turning 12)
Grade 4	10, turning 11 (maximum age 12, turning 13)
Grade 5	11, turning 12 (maximum age 13, turning 14)
Grade 6	12 turning 13 (maximum age 14, turning 15)
Grade 7	13, turning 14 (maximum age 15, turning 16)

17. Relevant Documentation

17.1. Learner

- Birth certificate/ID of learner.
- 2 colour ID-size photo (to be attached to the application form).
- Proof of immunisation.
- Transfer card or transferring letter from previous school.
- Most recent report card

17.2. Parent/Guardian

- Certified copy of ID
- Proof of residential address
- Recent pay slip/3 months bank statement

17.3. Foreign students

- Study permit
- Temporary or permanent residence permit from the Department of Home Affairs.

Admission period:

- All learners will be allowed to school on a one-month probation period. The school will, within reasonable limits, try to accommodate learners with barriers to learning.
- Learners not functioning on academic standards will be referred for help, and parents will be responsible for payments of costs incurred during the support process.

18. Language Admission Policy

- The language of teaching at the school is English. Therefore, learners admitted to the school will need to be sufficiently proficient in English so that their academics are not impeded.

- Learner seekers seeking admission will be required to undergo an interview to determine proficiency in English.
- Parents are responsible for providing or paying for any bridging required to meet the level of English necessary for success in a grade.
- Afrikaans is the only First Additional Language offered. Learners applying for Primary School admission will only be conditionally accepted based on their proficiency in Afrikaans and the grade which they are applying for. When applying for Grade 4-6, Afrikaans First Additional Language as a subject in the previous school, is required. Learners will be tested in Afrikaans during their admission interview when applying for High School admission.

19. General Principles

- 19.1 Learners are expected to behave in a courteous and considerate manner towards each other, the learner leaders, all staff members, and visitors to the school at all times.
- 19.2 Learners are expected to abide by the school rules with regard to appearance and behaviour when representing the school both during school hours and after school hours, at school and away from school. Learners may not say or do anything that will discredit themselves or the school.
- 19.3 No learner has the right at any time to behave in a manner that will disrupt the learning activity of another learner or cause another learner physical or emotional harm.
- 19.4 Learners are expected to create a culture of accountability and consistently promote non-violent activities at school.
- 19.5 The school management will contact parents/guardians when a learner's behaviour becomes a cause of concern and will endeavour, in a spirit of constructive partnership and restorative discipline, to resolve problems.

20. Learner Rights and Responsibilities

20.1 All learners are entitled to:

- a. Right to privacy.
- b. Right to education in a secure school environment.
- c. Right to participate in classes without disruption.
- d. Right to seek assistance from any staff member.
- e. Right to be protected from harassment by peers and staff.
- f. Right to be free from discrimination based on race, religion, gender, or nationality.
- g. Right to learn without being disrupted by other students.

20.2 Responsibilities

All learners must:

- a. All litter must be placed in refuse bins or recycling bins.
- b. Practice sound judgment and seek wise counsel from their parents and educators.
- c. Strive for academic excellence and attend all classes unless excused for a valid cause.
- d. Ensure that any missed work is completed.
- e. Be mindful of others' words and actions.
- f. Ensure that their behaviour does not divert other learners' attention from the assigned work.
- g. Embrace and endorse the learners chosen as mediators.

- h. Adhere to the rights and property of other learners and instructors.
- i. Will respect the beliefs, culture, dignity and rights of other learners, as well as their right to privacy and confidentiality.
- j. Language that is pejorative, discriminatory or racist is prohibited and constitutes a grade 3 or 4 serious misconduct offence, and will be dealt with as such in accordance with this Code of Conduct.
- k. Bullying, whether verbal, written, or physical, is considered Grade 3 significant misbehaviour and shall be addressed accordingly as outlined in this Code of Conduct.
- l. Any behaviour that belittles, degrades, or embarrasses another learner's culture, race, or religion is not allowed and is considered a Grade 3 or 4 serious misconduct offence, which will be addressed according to the Diversity & Inclusivity Policy.
- m. Learners will show respect to those learners in positions of leadership. A learner in an administrative capacity will behave appropriately for their position. They shall uphold the rights of other learners and refrain from misusing the authority granted to them by their position.

20.3 Commitment of Learners

The school has implemented a Diversity and Inclusivity Policy to promote civility, decency and respect for diversity, encompassing cultural, religious, and gender orientation. This policy should be read alongside the Code of Conduct. New learners at the school must sign a Pledge committing to the Code of Conduct and Diversity and Inclusivity Policy, as per Section 8(4) of SASA.

21. School Rules and Regulations

Phenyo Christian College community benefits from following rules and norms, which help maintain high standards of behaviour and ensure efficient functioning. Upon enrolment, learners are assimilated into the community and are expected to uphold behaviour that positively represents the school, regardless of where it is located.

21.1 Prohibited Areas

Learners may only enter the following areas if an educator is present:

- a) Any classroom.
- b) Staff room.
- c) Hall.
- d) Media Centre.
- e) Auditorium.
- f) Car park areas.
- g) Perceptual playground.

21.2 School Attendance

Parents/guardians, learners, educators, and School Governing Body (SGB) members share the responsibility of ensuring all students attend school.

- a) Parents or guardians must guarantee their children attend school consistently, arrive on time and avoid unnecessary absence.

- b) Learners who come back to school after missing a day must provide a written explanation from their parents or guardian detailing the cause for their absence.
- c) If a learner becomes unwell at school, they should promptly notify the office for appropriate assistance.
- d) Learners must obtain authorisation from the principal or vice-principals before leaving school premises, either through written or telephonic request, and obtain a permission slip before leaving.
- e) Parents or guardians should avoid scheduling appointments for learners during school hours.
- f) If a student is absent for a formal assessment, parents or guardians need to provide a written acceptable reason or a doctor's certificate. They must also fill out a yellow 'Absent for Assessment' form upon the student's return to school. This form, along with the letter or certificate, should be given to the Head of Department or Principal.
- g) Truancy/Skipping school is not allowed.

22. School Uniform and General Appearance

The personal appearance and attire of learners must comply with the regulations outlined in the Uniform Policy.

22.1 Deviation from the School Dress Code

- a) Deviation from school dress code guidelines is only allowed by the SGB or the Principal's written approval in extraordinary circumstances.
- b) Parents or guardians who prefer their children not to follow the Dress Code must submit a written objection to the SGB, explaining their reasons. The submission should explicitly state the rationale for the objection, specifying whether it is based on religious, cultural or other grounds.
- c) The SGB will review the submission and provide a written response to the parents within 14 days.

22.2 Boys Dress Code

- a) No body piercings, jewellery, or tattoos are tolerated.
- b) Only a wrist watch is permitted, no other jewellery/bling is allowed.
- c) Religious apparel should not be visible while wearing the school uniform
- d) Short hair is required on the back and sides. Hairstyles without a certain pattern are not permitted.
- e) Unconventional hair colours are prohibited.
- f) Shirts are required to be tucked in at all times.
- g) Summer and winter uniforms must be worn according to the school uniform agreement.
- h) Sports uniforms should only be worn during sports activities or when authorisation is granted.

NOTE:

The principal will determine the dates for wearing the winter uniform.

22.3 Girls' Dress Code

- a) No body piercings, body rings, or tattoos are allowed.

- b) Large and vibrant earrings are prohibited. Only little silver or gold studs or simple sleeper earrings per ear (lower ear lobe) are permitted.
- c) Religious jewellery should not be visible while wearing the school uniform.
- d) One can wear a functional wristwatch.
- e) No cosmetics, such as coloured lip gloss, are permitted on school premises or at official school events held offsite.
- f) Long hair must be tied up if it is longer than shoulder length. Avoid hair obstructing vision.
- g) Hair extensions are not allowed.
- h) No tinting or hair colouring is permitted.
- i) Braiding and gel are prohibited.
- j) Only hair accessories in turquoise, white or black are permitted.
- k) Long or fake nails are not allowed.
- l) Nail polish is discouraged
- m) Shirts are required to be tucked in at all times.

23. Valuable and Personal Belongings

Phenyo Christian College is not liable for any theft or damage to personal belongings on its premises.

- a) Cell phones are to be submitted to the office and retrieved at the end of the day.
- b) Toys, skateboards, roller blades, radios, electronic gadgets, discs, and playing cards are prohibited in school.
- c) Learners must refrain from touching, tampering with, or taking anyone's things.
- d) Books or images that are detrimental/damaging to good morals are prohibited on school grounds.
- e) Restricted items on school grounds and during official outside activities include dangerous and sharp objects.

24. Behaviour and Language

- a) Bullying and disruptive behaviour are not allowed at school.
- b) No fighting, kicking, biting, spitting, hair pulling or looting is allowed on the school premises or at official school functions that are not on the school premises.
- c) Swearing and the use of foul language is not allowed at the school.

25. Smoking Substances and Weapons

- a) Smoking and using tobacco products, including as cigarettes, pipes, e-cigarettes or any form of drugs and hookah pipes, is strictly forbidden on school grounds
- b) Alcohol and the consumption of alcohol products are strictly banned during school hours or any day of a school-related activity. Any learner believed to be under the influence of alcohol will be expelled from the school grounds.
- c) Carrying or using unlawful chemical substances and narcotics is severely forbidden

- d) Weapons are strictly banned on school premises. If a learner is discovered with any type of weapon, they will be turned over to the South African Police Service (SAPS) and expelled from the school.

26. Corporal Punishment

Corporal punishment is a disciplinary method that involves employing physical force to cause a student to feel discomfort without inflicting injury, to modify their behaviour. Section 10 of the South African Schools Act (No. 84 of 1996) prohibits all forms of corporal punishment in schools. Despite the prohibition, numerous schools nevertheless widely implement it. Media reports indicate that kids in many schools, particularly rural ones, exhibit arrogance, violence, rudeness, absenteeism, and other forms of wrongdoing. The study examined the South African Government's decision to eliminate corporal punishment in schools and its effect on student behaviour in relation to the school's Act.

27. Transport

- a) Learners who park their bikes (pedal or motorised) on the school premises do so at their own risk
- b) Learners may only park their bikes (pedal or motorised) in the designated areas.
- c) Unauthorised driving or parking of learners' motor vehicles on school premises is prohibited. Vehicles parked outside the school are the responsibility of the driver, and the school is not accountable for any theft or damage.

28. School Enrichment Programme:

The school Enrichment Programme encourages all learners to participate in at least one sport, cultural or service activity per term.

- a) The learner must consistently adhere to the appropriate etiquette for the given activity.
- b) Once a learner has dedicated themselves to an activity, they are obligated to adhere to the norms and responsibilities associated with it.
- c) Participation in an activity will last for the entire season or duration of that activity.
- d) Attendance at all practices is mandatory. Failure to attend a practice without a written excuse from the learner's parents may lead to the learner being suspended from participating in one inter-school league game.
- e) A suitable kit/uniform must be worn during their practices.
- f) A suitable kit/uniform must be worn for inter-school league games.
- g) Students must wear full school uniform when travelling to an away game, unless other arrangements have been made. Sports and other equipment should be packed in the correct luggage.

29. Responsibilities of Educators

- a) Educators must always honour the learner's right to a high-quality education.
- b) Educators should fulfil their duties and responsibilities towards the parents and the child diligently.
- c) Educators are required by the Constitution to always honour the rights of learners.
- d) Educators are expected to play a role in establishing a better society by setting a positive example in the community.

- e) Educators should collaborate with parents and students to create an environment that fosters healthy learning and education, grounded in strong values and high standards.

30. Responsibilities of Parents

Parents or guardians bear the ultimate responsibility for the behaviour of the learners.

Parents are expected to:

- a) Support the school and require learners to comply with all school rules and regulations as explained in the Code of Conduct.
- b) Take responsibility for their children's behaviour
- c) Show an interest in their child's school work and make it possible for the child to learn and complete school work in a positive climate.
- d) Attend meetings convened by the Governing Body or SMT for them.
- e) Parents, in conjunction with the principal, have the responsibility to take action against any educator, student, or individual who unlawfully infringes upon their child's constitutional rights.

31. Religious or Cultural Rights

Religious activities conflicting with the Code of Conduct will not be accommodated by the Governing Body if they relate to essential principles and beliefs of a recognised religion.

- a) All learners who are admitted to Pheny Christian College shall abide by the Christian faith that is being practised in the school.
- b) They be part of the assembly and any meeting connected to the issue of faith.
- c) We shall respect all learners belonging to other faith as long as is not practised in school.

32. Disciplinary System:

Teachers are responsible for maintaining discipline and handling student behaviour, with punishments commensurate to the offence. Students must follow the established discipline system, which guides school conduct. Teachers must address student behaviour when necessary, and corrective measures or penalties will be appropriate.

32.1. Levels of offences

Offences are classified based on their severity, with Level 4 offence being the most serious. Refer to Annexure B, 1 for a breakdown of offences corresponding to Grade/Levels 1,2,3 and 4.

32.2. Disciplinary Procedures

The levels of offence will determine the procedure to be followed.

- a) Grade/Level 1 offence – a written warning followed by a final written warning, then a disciplinary hearing.
- b) Grade/Level 2 offence – a final written warning followed by a disciplinary hearing, then a tribunal hearing.
- c) Grade/Level 3 offence – a disciplinary hearing or tribunal hearing (depending on the severity of the particular offence)

- d) Grade/Level 4 offence – offence immediately reported to the South African Police Services (SAPS) and a tribunal hearing.

32.3 Grade /Level 1: Offences

- a) Staff members or SMT members/prefects shall handle all Level 1 offences and must maintain a documented record of the offence and the disciplinary action taken.
- b) Upon the occurrence of the third Level 1 offence, the Departmental Head (DH) will be notified and provided with a record of all three offences, resulting in the issuance of a

written warning. The DH will retain a signed copy of the acknowledgement and inform the parent/guardian.

- c) Suppose the Level 1 offence happens again after disciplinary action, and a written warning has been given. In that case, the staff member will schedule an interview with the learner in collaboration with the DH. A final written warning will be given. The DH will retain a signed copy of the acknowledgement and inform the parent/guardian.
- d) The DH shall maintain copies of all pertinent documents on the offences and disciplinary actions taken and will share them with the learner's register teacher.

32.4 Level 2: Offences

- a) All Grade/Level 2 offences will promptly be directed to the DH. The staff member will schedule an interview with the learner in collaboration with the DH. Disciplinary action will be taken after issuing a final written warning. The DH will retain a signed copy of the acknowledgement and inform the parent/guardian.
- b) If a second Grade/Level 2 offence happens after a final written warning for the first offence, the DH will escalate the problem to the Disciplinary Committee for a disciplinary hearing. The parent/guardian will get a written notification at least five (5) days prior to the scheduled internal disciplinary hearing.
- c) If a Grade/Level 2 offence happens again after a final written warning has been given and a disciplinary hearing has taken place, the Disciplinary Committee will escalate the matter to a tribunal hearing. The parent or guardian will get a written notification at least five (5) days prior to the scheduled tribunal hearing.
- d) The DH will maintain copies of all pertinent documents on the offences and disciplinary actions taken and will give copies to the learner's register teacher.

32.5 Level 3: Offences

Grade/Level 3 offences will be promptly reported to the Departmental Head. The Departmental Head will forward the issue to the Disciplinary Committee, which will decide whether to hold a disciplinary hearing or a tribunal hearing based on the seriousness of the offence. The parent/guardian will get written notification at least five (5) days prior to the scheduled date.

32.6 Level 4: Offences

All Grade/Level 4 offences will promptly be reported to the Departmental Head (DH). The DH will escalate the issue to the school Principal, who will promptly submit a complaint to the SAPS and organize a tribunal hearing. The parent/guardian will promptly be notified of the offence and receive a written notice at least five (5) days prior to the scheduled hearing.

33. Disciplinary Intervention/Sanctions

Each case must be assessed based on its unique attributes and should lead to a punishment that is appropriate for that particular circumstance. The following consequences are suggested guidelines for teachers, DH, Disciplinary Head and Disciplinary Committees.

Possible actions for Grade 1 offences may include, but are not limited to:

- a) Verbal reprimand
- b) Written punishment

- c) Temporary confiscation of device
- d) Removing graffiti from desk during break times
- e) Keeping learner in during break times to complete work.
- f) Temporarily remove learner from class to corridor (from where the learner can still participate).
- g) Temporarily remove learner to Time Out Room
- h) Informing parents/guardians.

Possible actions for Grade 2 offences may include, but are not limited to:

- a) Any of the sanctions suggested for Grade 1 offences.
- b) Warning letter.
- c) Detention.
- d) Awarding 0 marks for cheating or plagiarism.
- e) Repair/ replacement of damaged or lost property.
- f) Elevating to a disciplinary meeting or hearing with Discipline Head.

Possible actions for Grade 3 offences may include, but are not limited to:

- a) Any of the sanctions suggested for Grade 1 and 2 offences.
- b) Final warning.
- c) Saturday detention.
- d) Referral for counselling.
- e) Referral for medication.
- f) Community service,
- g) Suspension of no longer than 21 days, inclusive of temporary suspension as a precautionary measure.
- h) Attendance of a relevant life skills programme.
- i) Exclusion from School activities and functions.
- j) Withdrawal of recognition, e.g an award.
- k) Temporary or permanent suspension from school-related privileges.
- l) Exclusion from sports
- m) Temporary or permanent removal from leadership position.
- n) Temporary suspension from class or school, pending disciplinary hearing.
- o) Recommendation for exclusion
- p) Suspended sanction providing that any subsequent offence may result in an immediate recommendation for expulsion, which may be combined with one or more of the other sanctions.

34. Suspension of a Learner by the Principal or Deputy Principal as Precautionary Measure

The Governing Body grants the Principal or Deputy Principal the authority to implement suspension as a preventative action for a student accused of a serious misbehaviour offence as outlined in section 8 of the SA Schools Act.

Prior to the student being suspended, both the learner and their parents must be provided with a chance to explain why the suspension should not be imposed. Disciplinary proceedings must begin within one week following suspension. If the procedures do not start within one week, permission to extend the suspension must be sought from the Head of Department.

This suspension will remain in effect until a verdict of not guilty is reached or, in the event of a guilty verdict, until the suitable penalty is determined.

35. Disciplinary Hearing Procedures for Serious Misconduct.

35.1 Investigation of possible serious misconduct

Where it is alleged that the conduct of a learner may constitute Grade 3 or 4 serious misconduct in terms of Part 2A of this Code of Conduct, the allegation must be brought to the attention of the Principal of the Discipline Head as his delegate who must-

- (a) Investigate or cause an investigation to be carried out to determine whether there are grounds for a disciplinary hearing.
- (b) Decide whether there is sufficient evidence to institute disciplinary action against the learner in respect of the serious misconduct, and whether or not to report the matter to the governing body.
- (c) Refer the matter to the Internal Disciplinary Committee in less severe cases or the SGB Disciplinary Hearing Committee in severe cases where suspension or expulsion may be considered.

If the matter is referred to the Internal Disciplinary Committee, an appropriate fair and transparent process must be followed.

If the matter is referred to SGB Disciplinary Hearing Committee, the procedure detailed below applies.

35.2 Notice to learner and parent of disciplinary hearing

The governing body must notify the learner as well as the parents/guardians of the learner, in writing, that the disciplinary proceedings will be instituted against the learner.

The notice must –

- a) Give a minimum of five school days' advance notice of the disciplinary hearing: notify both the student and their parents/guardians that disciplinary actions will be taken against the learner.
- b) Include specific details such as the date, time, location, and description of the suspected serious wrongdoing so the learner can recognise the occurrence and address it during the disciplinary hearing
- c) Include the date, time and location of the disciplinary hearing.

- d) Inform the learner of their entitlement to:
 - i. Have parents/guardians accompany and represent them at the hearing,
 - ii. Request access to documents or information presented as evidence, and
 - iii. Ask questions, cross-examine, present evidence, call witnesses, and provide documentary evidence to address the allegations.
- e) Notify the learner, when necessary, of the temporary suspension and the type of academic assistance that will be offered by the school before the disciplinary hearing and while the suspension is in effect as outlined in the regulation 2 (2).

The principal is compelled to provide the notification described in sub-regulation (1) to the learner and send a duplicate to the parents/guardians of the learner at the address listed in the school's admission register or the learner's profile.

35.3 Precautionary Suspension

The governing body has the authority to temporarily suspend a student suspected of serious misconduct from school for up to seven days as a precautionary measure, based on valid reasons.

The governing body must –

- a) Inform the learner and the parents/guardians of the learner of the intention to suspend and the reason therefore.
- b) Afford the learner and the parents/guardians of the learner a reasonable opportunity to make representations to the governing body in relation to such suspension; and
- c) Report the decision of the suspension of the learner to the District Director, who must keep a register of all such suspensions.

The governing body is obligated to carry out disciplinary actions as outlined in Part 2D of this Code of Conduct within seven school days preceding the suspension of the learner.

If disciplinary procedures are not initiated within seven school days following the learner's suspension, the governing body must seek consent from the Departmental Head to extend the learner's suspension.

36. Appointment and Composition of SGB Disciplinary Hearing Committee.

- a) The SGB Disciplinary Hearing Committee is responsible for overseeing the disciplinary proceedings.
- b) The SGB Disciplinary Hearing Committee shall consist of a minimum of five individuals, with at least three being SMT members.
- c) The disciplinary committee must be led by SGB Chairman or a designated body member chosen by the SGB, who is not a school employee or a staff member.
- d) The disciplinary committee must be unbiased, just and act without favouritism or bias.
- e) Individuals such as the Principal, the learner at the school, or anyone with a conflict of interest cannot serve on the disciplinary committee or attend meetings when the SGB discusses the committee's findings or recommendations.

37. Disciplinary Hearing

At the commence of the disciplinary hearing, the Chairperson must introduce everyone, ensure the witnesses are only present when giving their evidence, and inform the learner of their rights, including rights to:

- a) A formal hearing
- b) Be present at the hearing
- c) Have time to prepare their case
- d) Receive advance notice of the charges
- e) Be represented, give evidence, and state their case either in person or through a representative.
- f) Be accompanied at the hearing by parents/guardians/guardian if the learner is a minor.
- g) Put questions to any person called as a witness in support of a charge.

- h) Inspect documents submitted in evidence.
- i) To ask questions on any evidence produced, or on statements of witnesses; and
- j) Call witnesses to testify on their behalf.
- k) The right to an interpreter, to be requested 24 hours prior to the hearing.
- l) The right to appeal within five (5) days against any penalty imposed by the Disciplinary Committee.
- m) The learner must be advised of their right to appeal (Annexure E).
- n) The complainant and learner must sign the disciplinary form and a copy must be handed to the learner. (If the learner refuses, a witness must sign in the presence of the learner).
- o) The signing of the document by the learner does not imply an acknowledgement of guilt

37.1. Once the learner admits guilt, the chairperson must –

- a) Ensure that the learner knows and understands what he or she is pleading guilty to.
- b) Ask the learner, representative, parents/guardians of the learner whether anybody wishes to make representations before a suitable sanction is imposed.
- c) Ask the learner, representative, parents/guardians of the learner and any other parties, except the members of the disciplinary committee, to leave the room while the committee deliberates on a suitable sanction.
- d) Ensure that the disciplinary committee decides on an appropriate sanction.
- e) Ensure that the disciplinary committee, after finding the learner guilty of serious misconduct, decide if
 - i. The learner should be suspended for a period not longer than seven school days.
 - ii. Any other sanction contemplated for serious misconduct in the code of conduct of that school should be imposed on the learner, or the expulsion of the learner should be recommended to the Head of Department; and
- f) Recall the learner, representative or parents/guardians of the learner and inform them of the outcome of the recommendations to be submitted to the governing body.

37.2. If the learner pleads not guilty, the chairperson must –

- a) Request to review the investigative report, examine the evidence supporting the accusation and call the complainant and the witness.
- b) Allow the learner, their representative or parents/guardians to interrogate the complainant and witnesses in order to challenge the evidence presented.
- c) Allow the committee members to ask questions for clarification, if needed.
- d) Allow the learner to present their argument and bring up witnesses.
- e) Permit committee members to ask questions for clarification.
- f) Apologies to the learner, representative and parents/guardians as the committee assesses evidence and determines the verdict.

- g) The Committee needs to deliberate on the evidence and reach a judgment.
- h) The Chairperson needs to gather all relevant parties, communicate the disciplinary committee's decisions, provide the rationale behind the decision, and disclose any penalties that have been enforced.

37.3. If the disciplinary committee determines the learner is found guilty, the chairperson must adhere to

- a) Ask him or her or his or her representative, or parents/guardians, if they wish to make representations before a decision is made on the appropriate sanction; and
- b) Ask the learner, representative or parents/guardians of the learner and any other parties, except the members of the disciplinary committee, to leave the room while the committee deliberates on a suitable sanction.
- c) The disciplinary committee will decide on the appropriate sanction after considering all evidence and representations, including whether the learner should be suspended for up to seven school days, if any other sanction outlined in Part 2 C 4 of the Code of Conduct should be applied, or the learner should be recommended for exclusion to the Head of Department.
- d) Notify the student, their representative, or parents/guardians about the results of recommendations to be presented to the governing body.
- e) The learner and their parents/guardians must get a written notification from the governing authority of the decision on the learner's culpability for significant misconduct and the consequent penalty.

38. Corrective Suspension of Learner

The SGB can suspend a student as a disciplinary action once the student has been proven to have committed severe misconduct as outlined in the SASA rule.

The absence can last up to seven school days or up to 14 school days while awaiting the decision of the Head of Department as specified in regulation 8(2).

A learner can be suspended from school for a maximum of 21 school days.

The SGB chairman/Principal is required to inform the District Director of all decisions on the suspension of the learners and provide details about the nature of the suspension. The District Director will maintain a record of all suspensions.

Expulsion by the governing body

A learner may only be expelled from school after a fair disciplinary procedure has been concluded.

39. Health and Safety Policy

Safe School Environment

Create a Safe School Environment

39.1 Learners

- a) Each pupil is responsible for his/her personal safety and that of their fellow pupils by proper observation of school rules and procedures.
- b) Each learner must adhere to the proper standards of dress and behaviour for the working environment.
- c) Pay close attention to warnings, adhere to norms and routines, and seek them when needed. Observe.
- d) Should not intentionally misuse, neglect, or damage safety equipment.

39.2 Access to the school

- a) The SGB will ensure that clear signage is present throughout the school property, indicating that:
 - i. Anyone entering the school does so at their own risk.
 - ii. Anyone entering the school may be subjected to a search.
 - iii. No drugs, alcohol, guns or weapons permitted; and
 - iv. Unlicensed drivers will not be permitted to drive vehicles on the school property.
 - v. The school premises are smoke-free.
- b) During the school day, the school gates must be locked and access to the school must be controlled.
- c) Any person who is not a learner or staff member of the school must complete the access register before entry.
- d) Parents have the right to visit the school attended by their child, provided that the visit does not disrupt any school activities and is done with the permission of the principal. Except for emergencies, it is preferred that the parents visit the school on an appointment basis.
- e) According to the “Regulations for Safety Measures at Public Schools, 2001,” “No person shall, without the permission of the principal or DH, enter into any Pheny CC premises”. The principal must take such steps that he may consider necessary for the safeguarding of the school, as well as for the protection therein.
- f) Any visitor to the school, including parents, is required to:
 - i. Furnish his/her name, address and any other relevant information required by the principal or DH.
 - ii. Produce proof of his/her identity to the satisfaction of the principal or DH, if necessary.
 - iii. Declare whether he/she has any dangerous object or illegal drugs in his/her possession or custody or under his/her control.
 - iv. Declare and show what the contents are of any vehicle, suitcase, attaché case, bag, handbag, folder, envelope, parcel, or container of any nature that he/she has in his/her possession or custody or under his/her control:
 - v. Subject himself/herself, and anything which he/she has his/her possession or custody or under his/her control, to a search by a person of the same gender, an examination by an electronic device, sniffer dogs or other apparatus to determine the presence of any dangerous object or illegal drug; and
 - vi. Hand to the principal anything that he/she has in his/her possession or custody or under his/her control for examination or custody until he/she leaves the premises.
- g) The “Regulations for Safety Measure at Public Schools, 2001” allows the principal to remove any person any time from the school premises if:
 - i. That person enters the private-school premises concerned without the permission of the principal, and
 - ii. The principal or SGB considers it necessary for the safeguarding of the school premises or for the protection of the people thereon.
- h) Anyone who violates the above measures may be expelled from the school premises with the assistance of SAPS.

39.3 Smoke-Free Private School

- a) The school is a smoke-free zone.
- b) No person may:

- i. Smoke cigarettes and/or electronic vaping devices on the school grounds;
 - ii. Do not share or supply any cigarettes or vaping devices with students, whether on school grounds or elsewhere.
 - iii. May sell cigarettes and/or devices for e-cigarettes on school premises.
- c) Learners are not allowed to possess any cigarettes or smoking apparatus.
- d) Anyone who violates the aforementioned measures will:
- i. If a visitor – be removed from the school grounds
 - ii. If a staff member – be subject to disciplinary action as indicated in the school’s Human Resource Policy.
 - iii. If a learner – is subject to disciplinary action as indicated in the school’s Learner Code of Conduct.
 - iv. If any person (i) to (iii) above contravenes any law, the school will contact SAPS immediately.

40. Homework Policy

40.1 Purpose

The purpose and objective of the homework policy is:

- a) To compensate for the insufficient time at school and extends the learning process.
- b) To test a learner’s understanding of the work that has been done.
- c) To make learners independent and responsible.

- d) To encourage self-activity and also guide learners towards being able to do a task independently.
- e) To provide a control mechanism for the educator to determine which learners need attention and help.
- f) To teach learners to be conscientious at all times and promote neatness.
- g) To equip learners with crucial skills that they may need in future, e.g exposure to reading up and research;
- h) To act proactively regarding class work;
- i) To create space for tasks that is impracticable in class to be done at home.

40.2 Parent Involvement

- a) There should be prior consultation with parents regarding what the school’s homework policy involves.

- b) There should be a regular contact between the parent and the educator to determine the degree to which the parent should be involved in terms of helping with homework, e.g accessing resources for assignments, etc.
- c) A record should be kept of the parents who support their children with their homework, and the issue should be taken up with those who do not pull their weight, and they should be motivated to participate.
- d) Each parent should sign his or her child’s workbook regularly in order to stay in touch with the educator and to stay informed regarding the child’s work.
- e) Parents should show a keen interest in their child’s homework and also carry the responsibility for the completion of the homework.

- f) If the parent is illiterate, a family member should step in to help the learner.
- g) Parents can see what their children are doing in school and help with the homework as well.
- h) Parents will be able to bond with their children as they assist them and see the kind of education they are getting at school.

41. Learner Attendance Policy

41.1 Purpose of the Policy

- 1) The purpose of this policy is to –
 - a) Provide private schools with standard procedures for recording, managing and monitoring learner attendance.
 - b) Inform principals, educators, learners, parents and the SGB of their responsibilities towards promoting punctual and regular attendance at public schools.
 - c) Promote punctual and regular attendance at the school and
 - d) Provide the school and the Department of Education with standard procedures for recording, managing and monitoring learner attendance.

42. Rationale for the Policy

42.1 Importance of Regular School Attendance

Enrolment of learners and their regular and punctual attendance at school are prerequisites for an educated nation. Moreover, enrolment and punctual, regular attendance at school are important because:

- a) Each school has a duty to protect each learner's fundamental right to education.
- b) Enrolment at a school places a learner under an obligation to attend school punctually and regularly, unless there is a valid reason for absence; and
- c) A school that successfully curbs absence without a valid reason will most likely improve learner retention and performance.

43. Parents

A parent of a learner is expected to fulfil the following duties and responsibilities:

- a) Ensure that the learner attends school daily, on time and for the entire school day unless there is a valid reason for absence.
- b) Ensure that the learner is not taken out of school without a valid reason as determined by the school and without a permission note.
- c) Where a learner obtained permission to be taken out of school early, inform the school who will be fetching the learner and what relationship the person has with the learner.
- d) Inform the class teacher in a school diary or in a letter to the class teacher or by a telephone call to the administration office if the learner is absent or expected to be absent or be late for school with a valid reason.
- e) Notify the principal in writing well in advance of the learners' intentions to take certain school days off for the purpose of observing religious holidays/festivals or cultural practices.
- f) Cooperate with the school in resolving cases where the learner is absent without a valid reason or permission from the school.

- g) Encourage the learner to participate in catch-up programmes to make up for the time lost for absence from school.

44. Child Abuse Policy

44.1. Aim

The Child Abuse Policy is one of the critical guiding documents of our School. The purpose of this policy is to put measures and procedures in place to respect and protect the rights of learners, particularly their rights to safety, personal security, bodily integrity, equal treatment and freedom from discrimination, and especially to create an environment where learners can maximise their opportunity to learn, free from abuse.

The purpose of this Policy is to:

- a) Create a safe environment for all learners and to enjoy their learning experience.
- b) Providing a framework of clear guidelines to prevent abuse or harm to learners.
- c) Provide clear guidelines for learners to follow in the event of an accusation or suspicion of abuse, to ensure that the matter is responded to timely and appropriately.
- d) Ensure that this Policy is accessible, widely, and clearly communicated and can be implemented at all levels of the school and beyond.

44.2. Accountability and Responsibility

- a) The principal of our school is accountable for implementing, managing and sustaining the policy procedure described in this document. There must always be confidentiality in this matter. The principal will be assisted by a management committee.
- b) All educators have a legal obligation in terms of Section 15 of the Child Care Amendment Act (Act 96 of 1996) to report abuse to the principal.
- c) The principal will report abuse to the Head of the specialised Learner and Educator Support at EMDC Level.

45. Procedure for Suspecting Child Abuse

Apply the following procedure if you suspect some form of child abuse:

- a) Gather information about your suspicion without implicating any person;
- b) Document your info in a file (e.g information for the learner, information from other learners and/or parents and reports from parents and educators);
- c) Treat information highly confidential (place file in a strong-room or safe);
- d) Report to the principal to outline the procedure;

- e) Follow these steps:
 - 1) **STEP 1:** Ensure the **safety** of the learner (in collaboration with SAPS and a social worker, ensure that the learner will not have direct contact with the alleged offender)
 - 2) **STEP 2:** Explain to the learner that you will treat all the information in a confidential way, but in order to help him/her, you are legally obliged to report the case to other role-players such as social workers and/or SAPS. Explain the roles that they will play as well as the procedure that will be followed in steps 3-9.
 - 3) **STEP 3:** Inform the school principal (unless he or she is implicated). No detailed information about the alleged needs to be disclosed at this stage.

- 4) **STEP 4:** Assist the school principal in containing the role-players provided in the list below (within three days after the incident) in order to decide on the process of intervention. (if you are not sure which ones to contact, contact the school social worker or the Sae Schools Call Centre.) Other contact numbers are provided:
 - a) The local welfare organisation
 - b) The school psychologist
 - c) The Child Protection Unit
 - d) The SAPS in the residential area of the complaint
 - e) Labour Relations, when employees are alleged offenders
 - f) The complainant's parent(s) (with the consent of the complaint, if she or he is over 14), provided that they are not the alleged offenders
 - g) The Child Protection Centre
 - h) The Department of Health and the Department of Social Services
 - i) The school nurse (if available)
- 5) **STEP 5:** Assist the school principal in compiling a confidential report for the social worker and the SAPS. Ensure that confidentiality is maintained.
- 6) **STEP 6:** Assist the school principal in meeting with the relevant role-players mentioned in Step 4, to draw up a plan of action to indicate the responsibilities of each participant in the intervention process.

Phenyo Christian College principal must then report the case or incident to the Head: Specialised Support Services at the relevant Education Management and Development Centre (EMDC).

- 7) **STEP 7:** The school principal will follow up with all role-players, document the process and inform you of progress. He or she will also pass information on to the Head: Specialised Support Services at the relevant Education Management and Development Centre (EMDC).
- 8) **STEP 8:** Keep the learner and her or his parent(s) informed of the steps taken by the role-players and the outcome of the investigation.
- 9) **STEP 9:** Assist the school principal in monitoring the learner's emotional, mental, and physical health, discuss it with his or her parents, and refer the learner for further professional help if necessary.

46. Visitors Policy

46.1. Aim

To safeguard all the learners at school, where they can learn from and enjoy curricular and extracurricular experiences in an environment where they are safe from harm.

The school also has a responsibility to protect and preserve its resources against theft, vandalism and misuse of equipment.

46.2. Purpose

The school has a legal duty of care for the health, safety, security and well-being of all pupils and staff. This duty of care incorporates the duty to "safeguard" all learners from subjection to any form of harm, abuse or nuisance. It is the responsibility of the school Governing Body and senior staff to ensure that this duty is uncompromised at all times.

This policy is to ensure that the school:

- a) Welcomes appropriate visitors into the school community.
- b) Effectively screens, manages and supervises visitors to the school.
- c) Keeps record of all the visitors in the event of a school emergency or any future investigation.

47. Visitors

- a) All visitors should report to the guard at the school gate to gain access to the office.
- b) Registration numbers of vehicles of visitors entering the school grounds should be recorded by the guard or security officer at the entrance.
- c) All visitors should report directly to the school's secretary.
- d) No visitor should go directly to the office of the principal or deputy principal
- e) No visitor should go directly to any educator's class.
- f) Only in exceptional cases should visitors be allowed to enter into conversations with educators during school hours
- g) Visitors should make an appointment with the principal or staff member if possible.
- h) Visitors who appear suspicious to the security guard should not be allowed through the school gate.
- i) Visitors may not move about on school grounds after their appointment, but should leave the premises immediately after the appointment.
- j) A visitor's register should be kept by the secretary for visitors to enter their details into.
- k) The visitors' register should make provision for signing in and out.

48. General

48.1 Code of Conduct for Visitors in School

Ensuring your code of conduct is straightforward and available means visitors can follow them without incident. Some of these policies may include:

- a) A member of school staff will accompany any visitor while they are on campus (if available).
- b) Visitors may not interrupt classes in session or coordinate with a teacher ahead of time to observe.
- c) Visitors may only enter or exit your facility through the main entrance.
- d) Visitors must always wear a pass while on campus.
- e) Visitors must check-in or register their attendance with the front office administration.
- f) Visitors will be subject to security screening (if available)
- g) Visitors must present a valid form of identification.
- h) Visitors will not take part in nor encourage any illegal activities.

48.2 School Visitor Check-In

We recommend requiring visitors to register with your front office. This allows your administrative staff to track who is on the property and for what length of time.

Registration should be standard for any educational institution to ensure a safe facility.

Information collected at check-in may include:

- a) First and last name
- b) Any classroom they are visiting
- c) Date of visit

d) Check-in/out time

After signing-in with your facility's front desk, you should provide a school visitor pass and instruct guests to wear their pass at all times while on campus. Visitor passes allow other members of staff to identify allowed guests. Administrative staff should then ensure that all passes are returned at the end of the guest's visitation.

48.3 Classroom Visits

Parents may want to sit-in and observe an in-session class, and coordinate parents with associated teachers ahead of the parents' visit to prevent disruption. Entering a class unannounced or without warning causes unwanted and unnecessary distractions. You should establish rules discouraging interaction from visitors. Unwanted interruptions disrupt regular class proceedings and hamper the class's lessons.

48.4 Public Events & Organisation Meetings

If your facility hosts public events, you will most likely not want to register every attendee. These could include parent-teacher organisation meetings or open-house events, requiring sign-in for every parent or visitor unnecessarily slows down processes.

Distributing numbered tickets, disposable wristbands unique to your school, or using **skin-safe hand stamps** are better alternatives. If you feel you need the extra screening, since many school events, since the outbreak of the COVID-19, including graduation ceremonies, are held in smaller groups or not at all, you can also improve morale with customised items like name tags, **grad signs**, ribbons and more!

48.5 Unauthorised Visitors

If the school's Code of Conduct is breached, the school principal may proceed with legal action against the offender. The action taken will be determined by the severity of the offence.

Most schools encourage staff to report unauthorised individuals to the principal or other designated administrative staff.

In the event that an unauthorised visitor refuses to follow your policies, you may need to contact local law enforcement.

48.6 Guest Speakers

The school may invite external speakers or service providers to deliver, presentations, workshops and special programs for the learners.

The school will consider the following before authorising external speakers:

- a) Ensure that the content of presentations and programs by external providers contributes to the educational development of the learners and is consistent with curriculum activities.
- b) Ensure that any proposed visit, programme or content delivered by visitors is consistent with the values of the school and the Department of Education.
- c) Ensure relevant background checks, including Working with Children Checks, are compliant
- d) Educators are to supervise all learner-visitor activities.

48.7 Building and Maintenance Contractors

Contractors must be supervised by a designated member or staff. It is advisable to not have contractors/engineers on school grounds during school hours, due to safety reasons and OHS compliance. Where it is not possible to work after hours, safety measures should be considered and alternative learning environment(s) should be investigated.

49. UNIFORM

Girls and boys

Boys	Girls
Branded navy blue & sky-blue stripes golf t-shirt	Branded navy blue & sky-blue stripes golf t-shirt
Branded navy-blue tracksuit with sky-blue stripes on the side	Branded navy-blue tracksuit with sky-blue stripes on the side
Branded navy blue & sky-blue PT shorts (sports)	Branded navy blue & sky-blue PT shorts (sports)
Long & short grey trouser	scotch Killot
Branded sky-blue shirt	Branded sky-blue shirt
Socks navy blue with sky-blue stripes	Socks navy blue with sky-blue stripes
Black sneakers	Black sneakers

NOTE:

The principal will determine the dates for wearing the winter uniform.

50. 2026 FEE STRUCTURE

	After-Care	Grade R	Grades 1 - 3
Application fee(nonrefundable)		R500 new registration R300 for re-registration	R500 new registration R300 for re-registration
Monthly x11	R450	R1050 including coding & Robotic	R1400 including coding & robotic
			Grade 4-7 R1500
Stationery		By parent	By parent

ENQUIRIES

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BANKING DETAILS

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Acc no: 63021482847