



CODE OF CONDUCT

NAME OF LEARNER:



INTRODUCTION AND BACKGROUND

As determined by the Governing Body in conjunction with the parents/guardians, educators and learners of Melkbosstrand High School and per Article 8 of the South African Schools Law, Act 84 of 1996. This School Governing Body (SGB) has the statutory right to formulate a Code of Conduct to establish a well-disciplined and focused school environment, which is dedicated to the promotion and maintenance of quality education.

Legal Framework / definitions

Code	:	a set of rules to prevent inconsistency
Conduct	:	behaviour and actions towards others
Code of Conduct	:	a general code of conduct for learners as stipulated in the South African Schools Law, Act 84 of 1996
Learners	:	as defined in the South African Schools Law of 1996 (ix)
Educators	:	as defined in the Employment Law for Educators of 1996
Parent	:	as defined in the South African Schools Law of 1996 (xiv)

Provisions or the Schools Law

According to the law all are equal and all have the right to the same measure of protection and equal benefits.

There may be no discrimination, either directly or indirectly, on any of the following grounds: race, gender, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, conviction, culture, language or birth.

Everyone has innate dignity that must be respected and protected.

Everyone has the right to freedom and the right to be protected. Everyone has the right to be free of any form of violence or torture. No one may be punished in a cruel, inhuman or undignified manner.

Everyone has the right to privacy.

Key conditions

1. Teaching and learning is our first priority.
2. Each learner has the right to learn and the responsibility to allow others to learn.
3. Everyone has basic human rights and the responsibility to respect the rights of others.
4. Everyone has the right to work in a safe, positive and supportive environment.
5. Diligence should be rewarded and inappropriate behaviour should lead to disciplinary intervention.
6. The development of positive relationships between learners and educators is one of our primary objectives.
7. The principles of restorative justice should underpin all behaviour management methods.

Aim and importance of the Code of Conduct

- to create a well-balanced, friendly and positive school and learning environment where our learners can experience their education with confidence and enjoyment, preparing them to become well-balanced adults who can make a difference
- to encourage our learners to develop their own balanced and responsible view of life and the world, which will instil feelings of unity, permanence and reliability, providing a solid foundation and direction to their lives and promoting positive self-awareness
- to give our learners the opportunities to use their own sense of judgement, make choices and decisions, and practise benevolence so that they, in time, develop self-discipline
- to give every learner the optimum opportunity to develop his/her abilities and talents within the education-based environment to which the school strives
- to offer a caring and safe environment for all learners
- to treat all learners equally
- to teach learners the principles of caring for, and being understanding towards each other in a spirit of co-operation and support
- to provide a safe environment where physical injuries are kept to a minimum
- to create a partnership and effective communication between parents/guardians and the school and by doing so offer learners the best tuition and education

VISION AND MISSION OF THE SCHOOL

Vision

With perpetual earnestness, the Melkbosstrand High School endeavours to be a centre of excellence for the entire school community – a school to make everyone proud.

Mission


The Melkbosstrand High School strives towards sending young adults into the world, equipped with the necessary skills to occupy their legitimate place in the community and to play a leading role as responsible citizens in promoting our beautiful country, South Africa.

Our mission shall be achieved through dedicated adherence to the following values in a Christian environment:

- respect
- self-discipline
- integrity
- diligence
- responsibility
- caring

Ethos

The school community of Melkbosstrand High School accepts the Christian faith as specific perspective on world and life. This means that the school day, assembly and other gatherings may



be opened with scripture reading and prayer. There will be no discrimination against any other religious groups.

Value-driven school

Melkbosstrand High School is a value-driven school. Each member of the school community (parent/guardian, learner, educator) takes ownership of the Code of Conduct for the school to succeed in its pursuit of excellence in all areas.

➤ INTEGRITY

A person with integrity believes in and lives according to a specific value system.

➤ RESPECT

A person who understands respect reflects respect towards him-/herself and others, as well as the environment in which he/she lives. Respect incorporates pride and appreciation for symbols of this country and the school; punctuality for all appointments, respect for the property of other people and institutions and respect for the right of all learners to have free and undisturbed education.

➤ RESPONSIBILITY

A person with responsibility accepts liability for his/her deeds and strives towards personal success. He/she realises the responsibility to hold the good name of the school in esteem and to contribute with enthusiasm and zeal to the unity and team spirit in all school activities.

➤ SELF-DISCIPLINE

A person who applies self-discipline embraces the order generated from rules and this always guides his/her conduct and behaviour.

➤ DILLIGENCE

A diligent person knows that success is possible through sustained hard work, perseverance, and conscientiousness, setting of personal goal and tackling challenges.

➤ CARING

A person who cares is sensitive to the needs of others and will go out of his/her way to render assistance.

APPLICATION OF THE CODE OF CONDUCT

1. A real Melkie will

- behave in a manner which reflects the vision and mission of the school.
- behave in a manner which will not discredit the school.
- not act in any way that would adversely affect the order and discipline of the school.
- refrain from any undisciplined actions towards staff members.
- respect the rights of his/her peers.
- always act as a true ambassador of the school and the community.
- respect all persons in positions of authority, including those in managerial positions, educators, RCL members (Representatives on the Council of Learners), class captains, sport captains, coaches, umpires and parents/guardians.
- accept discipline and order as requirements for maintaining a high level of education.
- accept that self-discipline and adherence to the school rules in this Code of Conduct form the foundation for order and discipline.

The Code of Conduct applies whenever a learner can be identified as a learner from Melkbosstrand High School.

Learners acknowledge that failure to adhere to this Code of Conduct will lead to admonishment.

2. Offenders

- Failure to adhere to any of the rules of the Code of Conduct will be considered an offence.
- Distinction is made in the Code of Conduct between **misdemeanours (Level 1 and 2 transgressions)** and **serious misconduct (Level 3 transgressions)**.

Paragraph 9 gives a clear explanation of the categories of transgressions.

3. Disobedience and disciplinary steps, including disciplinary interventions

- 3.1 All behaviour which constitutes the breaking of any of the rules in this Code of Conduct will be dealt with.
- 3.2 Every teacher maintains discipline in his/her class and makes contact with parents/guardians if necessary when **Level 1 transgressions** continues. Record of all incidences is kept. **(Level 1 intervention)**
- 3.3 Grade Heads step in if transgressions repeatedly occur or serious misconduct (**Level 3 transgressions**) is reported. Grade Heads keep record of incidences. **(Level 2 intervention)**
- 3.4 The School Management Team (SMT) deals with serious cases of serious misconduct (**Level 3 transgressions**) and may refer it to the Disciplinary Committee of the SGB. This committee arranges a disciplinary discussion or a hearing with the concerned parties and manages the matter according to the guidelines set out by the WCED (Western Cape Education Department).
- 3.5 Based on the outcome of this disciplinary intervention, the WCED could be involved. If possible a personal intervention plan could be set up together with the support services of the WCED. The SMT keep record of all the cases. **(Level 3-intervention)**
- 3.6 If necessary, the School will request the SGB to suspend the learner for a certain period (3-7 days). In serious cases the WCED may be requested to expel the learner.
- 3.7 All actions of the educators, SMT and Disciplinary Committee are firstly aimed at leading the learner towards responsible maturity. Secondly, the aim is to create a safe learning and work environment for all learners and personnel.
- 3.8 A report of the learner's transgressions will be kept on his/her personal profile for future reference.

Restorative practices (interventions)

These are procedures and approaches where learners are actively encouraged to reflect upon their actions, to consider the consequences of their behaviour on others, and to help them decide on the best way of repairing the harm caused. It is a problem-solving approach, which support learners in their efforts to overcome conflict in their personal and social relations. It stresses high support for learners and high levels of personal control. By utilising restorative practices educators help learners to develop social problem-solving skills and empathy.


4. Applying rights and responsibilities

The following sets out the rights and responsibilities of learners in specific situations:

General

When a learner is at the school, it is expected of him/her

- a. to contribute in creating a **positive school culture** by
 - completing all assignments, carefully following instructions of educators and not distracting others.
 - relating constructively with others and avoiding any physical, verbal or sexual harassment. (This include swearing, pushing and fighting.)
 - not harassing any other learner or staff member in whichever way or under whatever circumstances.
- b. to help maintain a **safe learning environment** by
 - avoiding conflict and reporting dangerous or life threatening situations.
 - not bringing any dangerous items to school, namely sharp objects, weapons, any undesirable material such as pornography, dangerous substances, including alcohol, drugs, tobacco. (See paragraph 8 below.)

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- c. to **respect** school and individual **property** by not using another person's possessions without permission and to report all damages.
 - d. to **be on time always** for school, classes and all other gatherings.
 - e. to have all the necessary **books and/or equipment** at the school every day.
 - f. to hand in a **note** from the parent/guardian or a **doctor's certificate for any absence from school**.
(Note: Only a doctor's certificate is regarded a valid reason if a formal assessment is missed.)
 - g. to always be a **true ambassador** for the school, on and off the school terrain, especially when he/she is in school uniform.

On the school grounds

It is expected of a true Melkie to

- a. behave sensibly and safely in the school buildings and on the school grounds.
- b. move briskly between periods from class to class.
- c. line up briskly after breaks in front of classes.
- d. line up in rows, boys and girls separately.
- e. prepare class work stations (desks) immediately allowing teaching to start.
- f. obey all instructions from and class rules set by the educator.
- g. stand up whenever any adult enters the class room.
- h. utilise bicycles, skate boards and vehicles with caution and consider the safety of others.
- i. play ball games only in designated areas (NOT IN THE QUADS).
- j. stay away from areas classified as out of bounds, e.g. parking areas.
- k. co-operate in maintaining a school area which is clean and tidy and creating a healthy school environment by not littering and by picking up any litter without being asked.
- l. remain on the school premises for the duration of the school day, unless obtained written permission to leave.
- m. greet all adults friendly and aid them when needed.

5. Creating positive relations

The school is committed towards creating positive relations through:

a. Rules which

- are aimed at the safety of learners and staff members.
- support mutual respect and focused learning.
- restore inappropriate behaviour with suitable disciplinary intervention.

b. Educators who

- develop relations based on mutual respect rather than relying on authority to achieve set goals and maintain order.
- strengthen constructive efforts and positive behaviour.
- continually acknowledge learners' efforts.
- create opportunities to praise learners and recognise excellence.
- communicate their interest in the improvement and progress of learners towards maturity.

c. Learners who

- acknowledge their own and the achievement of their peers in a positive way.
- who are bold in vocalising their need for assistance when they experience problems.

Positive reinforcement

Learners are more likely to work productively and co-operate when they are encouraged, their good work is praised and they feel valued.

Educators should work to achieve this by creating a positive team environment where they focus on learners' abilities and reward appropriate behaviour and good work habits.

Examples are to

- give continual positive feedback, both verbal and written.
- have a system of awards and rewards in the class room.
- send positive commentary on learners' good work to parents/guardians.
- display learners good work.
- acknowledge achievements during assembly and team gatherings.
- give nominations for school awards.

Consequences

Articulating the connection between actions, behaviour and the consequences thereof should result in

- increased learner awareness of possible consequences, either positive or negative.
- a better understanding for the reason for setting rules.
- an emphasis on reflection, understanding and counselling rather than punishment.

The exact response or consequence of an action will vary depending on individual circumstances, the seriousness of the offence, and whether the transgression is being repeated. Where possible a logical connection should exist between the incident and the consequences (e.g. picking up litter for littering).

To ensure consistency, all educators should recognise and apply the benefits of restorative practice procedures as part of their own class room management.

