

THE KING'S SCHOOL WEST RAND



DISCIPLINE POLICY

The discipline policy seeks to apply Biblical principles to the correction of children, in order to develop Christ-like character with an eternal perspective. We believe that the root word for discipline is disciple and that our discipline should always carry a central emphasis on mentoring young children to develop strong character that assists in right decision-making.

“Train up your child in the way he should go, and when he is old, he will not depart from it.”

(Proverbs 22:6)

16.1 CODE OF CONDUCT

PREAMBLE:

- The Code of Conduct of The King's School West Rand acknowledges the Holy Scriptures as paramount in the training and educating of our children.
- The Code of Conduct of The King's School West Rand acknowledges the Constitution of the Republic of South Africa (Act No 108 of 1996), the National Education Policy Act, 1996 (Act No 27 of 1996), the South African Schools Act, 1996 (Act No 84 of 1996), as well as The King's School West Rand's Vision and Mission Statement.
- The Code of Conduct of The King's School West Rand informs learners of the way in which they should conduct themselves at school in preparation for their conduct and safety in civil society.
- **In order to achieve this objective we acknowledge that the following is important:**
 - self discipline and obedience
 - responsible behaviour
 - mutual respect and self respect
 - basic rights of educators to teach
 - basic rights of learners to learn

GENERAL

As a learner of The King's School West Rand I believe that Jesus Christ is the Son of God.

Therefore I shall live to glorify him in everything I do in and out of school.

I acknowledge the Holy Scriptures as the Word of God

Therefore I will seek a Godly living and a lifestyle that exhibits the fruits of the spirit and to strive to become more like Jesus. (Gal.5:16-26)

I accept that in all aspects of life these eternal truths must hold value

Therefore, in gratitude, I will always be of service to my community and focus more on the needs of others than myself. (Eph. 5:21 and Matt 6:19-22)

I understand and accept that every action has a consequence

Therefore I will think wisely (wisdom) before I act and use self-discipline to control my thoughts and actions. I shall not abuse any person by bullying, shoving, pushing, kicking, pinching, biting, swearing or any other form of harassment.

(Proverbs 16:32 and Proverbs 1:7)

I acknowledge that the Christian Facilitators of The King's School West Rand are properly placed in authority and that they, in partnership with my parents, have my best interests in mind.

Therefore I will treat each teacher with respect and be obedient and I will not wilfully disobey their instructions or defy their right to correct me where necessary. (Romans 13:1-7)

I acknowledge that my body is the Temple of god and that we are all created in the image of God.

Therefore I will maintain a healthy lifestyle that is above reproach (integrity) and I will treat each person with dignity and respect. (Proverbs 11:3/20:11)

I acknowledge that God has a plan for each learner at The King's School West Rand and that each learner has a right to gain the knowledge and skill they would need to reach their full potential in Christ.

Therefore I will behave in a disciplined and responsible manner and always try to be dependable in every given task. I shall not steal or vandalise any property that does not belong to me.

(Gal. 6:1-5)

I understand and accept that nothing will exempt me from complying with this Code of Conduct and that disciplinary action will be taken against me if I contravene the Code of Conduct.

Therefore I will strive for excellence and do everything as if I am doing it for God.

PROCEDURES (PRIMARY SCHOOL – GRADE RR-7)

The heart of The King's School West Rand's discipline procedure is to mentor and encourage behaviour that is acceptable.

For *positive behaviour* or character traits the following can be used to encourage the child:

- An encouraging word or a sticker or a positive written comment in the books.
- A school letter sent home stating the positives.
- A blue certificate issued at a special assembly.
- A visit to the Principal or Vice Principal where they will get a sticker/stamp for their exceptional work and will be made a fuss of.
- A special treat from the H.O.D. or Vice Principal.

GRADE RR – R

In this phase when a child displays negative behaviour they are spoken to and a corrective action is put into action, time out chair, verbal warning and instruction.

If the behaviour persists or is of a serious nature, then the HOD and/or Vice Principal/Principal will be called in to talk to the child and help remediate the problem.

Parents are, if necessary called in to discuss the way ahead.

