



# BLOUBERG

## INTERNATIONAL SCHOOL

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### SOUTH AFRICA

*“A South African School with an International Perspective”*

## CODE OF CONDUCT 2013 YEAR 4 TO YEAR 11



IES INTERNATIONAL BLOUBERG SCHOOL (PROPRIETARY) LIMITED  
(Registration No. 2010/019037/07)



# CODE OF CONDUCT - SCHOOL

1. Blouberg International School exists as a place where a complete education may be undertaken in a warm, caring atmosphere that allows each individual to develop to his or her full potential. It is important therefore that all associated with the school regard themselves and other persons with dignity and respect, and learn the importance of co-operating in a school community with diverse interests but with a common concern for the well-being of all its members.
2. It is expected that each student will co-operate to the fullest in taking responsibility for his or her own progress by diligent and careful preparation for and participation in classes of which he or she is a member. It is important that no student, either through neglect or lack of concern, interferes with the rights of others to pursue their learning. Therefore, irresponsible behaviour in school or class or the defiance of a teacher's authority cannot be tolerated.
3. A student's appearance whilst at school and in public is of great importance and should be a source of pride. It is a requirement of the school that the school uniform be worn to all school functions and sporting fixtures unless students are otherwise directed. All items of the uniform must be clean and kept in good repair. Blouberg International School students must exhibit the best possible appearance at all times in order to bring credit to self, parents and the school.
4. It is essential that students develop a respect for themselves as persons and as members of the school community and therefore they must conduct themselves at all times in a manner which will not detract from their reputation or reduce that of other members of the school. Students must respect each other's property and mistreatment of such will not be tolerated.
5. All students must take part in as many courses, cultural activities and sporting pursuits as possible and encourage the involvement of their peers. Students must attend all major annual events of school life, such as Concerts, Open Days, Winter and Summer Sport's Days, Cultural Days, etc. School sport is compulsory for all students Year 1 to Year 12.
6. When a student accepts membership of a school team, group or society he or she accepts all the commitments involved in that membership, for not to do so is a mark of little respect towards the other members of the group concerned.
7. In matters which are not specifically covered by the above codes or any other School Handbook, Brochure or Regulation, members of the school community will observe the principles outlined above concerning the dignity of each person, respect for others and their property and of mutual co-operation within the school and community.

# CODE OF CONDUCT – STUDENTS

(APPLICABLE TO ALL STUDENTS YEAR 4 TO YEAR 11)

## • **SECTION I: DISCIPLINARY PROCEDURE FOR STUDENTS**

### 1. **Introduction and Principles**

The School fully supports the principles of fair discipline and the consistent and justified application of appropriate disciplinary measures where necessary. This procedure and code for students indicates the broad standards of behaviour that are expected of all students at the School, and encourages a responsible and self-disciplined approach by students themselves.

- 1.1 Should expected norms of conduct not be met by any learner, corrective action will be initiated by School Management. Corrective action may or may not include the application of formal disciplinary measures; steps applied to prevent further occurrences of unacceptable behaviour, and to restore the School / learner relationship.
- 1.2 This procedure and code are considered an important element of the School's Code of Conduct and is applicable to all students. This document may also have a bearing on the students' behaviour outside of normal school hours, should the students' conduct impact negatively on the School / student relationship, or the reputation and integrity of the School.
- 1.3 The maintenance of discipline and ensuring orderly classroom behaviour is an integral part of every educator's job. The onus therefore lies with the School's educators and its management to apply this procedure in an effective and equitable manner, in the interests of the wellbeing of the School, preserving and promoting educational excellence, and protecting the rights of all school stakeholders including the student.
- 1.4 The School's procedure is to be made readily available to every School employee, all students and parents upon or before enrolment, and upon request.

### 2. **School Code of Conduct**

In the School context, administrators, educators, parents and students all have responsibilities. To sustain a positive, orderly and disciplined learning environment, it is important that these parties to the education relationship acknowledge their responsibilities.

#### 2.1 **Educators**

Educators at the School subscribe to the SACE Code of Professional Ethics and the School's own Code of Conduct for Staff. *Inter alia*, the School's educators undertake to:

- Be punctual, well prepared and professional in their approach to education
- Manage learner performance effectively and motivate students to achieve realistic and meaningful personal and educational goals
  
- Be sensitive to the needs of their students and address learning difficulties in a positive manner
- Praise, encourage, recognise and reward students who strive to achieve
- Create a classroom climate which is based on a learning partnership which makes education both relevant and stimulating
- Set a positive example for their students to follow
- Administer discipline correctively and with dignity when necessary.

Our school prides itself on having good relations with the School's community, its students and their parents. While parents must expect the School and its educators to provide the best education possible with the resources available to the School, parents must also accept responsibility to help the School achieve this goal.

## 2.2 Parents

Parents enrol their children at the School, subject to their acceptance of all the School's rules and other conditions of enrolment. Parents also have the responsibility to:

- Actively support the efforts of the School and its educators to teach their children
- Involve themselves to the fullest possible extent in School activities
- Make positive suggestions and contributions to improve the School's education process and the learning environment
- Support the disciplinary structures and procedures of the School, and the reasonable efforts by the School to apply discipline effectively and fairly
- Encourage their children to participate fully in School and extra-mural activities and compulsory sports programme
- Participate in the learning process and assist their children with homework, provide encouragement, check results and communicate freely with the School
- Not expect the School to meet their child's every need
- Ensure that the student is in attendance of all compulsory attendance functions and activities, and that the School's conduct and timekeeping requirements are observed.

## 2.3 Students

In terms of the Constitution, every student does have the right to education. The School does strive to provide the educational opportunities that its students and the community deserve. Students themselves however must also recognise that they have responsibilities to their parents, the School, their educators, their fellow students and themselves.

Students therefore must accept and comply with the School's rules and its conditions of enrolment. In more general terms, students must also:

- Comply with instructions from School officials, and with the general rules of the School
- Behave responsibly and not endanger the safety, welfare and rights of others
- Respect and care for the property of the School and others
- Maintain sound relations with others at School, be courteous and respect the dignity and self-worth of others
- Be punctual and observe the timekeeping practices of the School
- Demonstrate a positive attitude towards the opportunity to learn, and be diligent in their efforts to learn
- Behave honestly and conduct themselves with integrity
- Not harass, threaten violence or use force to intimidate, abuse, coerce or interfere with others, with School activities or with School property
- Accept legitimate disciplinary measures taken against them as being necessary.

The School has a number of rules that define the kinds of behaviour expected of its students. Students are to also keep their parents advised of these rules (please see School rules) and students are expected to conduct themselves in accordance with the rules provided.

## 3. Disciplinary Measures

3.1 It is impossible for this procedure or the disciplinary Code to list every possible type of rule infringement or misconduct by students. This procedure and the code therefore only set out the broader categories of infringement, and the norms for applying fair disciplinary measures at the School.

3.2 Various forms of informal and formal disciplinary measures may be initiated by the learner's responsible educator, or by the School authorities. The School will be entitled to apply corrective action and/or disciplinary measures that it believes are appropriate in the circumstances; within the guidelines provided in this procedure. The judgement and discretion of school officials to apply disciplinary measures will therefore not be rigidly restricted by the procedure or code, but will rather be guided by the circumstances of each case and

the various measures described herein.

3.3 The severity of action taken by the School or official will depend on the circumstances, the seriousness of an infringement, the interests of fellow students, the School and its employees, the interests of the offending student and any other mitigating or aggravating factors being of relevance. For this reason, the guidelines enclosed seek to promote and assure consistency, but do not remove the necessary discretion of the School authorities to apply a lesser (or more severe) penalty should circumstances so dictate.

3.4 Disciplinary measures applied in response to learner misconduct will therefore require that the School officials involved exercise their own judgement in deciding on the appropriate and fair action to be taken. Disciplinary action that may be applied by the School, in order of severity, includes:

**1. Informal measures:**

- a counselling by the educator or the head of department
- a verbal reprimand (noted on the students' file)
- detention or time punishment
- "community service"

**2. Formal measures:**

- a warning or demerit recorded (usually effective for a period of 3 to 6 months)
- parental contact and an interview with parents, generally after the conducting of an investigation by the School
- suspension for a period from class, or from attending school, pending the convening of a formal disciplinary hearing, and/or as a form of corrective action after the conducting of a disciplinary hearing
- expulsion from the School (as a last resort in the case of serious or repeated misconduct), generally only after the conducting of a disciplinary hearing, and as a last resort.

3.5 Discipline must, wherever feasible and effective, be applied progressively. Informal action for minor transgressions is generally applied at educator level, without a formal investigation being necessary. Repeated committing of a minor, similar or related offence will however result in progressively more severe and formal action being taken; particularly where a clear pattern or behaviour trend is indicated by the student's continued misconduct.

3.6 Notwithstanding the principle of progressive discipline, a serious first offence may justify a formal and severe penalty, and mitigate against the imposition of a lesser form of action (please see the Disciplinary Code for guidelines on penalties).

3.7 Warnings or demerits issued by the School will be noted on the learner's record. Copies of warnings issued should also be provided to the parents by the School.

**4. Disciplinary Action Process**

This procedure summarizes the disciplinary process that will be followed, wherever possible, by the School when disciplinary action against a learner is considered appropriate by School authorities.

**4.1 INFORMAL PROCEDURES**

4.1.1 Infringements that are not considered serious, or do not require formal disciplinary action in the opinion of the student's responsible educator, can be dealt with directly by the educator. These are not generally recorded on the student's record, but will still require communication with the student's parents by the educator involved.

4.1.2 The various forms of informal action are as outlined above and can be implemented by the educator without the involvement of the head of department or School Head.

**4.2 INFORMAL INVESTIGATION**

4.2.1 When an infringement occurs which appears to require formal disciplinary action, the educator concerned (or another complainant such as a parent) will initiate the disciplinary process by reporting

the incident to the head of dept., or by completing a letter of complaint.

A report or complain may be supplemented by any additional information or statements to clarify or adequately detail the facts surrounding the alleged infringement.

If formal disciplinary measures are considered to be appropriate, it is important in the interests of transparency that a copy of any complaints or reports also is provided to the student / parents. Withholding this information may cast some doubt on the authenticity or seriousness of the alleged infringement (and complaint), and may even result in a formal request for disclosure of the complaint from the student's parents.

- 4.2.2 The student's responsible educator, and their HOD (Head of Department), if required, should investigate the reported infringement or a letter of complaint received, to decide upon appropriate corrective measures. This investigation generally takes the form of an informal inquiry, and wherever possible includes an opportunity for the student to state his/her case in response to the complaint.

#### 4.3 **FORMAL DISCIPLINARY MEASURES**

- 4.3.1 If, after investigation, the infringement is confirmed and considered to be of a nature which does not require severe action, the responsible educator or HOD (Head of Department) may counsel the student and issue an appropriate **WARNING** or demerit to the student concerned.

- 4.3.2 A copy of the warning issued should be given to the student's parents by the educator or HOD (Head of Department) involved. A meeting with the parents may be necessary to clarify the reasons for formal action being taken, as well as to reinforce the seriousness of the infringement and to highlight the expectations that the misconduct will not be repeated.

#### 4.4 **FINAL WARNING**

- 4.4.1 A Final Warning is generally only imposed by a Head of Department or the School Head, if the student's misconduct was (a) very serious but (b) did not warrant suspension or a hearing / expulsion, or if (c) misconduct occurs which is similar to a previous infringement for which a written warning has already been issued to the student by the School.

- 4.4.2 If a Final Warning has been issued to a student for misconduct, **ANY** further infringement by the student should be considered as warranting suspension and a disciplinary hearing into the student's behaviour at the School.

### 5. **Disciplinary Hearing**

When a serious infringement possibly warranting student's suspension or expulsion occurs, or in the case of a further alleged infringement by a student with a valid Final Warning on his/her file, the School will generally be required to conduct a formal Disciplinary Hearing to determine appropriate measures to be taken against the student.

The hearing process is intended to properly and transparently investigate any new allegation(s), to provide an opportunity for the student / parents to challenge the allegations being made, and to enable the hearing Chairperson to objectively "hear both sides" - to objectively determine the guilt or innocence of the student, and if applicable, the appropriate disciplinary measure to be taken by the School.

- 5.1 A notification of convening of a disciplinary hearing is to be completed by the School authorities (usually the School Head) and is given to the parents of the student concerned. This notification must provide sufficient information to ensure that the student/parents are properly informed of the alleged complaint, the seriousness of the allegations, and the School's intention to convene a formal hearing to investigate the infringement.

- 5.1.1 The student's parents should be notified of the hearing at least 48 hours (two clear school days) before the scheduled date of the hearing. This will provide the parents with reasonable time to prepare for the hearing. In complex cases, the preparation time provided may be extended, but should not exceed 5 (five) school days wherever possible as extended suspension or delays may unfairly prejudice the student's schooling.

- 5.1.2 The student may be suspended pending the hearing, **ONLY** if this is considered appropriate; bearing

the seriousness of the alleged misconduct and his/her continued exposure to others in mind. The suspension of the student should be indicated in the notification of hearing to the parents, the period of suspension preferably not exceeding the 5 (five) school days limit indicated in (a) above. Failure to suspend a student accused of GROSS misconduct, pending a disciplinary hearing, may call into doubt the seriousness of the alleged misconduct itself, and/or the necessity for a severe penalty. A short period of suspension should not be unfair in such serious cases.

- 5.1.3 The student and his/her parents must be advised that they are expected to attend the hearing, and that their non-attendance may prejudice their child's case (indicate a waiver of their rights to respond to the allegations being made), and may even result in the hearing being held in their absence - and a decision being made without their involvement.
- 5.1.4 The student and his/her parents must be advised of the serious nature of the allegations, and the possibility of severe disciplinary (further suspension or expulsion) action being taken should the student be found guilty of the allegations made against him/her. They should be advised to prepare themselves accordingly.
- 5.1.5 Legal or any kind of representation at disciplinary hearings is **NOT** permitted. A disciplinary hearing is an internal school procedure and the involvement of legal counsel can lead to unnecessary over-complication and hindrance of the process.

5.2 The conducting of the formal disciplinary hearing is an integral part of the School's disciplinary process if serious disciplinary measures are being contemplated against any student. Expulsion, or extended suspension with a final warning as an alternative to expulsion (if feasible or appropriate), in the absence of a disciplinary hearing being conducted is reserved for exceptional circumstances only.

The hearing should be chaired by a competent and reasonably objective hearing Chairperson, who will be responsible for leading and managing the entire hearing process, and making the two critical and distinct decisions i.e.

- **VERDICT:** the guilt or innocence of the student, relative to the allegations made by the School; and only thereafter - if the student is found guilty of the alleged infringement, the second decision as to
- **PENALTY:** the appropriate measure / action to be taken, after due consideration of mitigating and aggravating factors relevant to the matter.

5.3 The Hearing Chairperson is required to conduct the hearing procedure in a proper manner that conforms to the rules of natural justice i.e. the student

- should be given adequate notice and be properly informed of the allegations being made by the School
- should be presented with all facts and information relating to the allegations being made against the student
- should be given the opportunity to question evidence presented by the School, and be entitled to present their own perspective and explain/defend his/her actions.
- is entitled to a hearing to be chaired by a reasonably impartial chairperson, and to decisions being made in an objective and considered manner
- is to be treated with dignity and respect throughout the hearing
- is to be assured of the greatest confidentiality possible
- must be formally advised of the outcome of the hearing [i.e. as to both verdict and penalty) by the hearing Chairperson, and the reasons for such decisions
- Should be offered the right to appeal against any decision made by the hearing Chairperson.

A record of hearing proceedings should be kept by the hearing Chairperson, or by a nominated scribe.

5.4 In accordance with the above principles, the parents should be formally advised of the decisions of the hearing Chairperson after the completion of the hearing i.e. the two decisions made regarding guilt or innocence, and whether to impose disciplinary action or not.

This notification of the outcome, preferably distributed within 5 (five) school days of the hearing being

completed, should include a reminder that the learner has the right to appeal against any corrective and disciplinary action decided upon by the Chairperson, within a further 5 (five) school days of the outcome being made available to the parents.

- 5.5 Copies of all disciplinary hearing related documentation must be retained by the School for actioning, recording and safekeeping purposes.

## **6. Appeal Review Process**

- 1.1 The student has the right to appeal against any formal disciplinary action imposed by the School (i.e. against any formal disciplinary action taken by the School or any decisions by a hearing Chairperson) as a final process in the School's disciplinary procedure.
- 1.2 The lodging of an appeal against formal disciplinary action, or any decision by a hearing Chairperson, only entitles the student to an appeal review however. The right to an appeal review therefore does not entitle the student to a "re-hearing".
- 1.3 An appeal review is generally a process that does not entail a full re-investigation or a rehearing of all the evidence heard at the hearing, and the Reviewer is only required to review the matter, according to the grounds and motivation submitted by the appellant / parents. The Reviewer is expected to at least review the hearing Chairperson's findings and any documentation submitted by the respective parties, and to consider any further or new evidence provided by either party.
- 6.7 Due to the nature of the review process, the student /parent wishing to appeal must be advised to **fully motivate their appeal** in writing, detailing all the grounds for appeal and providing the Reviewer with any additional or new evidence they wish to submit in support of the appeal.
- 6.8 The onus rests with the student / parents to justify an appeal and the grounds for the appeal must be clearly and comprehensively set out in the appeal request. This will enable the Reviewer to appreciate and properly consider the appellant's grounds for the review.
- 6.9 Any request for appeal must be submitted to the School Head or the hearing Chairperson within 5 (five) school days of the hearing Chairperson's decisions having been provided to the student/parents, so as not to delay review proceedings.
- 6.10 The School will be responsible for appointing an appropriate person, or review panel, to conduct an appeal review, or a re-hearing if this is considered necessary. It is common practice for an appropriate School Board member to be appointed as the Reviewer, subject to his/her not having been consulted or involved in the matter to be reviewed.
- 6.11 After reviewing the appeal motivation submitted by the appellant, and investigating any aspects of the disciplinary process considered necessary, the Reviewer will make a decision based on his / her findings, relative to the grounds for appeal submitted by the appellant.
- 6.12 When a final decision has been made by the Reviewer (or rehearing chairperson / panel as the case may be), a written Appeal Review Finding must be provided to the student / parents by the Reviewer, wherever possible within a 5 (five) school days. A copy of the Review finding must also be placed on the student's file for recording purposes.
- 6.13 The communication of the Reviewer's appeal decision marks the conclusion of the School's appeal process, and is the final step in the School's Disciplinary Procedure.

## **7. Disciplinary Code**

The School's disciplinary code for students is only intended as a guideline for assessing and determining appropriate disciplinary measures for various types of infringement or misconduct by students. As indicated previously, the circumstances of a particular case, especially mitigating considerations, may justify a less severe penalty than that indicated in the Code.

Similarly, aggravating considerations relevant to a particular case may justify a more severe penalty than that recommended in the Code.

7.1 The various infringements set out in the Code are not intended to be an exhaustive or full listing of possible infringements or misconduct by students, but are rather to be interpreted as indications of the broad types and severity of offences by students, and the appropriate sanctions if the student is found to be guilty by the School.

7.2 The Code makes provision for 'progressive' or accumulative penalty i.e. the imposition of a more severe penalty for a repeated and similar infringement by the same student.

## **8. PRACTICAL APPLICATION NOTES**

### **8.1 PENALTY AND CONSISTENCY**

The penalties set out in the attached disciplinary code indicate the recommended penalty that could be imposed for a particular infringement. Obviously, a lesser penalty may be applied, should mitigating considerations indicate that the indicated penalty is not appropriate in the circumstances.

While the application of disciplinary measures should be consistent, due consideration of factors relating to each case is of equal importance. For this reason, the Code should be viewed as a guideline, and the penalties reflected therein need not be slavishly followed.

### **8.2 CUMULATIVE AFFECT**

Cumulative action for a repeated offence i.e. imposing a more serious penalty for misconduct than that imposed previously for misconduct, is only appropriate if the second infringement is of a "similar nature" to the previous type of misconduct. The nature and type of offence should therefore be the same, and any warnings issued previously for the related offence should also not have expired.

### **8.3 BURDEN OF PROOF**

As the onus generally rests with the School to prove the reasonableness and fairness of disciplinary action taken against a learner, care must be taken to follow all the procedural steps outlined in this procedure and code. Any material and unjustified deviation from the recommended procedures set out in this procedure may well result in the actions of the School being challenged.

### **8.4 MISCONDUCT OFF THE SCHOOL PREMISES**

Imposing disciplinary action against a learner for misconduct that took place "off-site" (e.g. after hours and/or off the School's premises) requires that the School clearly demonstrate the negative impact of that misconduct on the School / learner relationship.

### **8.5 CRIMINAL MISCONDUCT AT SCHOOL**

Should a student admit to, be suspected of or be found guilty of a criminal offence (such a theft of a cell phone or School property for example) at School or on the School premises, it is recommended that the School conduct the appropriate disciplinary procedures as a matter of urgency. The disciplinary procedures applied by the School are not directly dependent upon any possible or later criminal proceedings that may be initiated by the State or other parties against the student.

The procedures that may be applicable in accordance with criminal law have no direct bearing upon the School / student relationship. It is not prudent for the School to wait until criminal / court proceedings have run their course (or not as is more often the case) before initiating any disciplinary steps against an offending student. The imposition of disciplinary measures against a student after investigation by the School, such as expulsion for serious misconduct, will not be nullified or viewed as "double punishment" should the student also be sentenced, if found guilty by a court of law.

### **8.6 SUSPENSION (Two forms of Suspension)**

8.6.1 As a penalty:

In exceptional cases, extended suspension from class or from School activities may be acceptable (and possibly appropriate in certain limited circumstances) as a severe form of punishment, and only

as an alternative to expulsion of a student by the School.

Suspension as a penalty can therefore only be agreed upon once a disciplinary hearing has been conducted, and the student has been found guilty of serious misconduct. In addition, an extended period of suspension should not be of such duration as to jeopardise the educational interests of the student.

8.6.2 Pending a hearing:

Suspension of the student from School activities pending the conducting of a formal hearing (i.e. if expulsion is being considered) should ordinarily not be of a duration that would prejudice the educational rights of the learner.

The disciplinary hearing should therefore be conducted as soon as possible after the suspension of the student takes effect. It should also be clearly indicated to the student / parents that this suspension is not a form of punishment, and is a practical arrangement to remove the student, temporarily and in the best interests of the School, the student and other students.

## 8.7 EXPULSION AS A LAST RESORT ONLY

8.7.1 Expulsion should only be affected after conducting a formal disciplinary hearing. The procedural requirement of conducting a hearing prior to expulsion, even if the student admits guilt, should not be flouted.

8.7.2 The School may well be called upon to motivate why a less severe penalty than expulsion was not imposed, and to even provide information on why alternatives to expulsion were not considered appropriate.