6. Specific standards and instructions

6.1 Electronic devices

- No electronic devices (e.g. cell phones, tablets, smart watches, lap tops) may be used during school hours without an educator's consent. The school telephone in the office of the secretaries is available in case of an emergency.
- Electronic devices, (e.g. cell phones, tablets, smart watches, lap tops, social media platforms) may be used for educational purposes with the permission and under the strict supervision of an educator.
- If a learner brings an electronic device to school, it must be switched off and out of sight during school hours.
- The school takes no responsibility for the loss of or damage to any electronic device on the school premises.
- If any electronic device or any social media platforms are used to bully, sexually harass or intimidate any staff member or learner, serious steps will be taken against the culprit (**Level 3 serious misconduct**) and the case may be referred to SAPS (South African Police Services)
- Photos or videos of any learner, educator or member of staff from the school may only be shared on social media platforms with the person's consent.
- **No cell phone or any form of electronic device may be in the possession of a learner during tests or examinations. It is regarded as a serious examination irregularity and shall be investigated by the SAIC (School Assessment Irregularity Committee) or by the WCED itself.**

- In the case of a transgression of any of the abovementioned instructions, the cell phone or electronic device will be confiscated and kept safely until the end of the day or until the investigation by the SAIC and/or WCED is concluded.

The full version of the school policy on *Information Systems and Social Media* is available in the office. Please take note of this summary:

- Creating discord and the distribution of offensive material:
No educator, non-educator or learner may distribute any material of a racial, blasphemous, sexist or pornographic nature. It will be regarded as serious misconduct.
- Derogatory remarks:
No educator, non-educator, parent/guardian or learner may publish or distribute any offensive or derogatory messages about the school, its staff members or learners. If a person is found guilty of discrediting the school's name, it could lead to disciplinary action or legal action for blasphemy.
- If an educator, non-educator or learner publishes a remark, photo or video on any social media platform which brings the school's name in disrepute and a connection with the school is known or could be identified or is accepted, such a person could be subjected to a disciplinary and/or legal action. Legal steps may also be taken against a parent/guardian or a member of the community who discredits the school's name.

6.2 General appearance

- **A true Melkie will ensure that his/her appearance conforms to the highest standards of neatness and hygiene at all times.**
- **A true Melkie realises that his/her appearance plays an important role in the promotion of the school's public image.**
- **A true Melkie's appearance always complement his/her role as ambassador for the school.**
- **A true Melkie respects his/her school and school uniform by abiding to the prescribed rules regarding hair style, jewellery, make-up, tattoos and dress on "civvie"-days.**

6.2.1 Hair, nails and jewellery

6.2.1.1 Boys

- Hair should be cut gradually from the top to bottom – not very long on top and very short at the sides, thus, no sharp change in length.
- No patterns, lines of notches may be cut into the hair or any extreme styles may be worn.
- If the fringe is combed forward, it must be two fingers above the eyebrows.
- No pony tails are allowed.
- Hair may not reach the ears or touch the collar.
- Hair must be clean and neat.
- Hair may not be dyed.
- Sideburns may not be lower than the middle of the ear.
- Hair may be braided in straight braids; the remaining ends may not be longer than 1 cm.
- Each boy's hair will be evaluated individually.
- If a boy's hair is not cut correctly, it must be rectified within 24 hours. Should a second warning be necessary, the parent/guardian will be contacted with the request to rectify it immediately.
- Boys must be clean shaven every day. If there is a problem, the parent/guardian must inform the Grade Head.
- Nails must be short and clean.

- Only a wrist watch and/or official medical alert bracelet is permitted.
- No rings, pendants, bracelets or ear rings are permitted.
- No tongue rings, nose rings or any other visible piercings / studs or visible tattoos may be worn with the school uniform.

6.2.1.2 Girls

- Only plain black, brown, navy, silver or white clasps/pins may be worn to tie hair.
- Only plain black, navy or white hair bands may be worn.
- Only plain black, navy or white hair ribbons are allowed.
- Only plain black, brown, navy, silver, white or transparent/guardian hair accessories are allowed.
- Long hare, also small braids (if touching the collar or being longer) must be tied.
- Hair may not be dyed in an unnatural colour.
- No extreme hair style may be worn.
- Hair extensions must be the same colour as the rest of the hair.
- Hair must always be clean and neat.
- No make-up is allowed.
- Nails must be short and no colour or tinted nail polish is allowed. (NO gel, acryl or “French tips”.)
- Only a wrist watch, official medical alert bracelet and a signet ring is allowed.
- Only one pair of studs or rings in silver or gold, 5 mm in diameter in the lowest pierced hole in the ear is allowed.
- No extra earrings may be worn or covered by bandages.
- No tongue rings, nose rings or any other visible piercings / studs or visible tattoos may be worn with the school uniform.

6.2.2 School uniform

6.2.2.1 Boys

Summer wear

- grey trousers or short grey pants (black belt optional)
- blue short sleeve shirt (ALWAYS TUCKED IN)
- for assembly a blue school blazer, shirt collar over blazer collar, COMPULSORY
- long grey school socks, NO white or colour socks
- black leather lace up shoes
- matrices wear matric shirts with ties and cardigans, school blazers COMPULSORY for assembly

Winter wear

- grey trousers or short grey pants (black belt optional)
- blue long sleeve shirt (ALWAYS TUCKED IN), with collar for tie
- blue school blazer and tie
- navy blue school jersey or school pullover (optional)
- NO track suit tops underneath school blazer
- ONLY plain black or navy blue scarves, NO beanies
- long grey school socks, NO white or colour socks
- black leather lace up shoes
- matrices wear matric shirts with ties, scarves and cardigans, school blazers COMPULSORY for assembly

6.2.2.2 Girls

Summer wear

- blue short sleeve school blouse – NOT tucked in
- blue check school skirt (length four fingers above the knee, NOT rolled up)
- for assembly blue school blazer with shirt collar over blazer collar, COMPULSORY
- short white socks, folded

- black leather shoes
- matrics wear matric shirts with ties and cardigans, school blazers
COMPULSORY for assembly

Winter wear

- blue long sleeve shirt (ALWAYS TUCKED IN), with collar for tie
- blue school blazer and tie
- navy blue school jersey or school pullover (optional)
- NO track suit tops underneath school blazer
- ONLY plain black or navy blue scarves, NO beanies
- plain black tights, no patterns, no socks beneath tights
- black leather shoes
- matrics wear matric shirts with ties, cardigans and scarves, school blazers
COMPULSORY for assembly

Any deviation from the approved uniform must be requested IN WRITING by the parent/guardian/guardian and may then be worn with the necessary permission. Special cases will be referred to the SGB for approval.

Sport teams / Culture groups are allowed to wear team wear on certain days with prior approval.

6.2.3 Appearance during sport and culture activities

- Learners must wear school uniforms/school track suits to and after these activities/matches.
- During LO activities learners must wear the prescribed sportswear – navy blue shirts, short pants and skirts.
- Learners may not mix sportswear and school uniforms.

6.3 Physical contact between learners

- The school applies a **no touch** policy between learners.
- This applies for school times and on the school premises and **wherever a learner can be identified as a learner from Melkbosstrand High School.**
- This policy supports the value of *respect* for personal privacy and space.

6.4 Signing out

- ONLY the office personnel will call a learner's parent/guardian when a learner needs to sign out after the Grade Head granted permission.
- No learner may leave the premises without the parent/guardian giving consent or personally fetching the learner.
- It is the RESPONSIBILITY of the learner to catch up the class work that is missed.

7. Bullying

- A true Melkie will always strive towards showing the necessary respect to him-/herself and fellow learners. Although healthy debating between learners is encouraged other's opinions should be respected.
- A true Melkie will ensure that his/her conduct and behaviour never hurt another learner.
- A true Melkie will use healthy communication skills to settle disputes and, if necessary, refer the matter to an adult/educator.
- A true Melkie will pursue the values of *respect* and *caring* in his/her interaction with other learners.
- A learner whose rights have been violated in whatever way by another learner or learners must report the incident immediately to his/her Grade Head or an educator.

8. Search on learners and their possessions

If there is justified and reasonable suspicion that a learner is in possession of illegal substances, or a dangerous object, or a weapon, or a firearm, or is under the influence of illegal/harmful substances, or is in possession of stolen goods, or pornographic material, the headmaster or authorised staff member could conduct a search of such a learner and his/her bag or school bag, and/or do a drug test. During the search the right to human dignity shall be observed and the learner will be searched in private by persons of his/her same gender. The police could at any time be called in to assist the school. The parent/guardian will be notified. (See par. 4b, general)

The abovementioned action is in strict accordance to the 2007 amendment of Article 8A in Act 84 from the 1996 Schools Law, Education Laws Amendment Act no. 24 of 2005 and no. 31 of 2007 and the Government Gazette Notice 1140 of 2008.

A learner who tested positive is subjected to the necessary disciplinary intervention (**Level 3 intervention**). Proper record will be kept of the search and the outcome thereof. The school could also test this learner on a regular basis whenever he/she is back at the school.

9. Transgressions and actions according to categories

9.1 Steps in the disciplinary process

1. Educator warns the learner and informs the parent/guardian per SMS or telephonically if necessary.
2. A repetition of the transgression will be referred to the Grade Head who will, depending on the seriousness of the offence(s), contact the parent/guardian.
3. Three types of detentions may follow depending on the level type of the transgression:
 - Academic detention week days after school
 - Friday detention from 14:00 – 16:00 in school uniform
 - Saturday detention from 09:00 – 12:00 in school uniform
4. If a detention is missed without an excuse, the next detention will follow immediately.
5. Repetitions of detentions may lead to a disciplinary discussion between the parent/guardian and the SMT or a referral to the SGB in the form of a disciplinary hearing.

The abovementioned steps will be influenced by the degree of the transgression. A direct detention or disciplinary hearing may be declared.

9.2 Grades of transgressions

EXAMPLES OF LEVEL 1 MISDEMEANOURS

Transgression in class room	Disciplinarian	Action
<ul style="list-style-type: none">• talking and other disruptive conduct• eating• sleeping / inattentiveness• dawdling between classes• disturbing / distracting class mates• walking around in class• use any electronic devices without permission• ignore direct instructions• bumping class mates or furniture	Educator, Grade Head and parent/guardian, Phase Head Recordkeeping by educator	Educator warns learner Sends a message to parent/guardian Refer matter to Grade Head Grade Head contact parent/guardian if necessary Detention for repetition Educator takes cell phone/electronic device in safekeeping until the end of the day

Academic misdemeanours	Disciplinarian	Action
<ul style="list-style-type: none"> homework / tasks not done / incomplete / not handed in on time class and/or text books not at school tests / books not signed by parent/guardian 	Educator, Grade Head, Parent/guardian	Educator informs parent/guardian by SMS Refer to Grade Head for appointment with parent/guardian Academic detention / intervention Extra classes Follow-up on parent evenings
General	Disciplinarian	Action
<ul style="list-style-type: none"> late for school / class / meetings / appointments derogatory language / name giving disorderly behaviour littering leave class without permission poor / disturbing / arrogant behaviour during meetings / functions / announcements unacceptable hairstyle / colour wearing make-up / nail polish showing tattoos wear inadmissible jewellery general untidy, slovenly appearance deviations from school uniform 	Grade Head and parent/guardian, Phase Head, Deputy Head, Headmaster Grade Head keeps record	Grade Head contact parent/guardian Repetition result in detention Continuous transgressions may result in Saturday detention
Extra-mural activities	Disciplinarian	Action
<ul style="list-style-type: none"> late coming for matches or activities without valid reason poor sportsmanship poor spectator's behaviour 	Coach, Head of Sport, Phase Head, Grade Head and Parent/guardian	Punishment in accordance with rules of the sport / competition Possible banning from one or more matches Repetition may result in detention

EXAMPLES OF LEVEL 2 MISDEMEANOURS

Transgression	Disciplinarian	Action
<ul style="list-style-type: none"> Repetition of Level 1 transgressions foul, uncouth language, swearing manhandling, bully behaviour, pushing around on purpose 	Grade Head, Phase Head, Deputy Head and/or Headmaster	Friday- or Saturday-detention Parent/guardian is immediately informed

<ul style="list-style-type: none"> • poor / disturbing / arrogant behaviour during meetings / functions • bunking (school / classes) • back-chatting • telling and spreading lies • tampering with any school equipment • leave school premises without permission • purposeful damaging of any school property • absence from any matches or activities without valid reason/excuse • unacceptable behaviour during school functions 	<p>Coach, Head of Sport Head of Culture, Phase Head, Grade Head</p>	<p>Parent/guardians responsible for possible damages</p> <p>Possible detention Banning from one or more matches</p>
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EXAMPLES OF LEVEL 3 TRANSGRESSIONS:

SERIOUS MISCONDUCT ACCORDING TO THE WESTERN CAPE GOVERNMENT GAZETTE 6939, 15 DECEMBER 2011

Transgression	Disciplinarian	Action
<p>1. Subject to the provisions of the Act, a learner at a school who -</p> <p>a. used or had in his or her possession or sells or distributes a dangerous object, alcoholic liquor or illegal drugs;</p> <p>b. commits an act of bullying, assault, theft, arson or malicious damage to property;</p> <p>c. commits an act of gross insubordination or engages in immoral conduct;</p> <p>d. is in possession of or uses any unauthorised copy of a test or examination question paper, or cheats, distributes, trades, bribes or attempts to bribe any person in respect of any test or examination, with the intention of enabling himself or herself, or any other person, to gain an unfair advantage;</p> <p>e. uses hate speech, makes himself or herself guilty of</p>	<p>All school personnel, educator, grade heads, phase heads, deputy head, headmaster, SMT (School Management Team), SAIC (Assessment Irregularity Committee), SGB (School Governing Body), WCED (Western Cape Education Department)</p>	<p>Staff members report it to the Grade Head. Grade Head informs parent/guardian, telephonically or in writing. A Friday or Saturday detention may follow. The seriousness of the matter determines whether it should be referred to a direct disciplinary hearing.</p> <p>Learner gets a zero for the paper. Parent/Guardian is informed. A Gr.12 learner may be banned by the WCED from writing the NSC examination for four years.</p> <p>Detention and/or disciplinary hearing</p>

<p>racism, sexism, sexual harassment, possesses or distributes pornographic material or engages in any act of public indecency;</p> <p>f. endangers the safety or threatens fellow learners or educators, disrupts the school programme or violates the rights of others;</p> <p>g. falsely identifies himself or herself, or knowingly and wilfully supplies false information or falsifies documentation to gain an unfair advantage at school;</p> <p>h. has repeatedly been found guilty of transgressing the learner's code of conduct; OR</p> <p>i. conducts himself or herself, in the opinion of the governing body, in a disgraceful, improper or unbecoming manner, may be guilty of serious misconduct.</p> <ul style="list-style-type: none"> • repetition of Level 2 transgressions • smoking, (including e-cigarettes, "vape", Ocha-pipe, dagga) on the school premises, or in school uniform, in public • under the influence of unacceptable substances • purposefully missing detention • provocative / defiant / disrespectful behaviour or swearing at staff members or adjudicator • unacceptable conduct on the sports field (e.g. red card) • disrespecting authority and/or discipline • unacceptable use of social media 		<p>Suspension of expulsion may follow pending the outcome of the hearing. Learners on sport tours are sent home immediately.</p> <p>Detention and/or disciplinary hearing Suspension of expulsion may follow pending the outcome of the hearing.</p> <p>Detention and/or disciplinary hearing</p> <p>Disciplinary discussion / detention and/or disciplinary hearing</p>
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2. Subject to the provisions of the Act, a learner at a school may be suspended by the governing body or expelled by the Head of Education if, after a fair hearing, he or she is found guilty of serious misconduct as contemplated in sub-regulation 1.4

This Code of Conduct is compiled in compliance with the SA Schools Law and approved by the School Governing Body of Melkbosstrand High School.

Melkbosstrand High School SGB Chair)

Date





MELKBOSSTRAND HIGH SCHOOL DETENTION- / INTERVENTION LETTER

Your child, _____, in grade _____, has committed the following offence(s):

This/These transgression(s) necessitate an (academic / disciplinary) (detention / intervention) at the school.

Date of detention: _____ **Time:** _____

This is your child's _____ detention.

Please note that repeated detentions may lead to a disciplinary hearing before the Disciplinary Committee of the SGB.

Please make the necessary transport arrangements for your child as the school takes no responsibility in that regard.

Your co-operation is appreciated.

(Signature of Grade Head)

(Signature of Parent/Guardian)