In all cases the parents are informed via a note or a phone call by the relevant parties.

GRADE 1 – 7

The Primary School has a yellow card / red card system. This is based on the soccer idea of 3 yellow cards resulting in a red card.

A yellow card can be given for a variety of reasons:

- Late for school or class
- Disruptive behaviour
- Homework not done or books not at school
- Not adhering to dress code

The first yellow card is signed by the teacher, the child and the parent. The second yellow card is signed by the HOD, the teacher, the child and the parent. This gives the HOD an opportunity to advise the child on the correct behaviour or action. The third yellow card is signed by the Vice Principal, the teacher, the child and the parent. This informs the Vice Principal of any behavioural issues and a suitable punishment

(detention) is decided upon which constitutes the red card. Learners may be detained during break or after school. If a learner is given after-school detention, parents will receive 24 hours notice in writing and learners will be kept busy in a constructive, supervised way. The idea of this system is that all the parties involved in the child's development are informed and therefore a more transparent and open process is established. Serious discipline issues need to be referred to the Principal or Vice Principal. These issues may result in a meeting or a disciplinary hearing with the Parents.

Meeting: Parents and educators meet with the principal/vice principal to decide on a course of action best suited to deal with negative behaviour. The aim is to assist the learner in a Christ-like way to make the right choices and amend his/her behaviour.

Disciplinary hearing: All parties meet and are given the opportunity to be heard. If necessary, a mediator may lead the procedure to ensure a fair hearing. The aim of the school will always be to assist the learner and guide him/her towards reaching his/her full potential in Christ. During the hearing all parties will be given an opportunity to be heard. The final decision will be made by the disciplinary committee. The disciplinary committee comprises the Principal, Vice Principal and Heads of Departments.

Suspension

After a fair hearing the Principal may suspend learners from the school, as a correctional measure, for a period not longer than one week. The School reserves the right, but is under no obligation, to suspend a learner for a serious offence without following other actions, including disciplinary hearing. Serious offence in this context would be interpreted to include, but is not limited to:

1. Blasphemy, profanity.
2. Conduct that mimics occultic practices.
3. Physical attack on a fellow learner or staff member.
4. Verbal threats or verbal attack on a learner or staff member (that has the potential to disturb the good order).
5. Gross insubordination towards teachers or the administration.
6. Possession of dangerous objects.
7. Possession of dangerous/illegal substances, specifically including alcohol and tobacco.
8. Possession of explicit or pornographic media or material, including electronic media.
9. Damage to or theft of property.

Learners may only be suspended, in terms of this clause, by the principal or the person in his place in the event of his absence.

Expulsion: Expulsion is very rare in the Primary School, but where we are not able to work with the parents, or the safety of the other children is at risk, this may become an option. This will only take place after a very serious offence, or repeated less serious offences.

16.2 DISCIPLINE POLICY (GR. 8 TO GR. 12)

Definition and Purpose

- Discipline is the process whereby a child is trained into discipleship.
- Discipline creates an environment where positive learning experiences can be created.
- Discipline creates an environment of security where the rights of people and property is respected.
- Discipline applied consistently and fairly produces character.

The Functioning of the Discipline System

1. The Code of Conduct

- The guiding document for all discipline matters is the Code of Conduct
- All parents and learners are expected to sign a Code of Conduct

2. The Classroom Policy

- The classroom policy can contain rules for the smooth functioning of the classroom environment and can be subject specific.
- The classroom policy must be clearly visible in the classroom.
- The learners can be encouraged, to be part of the development of the classroom policy.
- Classroom policies must contain the following components
 - Rules pertaining to respect for the teacher and fellow learners
 - Rules for handing in homework and tasks
 - Rules for maintaining neatness in the classroom
 - Rules that foster open and fair debate within the class
 - Consequences for infractions of the classroom policy must be clearly stated and be unambiguous
 - Enforcement of the classroom policy is the first level of the discipline system

Enforcement of Classroom Policy

- The teacher must be seen to be fair and consistent in the application of the classroom policy

- Consequences of infractions of the classroom policy could include
 - Break detention
 - Tasks around the class
 - Detention, overseen by the teacher
 - Extra homework
 - Any other consequence that does not demean the dignity of the learner