# DISCIPLINARY CODE FOR STUDENTS

<i>Examples of Infringements and Recommended Sanctions</i>			
Type or nature of infringement or learner misconduct	Guideline: Recommended Penalty		
	First Offence	Second / Repeated Offence	Subsequent Offence
<b>VERY SERIOUS MISCONDUCT</b> ("Zero Tolerance Offences")			
<p>1 Violent, abusive or threatening behaviour (verbal or physical) Fighting, battery or assault (threatened or actual) Victimisation, bullying or initiation of any sort Transferring, using or being in possession of a dangerous weapon, fireworks, explosives or any object that may be considered as being potentially dangerous (at School or at School events) Intimidating or wilfully interfering with others (attempted or actual) Inciting, advising or rewarding others to perform violent, offensive or threatening acts Any "gang" related activity that may threaten the safety or welfare of others (at School or at School events, or in relation to School) Harassment (sexual, racial or religious) Issuing a bomb threat or arson (attempted or actual) Behaviour that may pose a danger to the safety and welfare of others (at School or at School events, or in relation to School)</p>	<p>Suspension and Hearing / Expulsion</p>		
<p>2 Being in possession of, or under the influence of alcoholic, hallucinogenic or dangerous / prohibited substances, or distributing, storing or consuming any of these substances (at School or at School events) Strong suspicion of habitual use (abuse) or regular use of medication, drugs or alcohol at School or at School events</p>	<p>Counselling/ Suspension and Hearing / Expulsion</p>		
<p>3 Being in possession of another's property without their knowledge or consent, or attempting to remove another's property without consent or their knowledge Theft or attempted theft Sale of another's / stolen property</p>	<p>Suspension and Hearing / Expulsion</p>		

<p>4 Serious dishonesty (actual or intended)</p> <p>Cheating, copying or tampering with test or exam results, reports or assignments</p> <p>Being in possession of or distributing material or information that may give an advantage in a test or an exam</p> <p>Extortion, bribery, corruption or fraud (attempted or actual)</p> <p>Being an accomplice to, colluding, conspiring, assisting / abetting or instigating dishonesty, fraud, or theft</p> <p>Inciting, advising or rewarding others to be dishonest or to cheat</p> <p>Serious breach of School security procedures, unreasonably refusing to submit to a search</p> <p>Off-site criminal misconduct that disrupts or substantially damages the School/student relationship and the educational process</p>	<p>Suspension and Hearing / Expulsion</p>		
<p>5 Obscene, indecent or sexually explicit behaviour or gestures, or attempts to make unwanted physical contact</p> <p>Sexual harassment, inappropriate sexual innuendos or graphic comments</p> <p>Intentional and offensive, insulting, abusive, racist or lewd behaviour</p> <p>Storage, creation, sale or distribution of pornographic, obscene or offensive material, publications, symbols, email, text / SMS / MMS, cartoons or objects</p>	<p>Suspension and Hearing / Expulsion</p>		
<p>6 Sabotage, malicious or wilful damage to School or others' property</p> <p>Unauthorised occupation of any School property or facility, or having the effect of depriving others from using this property or facility. Preventing or seeking to prevent free assembly by others on the School's property, without School permission</p> <p>Blocking off any entrances or exits to or from the School premises, with the intention or effect of interfering with free access / egress by others</p> <p>Participating in or supporting industrial or protest action, preventing students from attending School activities</p>	<p>Suspension and Hearing/ Expulsion</p>		
<p>7 Actions that expose others to serious danger or injury, or expose the School to potential accidental loss or damages - whether due to wilful, grossly negligent or unintended acts</p> <p>Unsafe acts or behaviour that endangers the safety and welfare of others</p>	<p>Counselling/ Suspension and Hearing/ Expulsion</p>		
<p>8 Serious misconduct or actions that may bring the reputation of the School, students or other stakeholders into disrepute</p>	<p>Counselling/ Suspension and Hearing/ Expulsion</p>		
<p>9 Any other misconduct considered to be very serious and possibly justifying expulsion as a first offence.</p>	<p>Counselling/ Suspension and Hearing/ Expulsion</p>		
<b>SERIOUS INFRINGEMENTS</b>			

10	Playing of obscene, insulting or demeaning games Dangerous horseplay Malicious teasing	Counselling/ Final Warning / Parental Contact	Suspension and Hearing / Expulsion	
11	Inappropriate behaviour or comments in public or at School events that brings the School into disrepute Abuse of School privileges or seniority / status, abuse of position of authority	Counselling/ Final Warning/ Parental Contact	Suspension and Hearing / Expulsion	
12	Smoking or being in possession of tobacco or cigarettes (on the School premises or at School events)	Counselling/ Final Warning/ Parental Contact	Suspension and Hearing / Expulsion	
13	Forgery or falsification of School documents and reports Lying and unfair behaviour (with less serious initial consequences)	Counselling/ Final Warning/ Parental Contact	Suspension and Hearing / Expulsion	
14	Vandalising property or equipment (School or others), improper use or not taking due care of property or equipment Accidental damage to property	Counselling/ Final Warning/ Parental Contact	Suspension and Hearing / Expulsion	
15	Acts or behaviour designed to create a hostile or threatening school environment, or that may reasonably have resulted in such an environment Wilful disruption of School activities, interference with School authorities Conduct designed to be prejudicial to good order or discipline at the School	Counselling/ Final Warning/ Parental Contact	Suspension and Hearing / Expulsion	
16	Any misconduct by the learner that is considered by School authorities to warrant more than a Counselling, verbal reprimand or an ordinary warning.			
<b>LESS SERIOUS INFRINGEMENTS</b>				
17	Disregard for rules, directions, instructions or for any persons in authority Defiance or disrespect towards School authorities, parents, visitors or peers Being discourteous towards School authorities, adults or peers, or displays of insolence Being unreasonably intolerant of others, and their personal beliefs, traditions, appearance or of diversity Persistent violation of School rules (with less serious initial consequences)	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
18	Use of excessive force when playing games or during sporting events Playing games in an area where others may be injured or where property may be damaged Riding skateboards, wheelies, bicycles or motorbikes in areas where such activities are prohibited, or in such a manner as may cause injury to others or damage to property	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion

19	Noisy or disruptive behaviour, disturbing the activities of others Highly disruptive or unruly classroom behaviour Trespassing or entering School premises without permission or without supervision, and/or after school hours Refusing to identify oneself upon request by a School authority	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
	Swearing and use of vulgar, profane (foul) language	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
20	Tardiness, littering and poor housekeeping Poor grooming, unhygienic personal habits, improper use of school facilities or ablutions Hair, dress or apparel that is not in accordance with School standards or rules Eating or drinking during class or School events / activities when consumption is not permitted	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
21	Tardiness, littering and poor housekeeping Poor grooming, unhygienic personal habits, improper use of school facilities or ablutions Hair, dress or apparel that is not in accordance with School standards or rules Eating or drinking during class or School events / activities when consumption is not permitted	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
22	Tampering with the possessions or equipment of others Use of School equipment without permission (with no serious consequences)	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
23	Refusal or failure to complete homework or assignments Refusal to deliver or return reports, reply slips or letters to parents or to the School Unreasonable and unexplained refusal to attend or participate in School activities or compulsory events General uncooperativeness and / or being wilfully obstructive Poor application to studies, schoolwork or assignments	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
24	Truancy, poor timekeeping practices Unexplained absences from classes or from compulsory events or activities Leaving class or School premises without permission Persistent late-coming or early unauthorised departure from class / School.	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
25	Persistent misuse of personal communication devices during School activities	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
26	Any other infringements that may be considered serious enough to warrant the implementation of corrective action and taking of disciplinary measures.	Counselling and Reprimand or Warning / Demerit	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion