ST. AUGUSTINE'S R.C. PRIMARY

Code of Conduct for Learners

ST. AUGUSTINE'S R.C. PRIMARY - CODE OF CONDUCT AND DISCIPLINE POLICY FOR LEARNERS

ADOPTED BY THE SCHOOL GOVERNING BODY IN TERMS OF THE SOUTH AFRICAN SCHOOLS ACT 84 OF 1996, AS AMENDED

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1. PREAMBLE, VISION, MISSION AND ETHOS

1.1 Preamble

St. Augustine's R.C. Primary School is committed to providing a safe, disciplined, supportive, and nurturing educational environment where effective teaching and learning can take place. School discipline is a shared responsibility among the School Governing Body (SGB), school leadership, educators, support staff, parents/guardians, and learners.

This Code of Conduct outlines the standards of behaviour expected from all learners registered at St. Augustine's R.C. Primary School. It seeks to promote positive discipline, self-control, mutual respect, and accountability, while protecting the rights, safety, and dignity of every member of the school community.

1.2 Vision and Mission

- **Vision:** To provide holistic, quality education grounded in Gospel values, empowering every learner to achieve academic excellence, spiritual maturity, moral integrity, and social responsibility within a changing society.
- **Mission:** In partnership with parents, the Catholic Church, the Western Cape Education Department (WCED), and the broader community, St. Augustine's R.C. Primary School strives to:
    - Nurture the unique potential of each learner in an atmosphere of love, care, and mutual respect.
    - Cultivate spiritual, intellectual, physical, emotional, and aesthetic development.
    - Instil core values of discipline, honesty, perseverance, compassion, and civic responsibility.
    - Provide an inclusive, safe, and disciplined environment conducive to optimal learning.

1.3 Religious and School Ethos

As a Roman Catholic public school on private property, St. Augustine's R.C. Primary School integrates Catholic values, moral teachings, and pastoral care into its daily academic and extra-mural life. While welcoming learners from diverse religious and cultural backgrounds in accordance with the Constitution, all learners and parents/guardians are expected to respect the Catholic ethos, traditions, assemblies, and values of the school.

2. LEGISLATIVE AND REGULATORY FRAMEWORK

2.1 Statutory Basis

This Code of Conduct is formulated and implemented by the School Governing Body pursuant to Section 8 of the South African Schools Act 84 of 1996 (SASA), as amended, and in alignment with relevant national and provincial legislation, regulations, and departmental directives.

2.2 Applicable Legislation and Policy Directives

The implementation of this Code of Conduct, including all disciplinary interventions and proceedings, is governed by and must be interpreted in alignment with:

1. **The Constitution of the Republic of South Africa, 1996:** Including Section 10 (Human Dignity), Section 12 (Freedom and Security of the Person), Section 14 (Privacy), Section 28 (Rights of the Child / Best Interests Principle), and Section 29 (Right to Education).
2. **South African Schools Act 84 of 1996 (SASA):** As amended, including amendments introduced by the Basic Education Laws Amendment (BELA) Act 32 of 2024, with specific reference to Section 8 (Code of Conduct), Section 8A (Random Search, Seizure and Drug Testing), Section 9 (Suspension and Expulsion), and Section 10 (Prohibition of Corporal Punishment).
3. **National Education Policy Act 27 of 1996 (NEPA):** Pertaining to national education standards, safety, and learner welfare.
4. **Children's Act 38 of 2005:** As amended, ensuring that all actions taken concerning learners prioritize their care, protection, and best interests.
5. **Protection of Personal Information Act 4 of 2013 (POPIA):** Applicable to the handling of learner records, personal information, photographs, and digital/social media communications.
6. **Firearms Control Act 60 of 2000:** Prohibiting dangerous weapons, firearms, ammunition, or imitation firearms on school premises.
7. **Dangerous Weapons Act 15 of 2013:** Pertaining to the illegal possession of weapons in public institutions.
8. **Drugs and Drug Trafficking Act 140 of 1992:** Regulating illegal controlled substances and dangerous chemical dependence.
9. **WCED Policies, Regulations, Circulars and Guidelines:** Pertaining to learner discipline, school safety, suspension and expulsion procedures, SBST management, and administrative compliance.

3. CORE VALUES AND RESTORATIVE DISCIPLINE PHILOSOPHY

3.1 Core Values

All interactions and behavioural standards within St. Augustine's R.C. Primary School are underpinned by six core institutional values:

- **Mutual Respect:** Valuing oneself, educators, peers, school property, and the environment.
- **Integrity and Honesty:** Demonstrating truthfulness, academic honesty, and moral uprightness in all actions.
- **Responsibility and Accountability:** Taking ownership of one's behaviour, academic work, attendance, and choices.
- **Pastoral Care and Kindness:** Showing empathy, compassion, and support to fellow learners and staff.

- **Loyalty and Pride:** Upholding the good name, traditions, uniform, and ethos of St. Augustine's R.C. Primary School.
- **Trust:** Building an atmosphere of physical and emotional safety through dependable conduct.

3.2 Restorative Discipline Framework

St. Augustine's R.C. Primary School adopts a **Restorative Discipline Framework**. While firm and progressive consequences apply to rule infractions, the primary objective of school discipline is corrective, educational, and rehabilitative rather than purely punitive. Restorative discipline aims to:

- Assist learners in understanding the harm caused by their misbehaviour.
- Require learners to accept responsibility for their actions and repair relationships or damaged property where possible.
- Support re-integration into the classroom and school community following disciplinary intervention.
- Involve the School-Based Support Team (SBST) to address underlying socio-economic, emotional, or learning barriers triggering misconduct.

4. RIGHTS AND RESPONSIBILITIES

4.1 Learners' Rights and Responsibilities

Learners Have the Right To:	**Learners Have the Responsibility To:**
Receive quality education in a clean, safe, and orderly environment.	Attend school punctually and regularly, equipped and prepared to learn.
Be treated with dignity, fairness, equality, and respect by staff and peers.	Treat educators, school staff, visitors, and fellow learners with dignity and respect.
Be protected from physical violence, bullying, harassment, discrimination, and abuse.	Refrain from all forms of bullying, violence, intimidation, discrimination, or abusive language.
Have their personal information protected in accordance with POPIA.	Respect the privacy and personal rights of educators, staff, and peers.

Learners Have the Right To:	Learners Have the Responsibility To:
Due process, procedural fairness, and a fair hearing before any disciplinary sanction is imposed.	Refrain from disrupting classroom instruction and comply with lawful instructions from school authority.
Express views appropriately and seek guidance and counselling support when needed.	Exercise self-discipline and follow established grievance and communication channels.

4.2 Parents' / Guardians' Rights and Responsibilities

Parents/Guardians Have the Right To:	Parents/Guardians Have the Responsibility To:
Receive regular communication regarding their child's academic progress, attendance, and behaviour.	Ensure their child attends school daily, arrives punctually, and remains for the full school day.
Be informed promptly of any serious disciplinary concerns, infractions, or formal proceedings.	Support the school's Code of Conduct and ensure their child complies with school rules.
Attend disciplinary meetings and hearings to support and represent their child.	Attend scheduled parent meetings, disciplinary consultations, and SGB hearings when requested.
Appeal disciplinary decisions in accordance with SASA and WCED procedures.	Equip their child with required uniforms, stationery, learning materials, and basic necessities.

Parents/Guardians Have the Right To:	Parents/Guardians Have the Responsibility To:
Expect a safe, supportive, and faith-filled educational environment for their child.	Ensure updated contact details, medical information, and residential records are provided to the school.

5. GENERAL RULES, EXPECTATIONS AND CODE OF CONDUCT

5.1 Attendance and Punctuality

1. Learners must attend school every official school day unless absent due to illness, medical appointments, or urgent compassionate grounds.
2. Official school hours are established by the Principal and SGB. Learners must arrive at school at least 10 minutes prior to the official commencement bell.
3. A written note or medical certificate signed by a parent/guardian must be submitted to the class teacher upon the learner's return following any period of absence.
4. Unauthorised absence, persistent late arrival, or leaving school grounds during school hours without a signed permission slip from the Principal or Deputy Principal constitutes serious misconduct.

5.2 Uniform, Grooming and Personal Appearance

1. Learners must wear the full, correct St. Augustine's school uniform neatly and with pride during school hours, school trips, and official school events.
2. Uniforms must be clean, neat, and properly sized.
3. **Hair:** Hair must be neat, clean, and kept off the face. Extreme hairstyles, hair extensions in unnatural colours, and shaved patterns are not permitted. Long hair (touching the collar) must be neatly tied back with black, brown, navy, or official school-coloured hair accessories.
4. **Jewellery and Accessories:** Only simple, plain wristwatches and plain silver or gold small studs/sleepers (one per earlobe) are permitted for learners with pierced ears. No other jewellery, religious charms (unless approved in writing by the Principal), or fashion accessories may be worn with the school uniform.
5. **Nails and Cosmetics:** Fingernails must be clean, short, and natural (no nail polish or acrylic extensions). Makeup and temporary tattoos are strictly prohibited.

5.3 Classroom Behaviour and Academic Integrity

1. Learners must enter classrooms quietly, sit in assigned seats, and prepare learning materials promptly.
2. Classroom instruction must not be disrupted by talking, walking around, unauthorized noise, or eating/drinking (except water when permitted).
3. Learners must complete classwork, homework, and assessment tasks diligently and submit them by set deadlines.

4. Plagiarism, copying, cheating during assessments or tests, and forging parent signatures are severe breaches of academic integrity (Level 2/3 misconduct).

5.4 School Property and Environment

1. Learners must respect all school property, including desks, chairs, walls, textbooks, library materials, sports equipment, and facilities.
2. Littering, graffiti, intentional destruction, or vandalism of school or church property is strictly prohibited. Costs resulting from intentional damage or loss will be recovered directly from parents/guardians.
3. Learners must treat school toilets and sanitations facilities with care and maintain personal hygiene.

5.5 Cell Phones and Electronic Devices

1. Bringing cell phones, smartwatches, tablets, or electronic gaming devices to school is strongly discouraged.
2. If brought for safety during transit to/from school, cell phones must be **switched off** and stored out of sight in the learner's school bag from the morning entrance bell until official dismissal.
3. Using cell phones during class, breaks, or on school grounds without explicit permission from a teacher is prohibited.
4. **Confiscation Protocol:** Any device used in violation of this policy will be confiscated by an authorized staff member, logged into the school safety register, and secured in the school safe. Confiscated devices will **only be released directly to a parent/guardian** following a formal counselling/disciplinary discussion. *No monetary fines or collection fees will be levied.*
5. The school accepts no liability for loss, theft, or damage to cell phones or electronic devices brought onto school grounds.

5.6 Prohibited Items and Controlled Substances

1. Learners are strictly prohibited from possessing, bringing, displaying, using, distributing, or selling the following items on school premises, during transport, or at school functions:
    - Dangerous weapons, knives, blades, scissors used aggressively, laser pointers, toy guns, fireworks, or explosive items.
    - Firearms, imitation firearms, or ammunition.
    - Alcohol, tobacco, electronic cigarettes, vaping devices, e-liquids, and matches/lighters.
    - Illegal drugs, cannabis/marijuana, narcotics, unprescribed pharmaceutical medications, or hazardous chemical substances.
    - Pornographic material, offensive media, or sexually explicit content in physical or digital form.
    - Stolen property or gambling paraphernalia.

5.7 Bullying, Cyberbullying and Social Media Conduct

1. **Bullying:** All forms of bullying—including physical intimidation, verbal abuse, name-calling, exclusion, extortion, emotional abuse, and racial/gender discrimination—are strictly prohibited.
2. **Cyberbullying:** Using digital communication, text messages, social media applications (e.g., WhatsApp, TikTok, Facebook, Instagram) to bully, harass, insult, threaten, defame, or degrade

fellow learners, educators, or school staff is a Level 3/4 offense, regardless of whether it occurs on or off school grounds, if it directly impacts school operations or learner safety.

3. **School Representation:** Learners and parents are prohibited from creating social media pages, accounts, or groups using the official name, logo, or crest of St. Augustine's R.C. Primary School without formal written authorization from the Principal and SGB.

6. AGE-APPROPRIATE DISCIPLINARY PROCEDURES FOR PRIMARY SCHOOL LEARNERS

6.1 Statutory Age-Appropriate Requirement

In accordance with **Section 8(5)(c) of the South African Schools Act 84 of 1996**, as amended by the BELA Act 32 of 2024, all disciplinary proceedings:

- Must be **age-appropriate**;
- Must be conducted in the **best interests of the learner**; and
- Must comply strictly with the principles of natural justice, procedural fairness, and reasonableness.

6.2 Application in a Primary School Context

1. As St. Augustine's R.C. Primary School caters to primary school learners (Grade R to Grade 7), disciplinary interventions must consider the child's age, emotional development, cognitive maturity, level of understanding, and individual background.
2. Primary school discipline aims primarily to educate, correct, guide, and support learners toward positive behavioural choices.
3. For minor and less serious misconduct (Level 1 and Level 2), formal adversarial proceedings are inappropriate. Instead, matters will be managed through:
    - Corrective discussions and guidance by educators;
    - Restorative conversations and peer mediation;
    - In-school support and behaviour monitoring charts;
    - Parent-educator consultations and disciplinary meetings.
4. Where serious or repeated misconduct occurs (Level 3 and Level 4), formal disciplinary processes will be instituted. However, all hearings, interviews, and proceedings will be adapted to be non-intimidating, child-friendly, and conducted in a supportive environment where the learner is accompanied by a parent/guardian.

7. GRADED OFFENCE FRAMEWORK AND PROGRESSIVE DISCIPLINE

Offences are categorised into four levels based on severity. Progressive discipline will be applied, moving from informal interventions to formal proceedings where necessary.

LEVEL 1 OFFENCES: MINOR MISCONDUCT

Examples of Level 1 Misconduct

- Classroom disruption, talking during instruction, or mild cheekiness.
- Minor uniform or grooming non-compliance.
- Occasional late arrival for school or class.
- Failure to bring required textbooks, stationery, or physical education gear.

- Incomplete or missing homework/classwork.
- Littering or mild carelessness with school environment.

Responsible Structure

- Class Educator, Subject Educator, or Grade Head. *(Note: Prefects/Learner Leaders do not possess disciplinary authority; they may only model behaviour and report misconduct to staff).*

Interventions and Sanctions

- Verbal warning, guidance, and classroom counselling.
- Restorative entry in learner workbook or communication book.
- Demerit points or temporary loss of classroom privileges.
- Class duty, minor cleaning task, or written reflection exercise.
- Parent notification via communication book or telephonic contact if repeated.

LEVEL 2 OFFENCES: SERIOUS MISCONDUCT

Examples of Level 2 Misconduct

- Repeated, uncorrected Level 1 misconduct (defiance/persistent disobedience).
- Insolence, disrespect, or aggressive language toward staff or peers.
- Truancy, cutting class, or leaving school premises without authorization.
- Academic dishonesty (cheating during class tests, copying homework, forging signatures).
- Possession or unauthorized use of cell phones/electronic devices during school hours.
- Minor property damage, writing graffiti on desks/walls, or intentional misuse of equipment.
- Possession or use of tobacco, matches, lighters, or vaping devices.
- Minor fighting, pushing, shoving, or verbal bullying.
- Use of coarse, vulgar, or profane language.

Responsible Structure

- Departmental Head (HOD), Grade Head, or Deputy Principal.

Interventions and Sanctions

- Formal parental notification and compulsory Parent-Educator Disciplinary Meeting.
- Official Written Warning / Incident Record filed in cumulative record.
- Temporary confiscation of cell phones (returned only to parents).
- Deprivation of extra-mural or school privilege participation.
- Referral to the School-Based Support Team (SBST) for emotional/behavioural intervention.
- Restitution, cleaning, or repair of damaged property by the learner/parent.

LEVEL 3 OFFENCES: VERY SERIOUS MISCONDUCT

Examples of Level 3 Misconduct

- Repeated Level 2 offences failing to respond to previous interventions.
- Severe verbal abuse, swearing, or direct defiance toward educators or staff.

- Serious physical fighting, assault causing minor injury, or severe intimidation.
- Severe bullying, cyberbullying, sexual harassment, or hate speech.
- Theft, shoplifting during school activities, or possession of stolen goods.
- Vandalism, intentional destruction of school, staff, or church property.
- Possession, consumption, or being under the influence of alcohol, cannabis, or illegal substances.
- Possession of dangerous weapons (blades, knives, imitation firearms, hazardous chemicals).
- Extortion, gambling, or forcing money/goods from other learners.
- Gross academic dishonesty during formal examination sessions.

Responsible Structure

- Principal, Deputy Principal, SBST, and SGB Disciplinary Committee.

Interventions and Sanctions

- Immediate referral to the Principal / Deputy Principal.
- Mandatory Parent Consultation and Formal Disciplinary Meeting / Hearing.
- Final Written Warning and Behavioural Contract.
- Immediate mandatory referral to the SBST / WCED District Support Services for intervention.
- Precautionary suspension (not exceeding 7 school days) pending formal investigation/hearing.
- Formal SGB Disciplinary Hearing.

LEVEL 4 OFFENCES: CRIMINAL AND GROSS MISCONDUCT (RECOMMENDATION FOR EXPULSION)

Examples of Level 4 Misconduct

- Severe physical assault causing serious bodily harm to staff or learners.
- Possession, brandishing, or threat with a firearm or dangerous weapon.
- Dealing, selling, or distributing illegal drugs, alcohol, or narcotics on school grounds.
- Sexual assault, rape, or severe sexual misconduct.
- Arson, major vandalism, or intentional destruction of critical school infrastructure.
- Armed robbery, extortion involving severe violence, or criminal gang activity.
- Criminal acts under South African law committed on school grounds or during school functions.

Responsible Structure

- School Governing Body (SGB) Disciplinary Committee and Head of Department (HOD: WCED).

Interventions and Sanctions

- Immediate suspension from school by the SGB (not exceeding 7 school days).
- Immediate reporting to the South African Police Service (SAPS) and WCED District Director.
- Formal SGB Disciplinary Hearing to consider recommendation for expulsion.
- Submission of SGB recommendation for expulsion to the HOD (WCED) for final decision.

8. STATUTORY PROCEDURES FOR SEARCH, SEIZURE AND DRUG TESTING

8.1 Statutory Authority (SASA Section 8A)

In accordance with Section 8A of the South African Schools Act 84 of 1996, the Principal or an authorized delegate may conduct searches and drug testing under strict statutory conditions to maintain a safe, drug-free, and violence-free educational environment.

8.2 Search and Seizure Safeguards

1. **Authorized Persons:** Searches for dangerous objects, weapons, or illegal drugs may only be conducted by the Principal or an authorized educator/staff member of the **same gender** as the learner.
2. **Mandatory Witness:** A second adult staff member of the **same gender** must be present as a witness throughout the search.
3. **Reasonable Suspicion vs. Random Search:**
    - **Targeted Search:** Conducted when there is reasonable suspicion that a specific learner possesses illegal substances, stolen property, or dangerous weapons.
    - **Random Search:** May be conducted for dangerous objects or illegal drugs pursuant to statutory authorization by the Principal, provided it is conducted in a non-discriminatory manner.
4. **Protection of Dignity and Privacy:**
    - Body searches must be conducted in a private room or enclosed space, strictly out of view of other learners or public observers.
    - Searches must be conducted with human dignity, restraint, and respect. No physical strip-searching or invasive bodily examinations are permitted.
    - Search of personal belongings (school bags, jackets, desks) must be conducted methodically and documented.
5. **Seizure and Record-Keeping:**
    - Any confiscated dangerous object, weapon, illegal drug, or stolen item must be logged immediately into the official **School Search and Seizure Register**.
    - Confiscated items will be safely sealed in an evidence bag and handed over to the South African Police Service (SAPS) or parents as required by law.
    - Parents/guardians will be informed immediately following any search involving their child.

8.3 Drug Testing Procedures

1. Drug testing may be conducted where reasonable suspicion exists that a learner is under the influence or in possession of illegal drugs or narcotics.
2. **Testing Method:** Only non-invasive, approved drug testing kits (e.g., urine test strips or drug swab kits) may be utilized.
3. **Privacy and Confidentiality:** Testing must be conducted privately by an authorized staff member of the same gender. Results must remain strictly confidential between the Principal, the learner, the parent/guardian, and designated SBST support personnel.
4. **Positive Results:** A positive drug test will not automatically result in immediate criminal prosecution, but will trigger mandatory SBST referral, parental intervention, substance rehabilitation support, and appropriate disciplinary consequences under the Code.

9. SUSPENSION AND EXPULSION PROCEDURES

9.1 Statutory Clarification on Precautionary Suspension

1. **Authority:** In terms of SASA Section 9(1), the School Governing Body (SGB) may suspend a learner from attending school as a precautionary measure or disciplinary sanction.
2. **Maximum Period:** Precautionary suspension pending a formal disciplinary hearing **shall not exceed seven (7) school days**.
3. **Conditions for Precautionary Suspension:** Precautionary suspension may only be authorized by the SGB (or Principal acting on designated emergency SGB mandate) if there are reasonable grounds to believe that the learner's continued presence at school:
    - Poses a physical danger or threat to the safety of staff or other learners;
    - May result in the intimidation of witnesses or tampering with evidence; or
    - Will cause severe disruption to the learning environment or ongoing investigation.
4. **Procedural Requirements for Precautionary Suspension:**
    - The learner and parent/guardian must be issued with a written **Notice of Precautionary Suspension** (Annexure D).
    - The parent/guardian must be given an immediate opportunity (within 24–48 hours) to submit written representations to the SGB stating why the suspension should be lifted.
    - The formal SGB Disciplinary Hearing must be convened within the 7-day suspension period.

9.2 Right to Education During Suspension

1. Suspension is an administrative/disciplinary measure, not an exclusion from academic entitlement.
2. During any period of precautionary or disciplinary suspension, the school shall provide the learner with academic classwork, assignments, and learning materials to be completed at home.
3. The learner retains the right to sit for formal scheduled examinations or controlled tests under controlled, isolated conditions at school.

9.3 Formal SGB Disciplinary Hearing Procedures

1. **Notice of Hearing:** Written notice (Annexure C) must be delivered to the parent/guardian at least **five (5) school days** prior to the scheduled hearing. The notice must specify:
    - The exact nature, level, and details of the alleged misconduct;
    - The date, time, and venue of the hearing;
    - The rights of the learner and parent during the hearing.
2. **Composition of Disciplinary Committee:** An impartial panel of at least three members appointed by the SGB (excluding staff directly involved in the incident or prosecution).
3. **Conduct of Hearing:** The hearing will be conducted fairly, taking into account the learner's age, and will follow natural justice principles.

9.4 Expulsion Authority

1. **SGB Role:** The SGB **does not have the legal authority to expel** a learner from a public school. Following a formal disciplinary hearing for Level 4 gross misconduct, the SGB may only recommend expulsion to the Head of Department (HOD) of the Western Cape Education Department.
2. **HOD Role:** The HOD (WCED) makes the final statutory decision regarding expulsion in terms of SASA Section 9(2). Pending the HOD's decision, the SGB may apply to the HOD for an extension of suspension.

10. PROCEDURAL RIGHTS OF LEARNERS AND APPEALS

10.1 Rights of a Learner Facing Disciplinary Action

Every learner facing formal disciplinary proceedings enjoys the following fundamental due process rights:

1. **Right to Notice:** To receive clear, written notification of the charges and evidence against them at least 5 school days prior to a formal hearing.
2. **Right to Parental Representation:** To be accompanied and supported by a parent, legal guardian, or designated adult representative during all formal meetings and hearings.
3. **Right to be Heard:** To present their explanation, state their case, and submit verbal or written evidence without intimidation.
4. **Right to Call and Cross-Examine Witnesses:** To present relevant witnesses and question evidence presented against them.
5. **Right to an Interpreter:** To request an interpreter if proceedings are conducted in a language other than their primary home language.
6. **Right to Impartiality:** To have their matter adjudicated by an unbiased, objective panel.
7. **Right to Written Outcome:** To receive formal written notification of the hearing findings and sanctions within 5 school days.
8. **Right to Appeal:** To appeal the outcome or sanction in accordance with legal timelines.

10.2 Appeal and Review Procedures

1. **Internal SGB Review (Level 1–3 Sanctions):** If a parent/guardian disagrees with a disciplinary decision or sanction imposed by the Principal/SGB (short of expulsion recommendation), a written appeal stating grounds must be submitted to the SGB Chairperson within **five (5) school days** of receiving the written outcome.
2. **Provincial Appeal Against Expulsion (Level 4):** In terms of SASA Section 9(4), a learner or parent/guardian who wishes to appeal against an expulsion decision made by the HOD (WCED) must lodge an appeal in writing to the **Provincial Minister (MEC) for Education** within **fourteen (14) days** of receiving notification of the HOD's decision.

11. ROLE OF THE SCHOOL-BASED SUPPORT TEAM (SBST) AND PASTORAL CARE

11.1 Integration of Support with Discipline

St. Augustine's R.C. Primary School recognizes that behavioural difficulties in primary school children are frequently symptoms of underlying learning barriers, psychosocial stress, family trauma, or socio-economic distress. Disciplinary action will therefore be integrated with SBST intervention.

11.2 SBST Referral Mandate

1. **Mandatory Referral:** Before escalating persistent Level 2 or Level 3 disciplinary cases to formal expulsion proceedings, the school **must refer the learner to the School-Based Support Team (SBST)**.
2. **Support Interventions:** The SBST, in consultation with class teachers, parents, and WCED District Inclusive Education officials, may implement:
    - Individual Behavioural Support Plans (IBSP);

- Remedial learning support or classroom accommodation;
- In-school social work support, counselling, or peer mentoring;
- External referral to WCED psychological services, health clinics, or social welfare agencies;
- Restorative justice agreements and guided reflection.

12. DISCIPLINARY EVIDENCE PACK AND RECORD-KEEPING

12.1 Administrative Compliance

To satisfy institutional accountability, WCED compliance, and CM audit requirements, the school shall maintain a centralized **Disciplinary Administration File** containing:

- Official logged copies of the adopted Code of Conduct;
- SGB minutes reflecting annual review and formal adoption;
- Minutes of staff orientation and parent communication sessions;
- Centralized Incident / Misconduct Register;
- Written Warnings, Incident Logs, and Parent Consultation Records;
- Search, Seizure, and Drug Test Logs;
- SBST Referral Records and Support Plans;
- Disciplinary Hearing Notices, Minutes, Outcomes, and Appeal Documentation.

13. POLICY REVIEW AND ADOPTION RECORD

13.1 Periodical Review Mandate

This Code of Conduct is a dynamic legal document. In terms of SASA Section 8, the School Governing Body shall review this policy **annually**, or immediately whenever relevant statutory amendments (SASA, BELA Act), WCED regulations, or judicial rulings require alignment.

13.2 Adoption Sign-Off

This Code of Conduct was formally reviewed, consulted upon with staff and parents, and officially **adopted by the School Governing Body** of St. Augustine's R.C. Primary School on this _____ day of _____ 2026.

SIGNATURES:

CHAIRPERSON, SCHOOL GOVERNING BODY

Date: _____

PRINCIPAL / ACTING PRINCIPAL

Date: _____

TEACHER REPRESENTATIVE (SGB)

Date: _____

OFFICIAL ANNEXURES AND FORM TEMPLATES

- **ANNEXURE A:** Learner Disciplinary Incident / Warning Form
- **ANNEXURE B:** SBST Intervention and Support Referral Form
- **ANNEXURE C:** Notice of Formal SGB Disciplinary Hearing
- **ANNEXURE D:** Notice of Precautionary Suspension
- **ANNEXURE E:** SGB Disciplinary Hearing Outcome and Sanction Form
- **ANNEXURE F:** Annual Learner and Parent Code of Conduct Commitment

ANNEXURE A: LEARNER COMMITMENT FORM

Statement of Learner Responsibility and Ethics

I, _____, a learner at St Augustine's R.C. Primary School, understand the school rules and their implications, and hereby commit to:

- **Code of Conduct:** Abide strictly by the Code of Conduct and Disciplinary System.
- **Courtesy & Respect:** Behave in a courteous and considerate manner and respect other learners, the LRC, all members of staff, and visitors to the School.
- **Inclusivity & Equity:** Treat everyone with respect regardless of differences in culture, religion, ability, race, gender, age, sexual orientation, or social class.
- **Academic Commitment:** Take responsibility for my learning by attending regularly and punctually and completing all my assessment tasks on time.
- **Cooperation:** Cooperate fully with my teachers and other School staff.
- **Safety:** Assist in making the School a safe, welcoming place for all.
- **Support:** Seek help proactively whenever I need it.
- **Communication:** Inform the School immediately if I feel my rights have been infringed or if I experience any other difficulty.

Learner Signature: _____

Parent / Guardian Signature: _____

Date: _____

Annexure B **DISCIPLINE LETTER**

Learner:	**Date:**
Class Teacher:	**Grade:**

Your child has committed the following offences:

Not doing homework		**Leaving the classroom without permission**	
Failure to complete classwork		**Disruptive behaviour**	
Disrespect towards educator/peer		**Misconduct in an assembly**	
Disobeying class / school rules		**Spitting in public**	
Disregarding assessment/examination procedures		**Possession and / or use of cell phone during contact time.**	
Swearing / Dishonesty		**Failure to submit tasks on due dates**	
Fighting		**Punctuality: Coming late to school/ the classroom /line. Loitering**	
Theft		**Littering**	
Vandalism		**Incorrect uniform**	
Possession or display of dangerous objects		**Smoking**	
Gambling		**Possession of cigarettes / alcohol or drugs**	
Forgery		**Bunking**	
Other : Specify			

Comment:

_____

_____

Action taken:

_____

_____

Sign: _____ **Date:** _____

<u>Parent's / Guardian's acknowledgment</u>

I, _____ **parent / guardian** _____

acknowledge receipt of this letter.

Comment:

_____

_____

_____

Sign: _____ **Date:** _____

ANNEXURE C: DETENTION NOTICE

Official Notification of Mandatory Attendance

Dear Parent / Guardian,

Our school's Code of Conduct and classroom rules guide our learners so that they will be encouraged to demonstrate positive behavior. Your child _____ in Grade _____ has been guilty of misconduct and has shown disregard for school rules. Consequently, they are required to report for detention.

REASON FOR DETENTION / DESCRIPTION OF OFFENCE

1. _____
2. _____
3. _____

Date of Detention	**Time & Duration**
_____ **(Friday)**	**13:30 – 14:30**

Important Notes:

- The learner must report to the designated detention venue promptly on time.
- Parents/guardians are required to make necessary transport arrangements for their child.

We trust we shall have your support and co-operation in enforcing discipline.

Disciplinary Committee / School Management

REPLY SLIP: DETENTION NOTICE

Learner Name: _____ **Grade:** _____

I acknowledge that my child has received a detention notice for the date specified above.

Parent / Guardian Signature: _____ **Date:** _____

ANNEXURE D: NOTICE OF DISCIPLINARY HEARING

Formal Summons & Precautionary Suspension Notice

Field	Details	Field	Details
Name of Learner:	_____	**Learner ID:**	_____
Subject / Class:	_____	**Teacher:**	_____

You are hereby notified that a formal Disciplinary Hearing will be held, and you are obliged to be present.

Hearing Details	
Date of Hearing: _____	**Venue of Hearing:** _____
Time of Hearing: _____	**Date Served:** _____

CHARGES & NATURE OF OFFENCE

Charge Details: _____

Nature of Offence: _____

NOTICE OF PRECAUTIONARY SUSPENSION FROM CLASS

You are further advised that you have been suspended from class:

From: Time: _____ Date: //20___ **Until:** Time: _____ Date: //20___

During your period of suspension, you will not be permitted on the School premises unless written permission has been given to you by a senior member of management, or for the explicit purpose of attending this hearing.

RIGHTS OF LEARNER FACING DISCIPLINARY ACTION

(To be read and explained by Server)

1. The right to a formal hearing.
2. The right to be present at the hearing.
3. The right to be given time to prepare your case.
4. The right to be given advance notice of the charges.
5. The right to be represented at the hearing by an internal representative.
6. The right to be assisted at the hearing by parents/guardian if under age.
7. The right to ask questions on any evidence produced, or on statements of witnesses.
8. The right to call witnesses to testify on your behalf.
9. The right to an interpreter *(to be requested in writing 24 hours prior to the hearing)*.
10. The right to appeal within **five (5) school days** against any penalty by the Disciplinary Committee.
11. *Note: If you do not attend without valid reason, the hearing will be conducted in your absence.*

I certify that the above rights have been read and explained to the learner.

_____
_____
_____

Server Signature & Designation: _____

Learner / Witness Signature; _____

Date Served: _____

ANNEXURE E: RECORD OF DISCIPLINARY HEARING

Official Minutes and Proceedings Form

Venue: _____ **Date:**_____

1. PRESENT AT HEARING

Capacity	Name	Designation	Section
Chairperson			
Member			
Secretary			
Learner Rep.			

2. PARTIES AND WITNESSES

Complainant Side	Learner Side
Complainant: _____	**Learner:** _____

Complainant Side	Learner Side
Witness 1: _____	**Witness 1:** _____
Witness 2: _____	**Witness 2:** _____
Witness 3: _____	**Witness 3:** _____

3. DETAILS OF CHARGE & PLEA

Nature of Alleged Breach / Misconduct:

PLEA: The learner [ ] **ADMITS** / [ ] **DENIES** the charges.

_____

_____

_____

Learner Signature: _____

Teacher Signature: _____

Witness Signature: _____

Grade Head Signature: _____

Date Hearing Concluded: _____

ANNEXURE F: LODGING OF APPEAL

Formal Review Application Form

Notice to Appellant:

In terms of the school's disciplinary procedures, an appeal against the decision of the Disciplinary Committee must be lodged within **five (5) school days** of receiving the written verdict.

Appellant Information

Name of Appellant: _____

Date Appeal Lodged: _____

Learner Name & Grade: _____

Date of Original Hearing: _____

GROUNDS FOR APPEAL ***(Mark applicable areas with an 'X'):***

- [ ] **Severity of Penalty:** The disciplinary measure imposed was not in line with the grade of offence.
- [ ] **Procedural Unfairness:** Disciplinary procedures were not followed (procedural unfairness).
- [ ] **New Evidence:** New or further evidence/witnesses are available which could bring new facts to light and affect the result of the previous hearing.

SUBMITTED REASONS & DETAILED MOTIVATION IN SUPPORT OF APPEAL

1. _____
2. _____
3. _____
4. _____
5. _____

Appellant Signature: _____ **Date:** _____