3. Continuum of Misdemeanours

- **Level 1** – These are offences that misbehaviours covered in the classroom policy and are relatively minor and not part of a pattern of behaviour. The aim is to correct behaviour at this level quickly and fairly before negative patterns begin.
- **Level 2** – These are behaviours that have begun to develop a pattern e.g. homework not handed in.
 - The teacher reports pattern to HOD, who can then decide on the course of action which may include, but is not limited to:
 - Have an interview with the learner, to ascertain the nature and possible causes of the problem
 - Collect confidential reports from other teachers to ascertain if the pattern is pervasive
 - Contact parent in consultation with vice-principal
 - Schedule a detention
 - Recommend daily report. Daily report can be recommended in the following instances:
 - Issued to a learner who shows repeated unacceptable behaviour patterns
 - The learner must have the daily report signed by the teacher at every class he attends
 - The learner must return the daily report form at the end of the day to the HOD
 - Daily report is issued for a minimum of a week but can be extended

- Failure to improve highlighted behaviours during the daily report period could result in a disciplinary hearing
- **Level 3** – These are offences that might cause physical or emotional damage to person or property, or bring the school's name into disrepute
 - These behaviours could result in suspension/summary suspension
 - Behaviours included are
 - Foul language
 - Damage to property
 - The use of alcohol or cigarettes
 - Derogatory language
 - Fraud
 - Unbecoming or foul play on the sports field
 - Fighting
 - Verbal and/or physical harassment
 - Use of narcotics
 - Interfering with the learning process of others
 - Not complying with detention issued for level 2 offence
 - Non-compliance with a teacher's instruction
- **Level 4** – These are behaviours or repetitions of behaviours that make it unviable for the learner to remain at the school.
- These behaviours include
 - Any of the level 3 behaviours that occur again after a disciplinary hearing or suspension, become level 4
 - Sexual harassment
 - Violent assault
 - Hate speech
 - Possession of narcotics or testing positive for narcotics

4. Detention and Suspension Procedures

Detentions

- Detentions occur on 3 levels, Break, Teacher and Principal
- If written work is assigned it should encourage self-reflection and may be included as part of the learners academic assessment
 - Break detentions
 - Issued by teachers for minor infractions
 - Do not need to give prior warning
 - Learners must be released 5 minutes before the end of break
 - 3 break detentions may result in a teacher detention
 - Teacher detentions
 - Detention must be run by the issuing teacher
 - Written notice must be given
 - Detention slip must clearly state the offence, date and time detention will be held
 - The issuing teacher must sign the detention slips
 - Detention slips must be returned signed by the parent. The teacher should follow up should this not occur
 - A teacher may assign a time for detention convenient for them but must give parents at least 24 hours notice.
 - Detention must be held after school hours
 - Copies of the detention documentation should be placed on the learner profile
 - Principal's detentions
 - Can be issued by Principal or Vice-Principal in the following situations
 - After 3 teacher detentions have been issued
 - As a result of a disciplinary hearing
 - Incorrect school uniform after a written warning has been received
 - Any offence observed directly by the Principal or Vice-Principal
 - A detention slip must be issued if it is enforced separate from a disciplinary hearing

- 24 hours notice must be given to parents
- Principals detention be held for a maximum of 5 hours and may be scheduled for a Saturday
- The Principal, Vice-Principal or HOD will oversee the detention

Suspension and Expulsion

- Suspension and expulsion are the final steps in the disciplinary procedure and are only used in extreme circumstances such as
 - Incidents of gross misconduct
 - Repeated incidents of misconduct
 - Repeated unwillingness to comply with Code of Conduct
 - Non-compliance with an issued consequence
 - Where a learner presence is deemed a danger to the school community
 - Where a learner impinges on the constitutional right of other learners to receive an education

Procedure for a Disciplinary Hearing

- A learner must be informed of the charges against him/her in writing
- The date and time of the hearing must be given in writing
- The disciplinary committee shall consist of
 - The principal
 - The vice-principal(s)
- The parents/guardian are to attend
- **The format of the hearing is as follows**
 - Meeting is opened in prayer
 - The charges are presented
 - Evidence is presented from the school
 - Evidence is presented from the learner. Witnesses may be called at this point to substantiate testimony which has been challenged or to introduce new evidence
 - Parent/guardian of the learner is given an opportunity to give input
 - Learner and parents are asked to leave while the committee deliberates on the sanctions to be issued
 - Outcome of the hearing is presented to the learner and parents
 - Comments on the outcome can be presented

- Meeting is closed in prayer
- The outcome of the hearing is stated in writing for committee, learner and parents/guardian

Appeal Procedures

- Should a learner or parent of learner feel that the procedure or punishment presented in a disciplinary hearing is unfair, they can ask the principal to review the case.
- The principal can request the input of the disciplinary committee
- Should the learner or parents still be unsatisfied with the result they can appeal to the Board Chairman. Such an appeal must be in writing and include all relevant motivation and evidence for leniency.
- A learner who is suspended pending expulsion, may follow the same procedures
- The Board of Directors will consider the appeal and will make a decision to either ratify the original decision of the disciplinary committee or to overturn this decision. In a case where the original finding is overturned, the disciplinary committee will be asked to review the sanctions and submit same to the Board for ratification.
- While the outcome is being awaited the learner will remain suspended.

GENERAL

Students of The King's School West Rand will aim to live according to Biblical principles. Students at The King's School West Rand will seek to live a godly life in and out of school in order that Jesus Christ will be glorified in everything they do. Students will aim to live a life of:

Integrity

Maintaining a lifestyle that is above reproach (Titus 1:8, Job 27:5, Proverbs 11:3, 20:11, 1 Kings 9:4)

Respect

An attitude that highly esteems those in properly placed authority (Romans 13:1-7, Heb 13:7)

Obedience

The outworking of the attitude of respect (John 14:21, Eph 6:1-4, Rom 13:1-7)

Self-Discipline

The ability to control one's thoughts and actions (Gal 5:22-26, Job 5:17, Proverbs 16:32)

Godly Living

A lifestyle that exhibits the fruit of the Spirit and flees from the acts of our sinful nature (Gal 5:16-26, Tim 2:22, 1 Peter 1:13-16)

Wisdom

Understanding what is true from God's perspective and doing what is right (Proverbs 1:7, 2-33)

Responsibility

Being dependable and accountable in all relationships and tasks (1 Cor 13, Matt 18:15-17, Gal 6:1-5)

Thankfulness

Developing an attitude of gratefulness (Phil 4:6-7, Thess 5:18, Col 2:7, Eph 5:20)

Service

A spirit of humility in focussing on the needs of others (Eph 5:21, Phil 2:3-11)

Eternal values

A godly focus (James 4:14, Matt 6:22, Matt 6:19-21)

PROCEDURE (HIGH SCHOOL – GRADE 8-12)

Students at The King's School West Rand understand and accept that they will work in close partnership with the school's educators and their Parents.

Disciplinary action may include, but is not limited (in scope or sequence) to:

- Verbal warning
- Written Warning

- Detention
- Disciplinary hearing
- Suspension
- Summary Suspension
- Expulsion

SMS System

Parents will be notified daily regarding:

- Late for school or class
- Disruptive behaviour
- Homework not done or books not at school
- Not adhering to dress code

Verbal and Written Warnings

The learner's parents will be notified verbally or in writing, of any offence and may be invited to meet with the relevant teacher/HOD or Vice Principal.

Detention

Learners may be detained during break or after school. If a learner is given after-school detention, parents will receive 24 hours notice in writing.

Disciplinary hearing

- When serious offences are committed and verbal and/or written warnings are inadequate, the disciplinary committee (comprises principal and Vice-Principal/s) will hold a disciplinary hearing before a decision is taken on what sanction should be imposed.
- The hearing will be conducted in a fair way, according to the Scriptures. The aim of the school will always be to assist the learner and guide him/her towards reaching his/her potential in Christ.
- During the hearing all parties will have the opportunity to be heard.
- The disciplinary committee will make a final decision.

Suspension

After a fair hearing the Principal may suspend learners from the school, as a correctional measure, for a period not longer than one week. The School reserves the right, but is under no obligation, to suspend a learner for a serious offence without following other actions (outlined on page 12), including disciplinary hearing. Serious offence in this context would be interpreted to include, but is not limited to:

1. Blasphemy, profanity.
2. Conduct that mimics occultic practices.
3. Physical or verbal attack on a fellow learner or staff member.
4. Verbal threats or verbal attack on a learner or staff member (that has the potential to disturb the good order).
5. Gross insubordination towards teachers or the administration.
6. Possession of dangerous objects.
7. Possession of dangerous/illegal substances, specifically including alcohol and tobacco.
8. Possession of explicit or pornographic media or material, including electronic media.
9. Damage to or theft of property.

Learners may only be suspended, in terms of this clause, by the principal or the person in his place in the event of his absence.

Expulsion

Expulsion may be used in the case of serious offences or a series of repeated offences.

UNDERTAKING BY PARENTS:

I realise that from time to time children take issue with actions that they do not agree with and they are prone to criticise statements out of context. This being normal for children, I undertake that should such occur, I will familiarise myself with all necessary details, and where appropriate, I will correct my child and support the staff. I will approach the correct staff members to obtain all the necessary details.

- I/We further realise that building strong relations with my child's teachers to aid in the training of my child is as much my responsibility as it is the school's, and I will pray for the staff and the school programme, co-operate with them in the discipline and accept that the staff will attempt to display fair judgment in all matters.
- I/We will lay a spiritual foundation through Godly example in the home and support the spiritual training in the school.
- I/We will follow through with any work, assignments or communications to be signed.
- I/We will undertake to ensure that my child abides by the school's times.
- I/We will undertake to ensure that we will co-operate in training the child to respect the school property and pay for irregular abuse of same.
- I/We will send written reasons for absence or tardiness.
- I/We will attend all parent functions, and see to it that my child's appearance conforms with the school regulations.
- I/We will assist in publicising the school and its programmes amongst friends.

I believe that the school's staff will endeavour to provide adequate care for my child and I absolve the school of all responsibility for mishaps, except for uncontrolled and careless supervision.

I realise that attending The King's School West Rand is a privilege and not a right. It is my intention to abide by the decisions and support the discipline of the administration.

RESPONSE by PARENTS

We, _____ the parents of _____ (Name and Surname)

- understand and accept the educational philosophy, objectives and aims of the Code of Conduct of The King's School West Rand.
- Support the Vision and Mission Statement of the school.
- Undertake to explain and discuss the content of the Code of Conduct with our child/ren to ensure clear understanding.
- Will co-operate with educators in a spirit of partnership in the training of our child/ren.
- Understand and accept that wilful disobedience of the Code of Conduct or wilful defiance of the principals and ethos of The King's School West Rand, may result in our child/ren's dismissal from the school.
- Understand that we have the right to withdraw our child/ren from The King's School West Rand if at any time we can no longer work together in a spirit of unity and all reasonable avenues of communication are exhausted.

Signed: _____ **Date:** _____
(Father) (Mother)

We, _____ the parents of _____
(Name and Surname of Student)

have discussed this Code of Conduct with _____

- and we have made sure that he/she fully understands the content and implications of this document.
- He/she is willing to accept and adhere to this Code of Conduct and understands that if he/she wilfully disobeys the Code of Conduct, he/she might be dismissed from the school.

Signed: _____ **Date:** _____
(Father) (Mother)

Signed: _____
(Learner)



QUALITY MANAGEMENT INSTRUMENT

CHAPTER 16: DISCIPLINE

Name of Student: _____

Date of Hearing: _____

Alleged misconduct: _____

		NOTES
1.	Written notification of disciplinary enquiry	
2.	Disciplinary enquiry	Charges are presented
		Written statements read/circulated
		Witnessed are called
		Student opportunity to reflect on fairness of proceedings
		Appeal procedures
3.	Designated consequences completed	
4.	Probation period until _____	

Signed: _____

Principal/Vice-Principal

Date: _____

NOTES FOR IMPROVEMENT PLAN:
