



BLOUBERG
INTERNATIONAL SCHOOL

SOUTH AFRICA

“A South African School with an International Perspective”

I N F O R M A T I O N B O O K L E T
2018



This information booklet has been prepared in order to assist students and parents of children in Pre-Reception to Year 12 to become familiar with the school routine and general requirements. Please do not hesitate to contact the school if there are any matters, which we can assist you with.

VISION

A South African school with an International Perspective

MISSION STATEMENT

Blouberg International School aims to empower all its students to become educated, lifelong learners. We follow the British National Curriculum for the Foundation Stage and the Cambridge International Curriculum in the Primary and High School in a caring, dynamic, creative, encouraging and nurturing environment.

IES MISSION STATEMENT

IES's mission is to provide excellence in education with an international perspective. The International Education Systems Group (IES) promotes the development of young people who will have the capacity to contribute proactively and work towards a better world. Through dynamic programmes, IES will strive to develop leaders for the future who are collaborative, communicative, enquiring, respectful and creative individuals with a passion for lifelong learning. IES students will be encouraged to integrate effectively in the local, national and international communities through the diverse opportunities afforded to them.

IES MOTTO

Our motto is the Latin:

“Sapientia Quod Faciendum Facium”

WE DO EVERYTHING WITH WISDOM



The nautilus, a living fossil, is a symbolic representation of the IES approach to education, continual growth and learning.

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BACKGROUND

Blouberg International School is a member of the International Education Systems Group and is one of the most prestigious international co-educational schools on the West Coast. Currently situated in the suburb of Parklands, we are flanked by the vast Atlantic Ocean with the vivid backdrop of the majestic Table Mountain. In offering the Cambridge Curriculum with benchmarks from Cambridge University, we ensure a stable curriculum coupled with international standards of excellence. We prepare our students for further education in Colleges and Universities all over the world, but equally important, we prepare our students for life.

A HOLISTIC APPROACH

We believe in the promotion of traditional values coupled with progressive thinking. Our small class sizes help us to recognise and realise each student's potential. We encourage all students to grow into balanced, confident and responsible citizens of the world. Our objective is, to the best of our ability to provide students with the stimulus, environment, guidance and the opportunity to blossom.

In striving to lay the foundation of lifelong learning we are enabling your child to:

- Develop responsibility and care for humanity and the environment
- Foster a commitment to strong principles and values
- Provide diverse learning experiences
- Nurture the skills and confidence needed for effective service and leadership
- Develop a global perspective on society and the environment
- Promote pluralism and celebrate diversity

At Blouberg International School we see the entire programme of a school – the curriculum, daily routines, discipline, social life and extra-curricular activities – as merely a vehicle through which our young students can be trained to take charge of their lives, raise their sights and grasp the central principles of life.

A GROWING SCHOOL

Currently the school offers the following classes:

Foundation Stage (Pre-Reception and Reception), Students must turn 4 before 30 June in the year in which they start in our Pre-Reception class.

Key Stage 1 (Years 1 & 2 – Junior Primary), Key Stage 2 (Year 3 – 6 Senior Primary).

Key Stage 3 and 4 (High School) will enable the student to obtain the internationally recognised qualifications, IGCSE, AS and A-levels (an optional Year 13).

ORGANISATION

• COMMUNICATION

Open communication between parents and staff facilitates positive home/school relationships based on trust and positive co-operation.

At Key Stage 1 and 2, student homework books are used for daily communication between home and the class teacher. Parents are encouraged to use the homework book for this purpose or speak with their child's teacher about their child's progress or any concerns they may have. When wishing to discuss your child's work or welfare, it is necessary that you make an appointment with your child's class teacher. Members of staff may not be interrupted whilst teaching. Teachers are unable to confer with one parent while other students in the class are neglected.

A parent information evening is held early in Term 1 for Key Stage 1 & 2 to give parents and class teachers the opportunity to discuss the course work and matters of the classroom, and school procedure. Verbal feedback meetings are held at the end of Terms 1 and 3. Formal reports are given to parents at the end of Terms 2 and 4. It is important that any concerns regarding your child are discussed firstly with the teacher, and if necessary, with the Academic Head and if you are still not satisfied make an appointment to see the Principal.

Newsletters are published every Thursday during the term to keep parents in touch with what is happening in the school. These are sent electronically via the Engage Parent Portal and published on our internet website each week www.blouberginternational.co.za. The newsletter contains important information so please read it carefully.

• TIMES

Until the start of the formal school day, students will be supervised on the playground/in the classrooms in case of wet weather.

| | | |
|----------------------|---------------|-----------------------------------|
| School Times: | Pre-Reception | 07:45 for 08:00 start until 13:00 |
| | Reception | 07:45 for 08:00 start until 13:00 |
| | Year 1 and 2 | 07:30 for 07:45 start until 13:30 |
| | Year 3 to 12 | 07:30 for 07:45 start until 14:30 |

NB*

- For safety and security reasons - **before 7:30am, no student may enter the school premises unaccompanied by an adult.**
- ***Early Care starts at 06:30 and charges apply to all students from KS1 upwards, who arrive prior to 07:15.***
- ***All early arrivals must report to Early Care when they arrive as there is no supervision on the playground until 07:15.***
- The main school building is open to Key Stage 1, 2, 3 and 4 students at 07:15 am. All teachers are available from 07:45.

- **AFTERCARE FACILITY FOR STUDENTS IN PRE-RECEPTION TO YEAR 6:**

Aftercare : starts at 13:00 until 18:00. Students have to be enrolled separately for this service. Please contact the school in this regard. Students have to be enrolled in Aftercare if they have to remain at school after the official closing time, **for any period of time**. An after hour fee will be levied for students collected after 18:00.

- **HOLIDAY CARE FACILITY FOR STUDENTS IN PRE-RECEPTION TO YEAR 6:**

Holiday care: The aftercare facility is available throughout the year, but the school, as well as holiday care, is closed on public holidays and over the Christmas period. Holiday programmes and rates will be published closer to the time and invoiced separately (changes are made every holiday at management's discretion). The aftercare facility requires **one month's written notification**, addressed to the school, of the intended withdrawal of a student or students from after care, failing which fees for that month will be charged.

Aftercare, early care and holiday care facilities are available on the premises and is offered from Pre-Reception to Year 6.

- **ARRIVAL AND DEPARTURE**

It is required that students be brought to the school and collected by a responsible adult or minor of at least 18 years of age. Students will not be allowed to leave with any unknown person unless arrangements have been made prior to arrival. All students must enter through the main school building unless your child is in early care, aftercare or holiday care.

Stop and Drop Rules:

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1. **Unless arriving before 7:15 am, Year 1 to Year 12 students may be dropped off at the 'stop n drop' zone** where they will go to their classrooms independently.
2. **Unless in aftercare/attending an extra mural,** students must be collected at the drop off zone.
3. **If your child is not ready for collection** at the drop off zone, you will be asked to ***park in a bay or proceed to the exit and enter once more.***
4. Students in Years 1 to 6 will be waiting with their class teacher supervising teacher at the stop and drop.
5. He/she will not be allowed to leave with someone else, other than yourself or a regular caregiver. If our staff have not been informed of a change in plans, your child will not be allowed to leave the premises.
6. ***After the 15 minutes, the stop and drop grace period ends thereafter parents will be billed casual Aftercare rates.***

- **WHAT TO BRING ... AND WHAT NOT TO BRING**

1. A navy school bag to contain all belongings.
2. A BIS hat and sun block with highest factor available – **ALL YEAR ROUND**. Students without a hat or sunblock will only be allowed to play in shaded areas. **NO HAT = NO PLAY** for primary school students. High School students must wear sunscreen. A hat is optional for high school students.
3. A healthy mid-morning snack.
4. Lunch, if your child is staying for aftercare or extra-curriculars.

Lunches:

The school upholds the concept of wholesome nutrition based on the five food groups. Parents are advised against sending any food containing sugar to school. Sweets, cakes, lollies, chocolates, chips and fizzy drinks are not allowed to be brought to school, as apart from having questionable nutritional value, they create unnecessary competition amongst the children. We try to encourage healthy eating habits.

Toys:

Students are not allowed to bring toys from home to school as they can be lost or broken, disrupt the programme and upset other children whose parents abide by the guidelines. Please settle any problems regarding this with your child before coming to school.

Cellphones:

- Cell phones are not permitted at school for students younger than Key Stage 2.
- ***For Key Stage 2 and older students, they are permitted on the premises at student's own risk, however, they are to be handed to the class teacher in the mornings and locked away until the end of the school day, when they may be collected again.***
- ***For High School students, cell phones must be locked and stored away, on silent in their lockers.***
- They may not be played with or used during school and extra-curricular hours.
- When at aftercare, students must hand phones in to the supervisor until home time.
- ***NB* Students found using cell phones during school and school events without authorisation, will have them confiscated until the end of term.***

Stationery:

A stationery list for the following year's stationery will be given to parents at the end of the each school year. Teachers will control the use of the stationery in the primary year groups.

- **ILLNESSES AND ABSENCES**

In the event of illness these rules apply:

1. If a student is not well at the beginning of the day, he/she should not be sent to school.
2. ***If your child is absent because of illness, you are asked to telephone or message the school secretary on the first day, before 08:00am.*** It would be appreciated if an indication of any likely extended absence could be given as soon as possible. Students with infectious (contagious) conditions will not be admitted to the school for the duration of the illness, in their own interest and those of the other students and staff. In addition to this, non-immunized students will also need to be withdrawn from the school for the duration of the infection for which the student has not been immunized. This policy is rigidly adhered to, for your child's health.
3. ***If your child is absent for 2 or more days, a doctor's certificate is required.*** Students are required to hand in a Doctors Certificate if they have missed an exam.
4. In the event of a student becoming ill at school, the parents will be contacted to come and fetch the student. It is therefore imperative that parents ensure that current telephone numbers are given to the school secretaries and updated on the Engage Parent Portal.
5. In the event of parents or a contact not being available, the Principal or the person-in-charge will take whatever steps are considered to be necessary to ensure the student's well-being.
6. Students arriving late for school will be recorded on Engage and this will be reflected on the semester reports. If a student needs to leave school during school hours, prior arrangement must be made with either the Principal or the class teacher. The student will report to Reception who in turn will notify Security to let them out of the school grounds.
7. If you wish your child to have leave during term, the Principal and class teacher must be informed in writing.

- **HYGIENE, MEDICATION AND SAFETY**

- Please ensure that all important medical information, e.g. asthma, allergies, etc. is entered on your Form of Agreement, and please bring this information to the attention of your child's class teacher as well as the school secretary.
- Due to legislation, medication may not be administered by non-medically qualified professionals. Members of staff are First Aid trained and may only attend to minor injuries.
- Please ensure that you supply band-aids/plasters for your child's use at school. Please notify the school of all allergies prior to commencement at the school.
- Parents of an injured student will be contacted promptly. An 'incident' register is kept up to date at the school to comply with Workplace Health and Safety Regulations.
- Strict health and hygiene practices that have regard to, but are above requirements of current community standards, are held. Strict supervision, maintenance of equipment and various safety precautions ensure the safety of students.
- The Procedure for Emergency Evacuation (in the case of fire or a bomb) is displayed throughout the school, and emergency evacuation is implemented promptly.
- The school requires that students and staff wear sunhats and use a high factor sunscreen whilst outdoors. Each student must have his/her own BIS hat clearly marked. If parents choose to use a particular hyper allergenic sunscreen, written notification must be given that the staff may only apply the particular lotion supplied.

- **CHANGE OF ADDRESS/TELEPHONE NUMBERS/INFORMATION**

Please notify the School Secretaries if you change your address and/or home, business telephone number or cell phone number, or if you are going away and leaving your child in the care of someone else. **It is the parents' responsibility to notify the school regarding changes in information recorded about the child.**

- **NOTICE OF WITHDRAWAL**

The school requires **ONE FULL SCHOOL TERM'S NOTIFICATION IN WRITING**, addressed to the **Principal**, of the intended withdrawal of a student from the school, **otherwise fees for the following term will be charged**. This means that withdrawal notification has to be given before the end of the term prior to the last term of the student's attendance at school.

UNIFORM POLICY – JUNIOR, SENIOR PRIMARY AND HIGH SCHOOLS

PHILOSOPHY

The International School of Blouberg is one of three International education Systems (IES) schools in South Africa. At BIS we believe that a student's appearance has an impact on his/her attitudes and behaviours. School pride, respect for the school community, the education process, and the students themselves, are in part, shown by the student's attire and grooming. The uniform policy also helps maintain a sense of modesty and equality while educating students about what is appropriate dress for the time and place of formal education.

AIMS AND OBJECTIVES

It is our school policy that all children wear a school uniform when attending school and school related activities where appropriate.

- Our policy on school uniforms is based on the notion that the school uniform:
 - promotes a sense of pride in the school and creates a sense of community/belonging towards the school and the IES group of schools
 - teaches students to dress smartly and take pride in their appearance
 - is practical and smart
 - identifies the children with the school
 - prevents further distractions in class
 - makes children feel equal to their peers in terms of appearance
 - is designed with health and safety in mind

UNIFORM UPKEEP

As part of our respect for the school and its image, students are required to wear well-maintained uniforms. Should an article of uniform clothing become tattered, torn, discoloured, ill fitting, buttons lost etc., the student/family is required to mend or replace the article. School shoes must be polished daily and sports shoes must be kept presentable and clean. Tights may not be laddered. Uniform must always be clean.

ACCOUNTABILITY

The Uniform Policy reflects the entire BIS and IES community and thus it will be the responsibility of the student, parents, teachers and the administration to uphold. All stakeholders must familiarise themselves with the uniform and hair regulations, as ignorance of these is no excuse for failure to comply with the regulations.

- It is the student's responsibility to choose the appropriate clothing to wear to school.
- It is the parent's responsibility to scrutinize the uniform before the student leaves for school.
- It is the teacher's responsibility to monitor and ensure the Uniform Policy is adhered to during the school day and at school related activities.
- It is the student leadership's responsibility to assist the school in monitoring this policy.
- The teacher will be the primary communicator in following up with students

UNIFORM SIZING AND CLEANING INFORMATION

All clothing must be appropriately sized:

- No bare midriffs are allowed.
 - Skirts and shorts may be no shorter than 5cm above the knee
 - Boys trouser length must be worn on the ankle, but not longer than the heel of the shoe
- Please follow the wash/care instructions in the label and ensure whites are washed separately to prevent discolouration

DEVIATIONS

In exceptional cases, such as a foot injury, burglary etc. a letter of explanation will be required from the parent.

- The letter will need to be handed to the teacher/tutor
- Supporting documentation will need to be included e.g. doctor's note

GENERAL UNIFORM RULES

Full uniform:

Students must wear full uniform at all times whether at school or at school functions. ***The school uniform is to be worn in its entirety, including shoes, when out in public e.g. shopping malls, restaurants etc.*** Socks and shoes must be worn at times, unless permitted for special reasons e.g. Special games, break time activities, etc. All shirt buttons must be done up.

School Bags:

School bags should offer adequate structural support for the contents. Please note that bags with inappropriate or offensive slogans and logos printed on them are NOT permitted.

Raincoats:

Plain navy rain jackets/raincoats may be worn. (No slogans, images, graphics or embellishments including fur and decorative elements are permitted.)

Scarves and gloves:

Plain navy scarves and full finger **navy** gloves may be worn.

Belts:

Plain black leather belts must be worn, with small plain buckles, as part of the high school uniform.

Sports Shoes:

Shoes which are mainly white, navy or black may be worn.

Badges:

Only badges, issued by the school, may be worn.

Make-up:

No makeup whatsoever is allowed with school uniform. Students are only permitted to wear moisturizer and sunblock over natural skin.

Nails:

No nail polish is allowed. This includes both nail extensions and gel/acrylic or other overlays including nail diamante and décor. Nails may not be longer than the tips of the fingers. *No nail polish is allowed on toe nails if these are, at any stage, visible.*

Tattoos and body art:

No visible tattoos (permanent or non-permanent) and body art are permitted.

Hats:

Students are advised to wear a *school* hat *and* sunscreen at break. Primary School students are not permitted to play outside during warm weather without wearing a hat *and* sunscreen during break time. School hats are compulsory for all students during outdoor educational activities. (Sunscreen should be put on at home and be sent to school for breaks).

Grooming:

Students' hygiene and grooming is paramount. Students should bath/shower and brush teeth daily. Hair should be brushed daily and washed regularly. Deodorant should be worn when developmentally appropriate. Only roll on/non aerosol deodorants are permitted on campus. Grooming items (brushes, combs, deodorant sticks etc.) and hats may not be shared.

Art classes:

Art aprons are compulsory during art lessons to keep their white shirts neat.

SPECIFIC OCCASIONS**Formal and Informal Days:**

The formal uniform is compulsory on certain days, outings, prize giving and school functions, as well as during exams, unless otherwise specified.

Formal and Informal uniform may not be mixed, or worn at the same time, including mixing P.E. uniform and sports uniforms with formal and informal uniform attire.

| | | |
|-----------------------|----------------------------|---------------------|
| Assembly days: | Foundation and Key Stage 1 | : Tuesday 08:00 am |
| | Key Stage 2 | : Thursday 08:00 am |
| | High School | : Monday 08:00am |

Dress code for civvies day:

To allow learners to wear 'civvies' is a privilege. It is still a normal school day and ALL learners who choose to wear civvies have to be dressed appropriately for school. This means that their clothes should be modest and conservatively styled.

Please adhere to the following prohibitions:

- *NO midriff may show at any time.*
- *NO miniskirts.*
- *NO open back or shoulders.*
- *NO spaghetti straps.*
- *NO revealing, low necklines.*
- *No visible underwear.*
- *If tights are worn, the bottoms should be covered with a top/t-shirt.*
- *NO jewellery.*
- *NO make-up.*
- *NO offensive/ distasteful slogans, graphics and images may be worn or displayed on clothing - these may include but are not limited to: cigarettes, alcohol, drugs, substance abuse, violence, sex, offensive language and swearing.*
- *No headgear may be worn inside the building (hats, beanies etc).*
- *Shorts may only be worn no more than five (of student's own) fingers above the knee.*

HAIR : *The rules which apply for any normal school day also apply for Civvies Day, i.e.*

Boys – *NO gel or hair cream.*

Girls – *Hair is to be tied back from face. The colour of hair accessories may vary.*

Learners who fail to comply with the above regulations will forfeit their privilege to wear civvies.

GUIDELINES FOR GIRLS**Underwear:**

Underwear and vests should be white or natural skin tone especially when worn under white garments. Navy or black underwear may be worn under darker garments only. No underwear may be visible. Vests may not be longer than shirt cuff.

Hair:

Hair must be neat, tidy, and clean at all times.

- Hair *longer than* shoulder length must be tied back *and should be kept clear of the eyes at all times.*
- Hair is to be tied neatly with only black, navy or white elastic or hair band and finished off, if preferred with a black, navy or white ribbon or Alice band.
- Hair clasps are to be only brown or black bobby pins or clips.
- Hair must be a consistent natural colour. No streaks, highlights, lowlights or multiple tone colours are permitted.
- *Hairstyles or cuts may not be a focus of attention. No current fashion trends/statements permitted* (for example Mohawks, punk, patterned hair styles). Girls will be sent home to rectify these styles immediately.
- Hair may not be shorter than as per boys' hair specifications.
- Lice and Nits - It is the parent's responsibility to check their child's hair regularly. A lice/nit infestation can spread quickly amongst pupils. Should lice or nits (eggs) be found on a pupil's head, the pupil will be sent home and may only return to school after prescribed treatment has been carried out successfully and all traces of nits and lice are removed. This is in accordance with health regulations.
- The decision of the school with regard to judgement on what will be allowed is final. If the above regulations are problematic for religious or cultural reasons, the issue must be brought to the attention of the Headmaster.

Jewellery:

Earrings:

If ears are pierced, **only a single pair** of small sleepers or studs may be worn (gold or silver only). Earrings are to be worn only in a hole on the lobe. No ear stretchers are permitted. Inappropriate earrings will be confiscated and returned at the end of the term.

Watches:

Wristlet watches are to be of a conservative style.

Chains and necklaces:

Chains may only be worn under shirts if they offer special medical information or are of religious significance.

No additional jewellery is allowed. Jewellery is not permitted when playing sport. Inappropriate earrings will be confiscated and returned at the end of the term.

Bracelets:

Medic-alert bracelets may be worn.

Shoes:

Black school shoes (lace up, crossbar, T-bar). No boots, ballet flats, slip-ins etc. No suede or fabric shoes – if you cannot polish them, do not buy them.

Socks:

Blue ankle turn down socks only – turned down once; no more than 5 fingers above the top of the shoe- may not be worn calf high: no secret socks or anklets – sock must be visible.

GENERAL GUIDELINES FOR BOYS

Underwear & vests:

No underwear and vests may be visible. *White* vests (summer/thermal, long/short sleeve are permitted when worn under white shirts - dark vests are permitted under dark shirts. Vests may not be longer than shirt cuff.

Hair:

- Boys should bear in mind that their appearance, while wearing their school uniform, and especially their hair styles will reflect on the school and should at all times be presentable and well-kept. (short and neat – off the collar and ears) Hair should be washed and groomed regularly.
- Hair *should be kept clear of the eyes at all times.*
- Hair must remain a consistent natural colour. No streaks, highlights, lowlights or multiple tones are permitted.
- *Hairstyles or cuts may not be a focus of attention. No current fashion trends/statements permitted.* No Mohawks, punk styles, patterned hair styles or a style that is unconventional is permitted. Boys will be sent home to rectify these styles immediately.
- Gel is only permitted in small amounts to keep hair neat.
- Facial hair is not permitted. Boys are expected to shave when appropriate.
- Lice and Nits - It is the parent's responsibility to check their child's hair regularly. A lice/nit infestation can spread quickly amongst pupils. Should lice or nits (eggs) be found on a pupil's head, the pupil will be sent home and may only return to school after prescribed treatment has been carried out successfully and all traces of nits and lice are removed. This is in accordance with health regulations.
- The decision of the school with regard to judgement on what will be allowed is final. If the above regulations are problematic for religious or cultural reasons, the issue must be brought to the attention of the Headmaster.

Jewellery:

Earrings:

Earrings of any kind are not permitted.

Watches:

Wristlet watches are to be of a conservative style.

Chains and necklaces:

Chains may only be worn under shirts if they offer special medical information or are of religious significance. *Jewellery is not permitted when playing sport.* Inappropriate earrings will be confiscated and returned at the end of the term.

Bracelets:

Medic-alert bracelets may be worn.

Shoes:

Black school shoes (lace up only). No boots or slip-ins etc. No suede or fabric shoes – if you cannot polish them, do not buy them.

Socks:

Option 1 -worn with pants: Blue ankle turn down socks - turned down once; no more than 5 fingers above the top of the shoe

Option 2 worn with shorts: Blue ankle turn down socks

- No secret socks or anklets may be worn - socks must be visible, however, not worn over trousers

LOST PROPERTY

All items of clothing and personal items must be marked clearly, with both the student's name and surname.

A cabinet is provided for lost property. Any items found will be placed in the lost property cabinet, so it is advisable to look there should your child misplace or lose a uniform item. To assist in identifying lost items please ensure that every item of your child's property is clearly marked. **The school will not be held liable for any lost items.** The Lost Property cabinets are situated in both the Junior and Senior Campus.

UNIFORM SHOP

All International School Blouberg uniform should be ordered online at www.ies.hatricks.co.za

Procedure as follows:

View the uniform and sizing at school.

Go online and place your order.

Uniform will be delivered to you at home or work via courier.

ITEMS NOT Stocked:

All items below **must be purchased from the uniform shop** except:

- Blue school hosiery
- Plain black belts
- Black school shoes
- White sports shoes/trainers
- White cricket pants
- Tog bags and school bags
- Hair accessories

CONSEQUENCES

Students may be sent home to correct their attire, hair/ uniform infringement. In terms of the disciplinary code for students, poor grooming, unhygienic personal habits, hair and dress not in accordance with school standards, dependent on the severity, will bear the following consequences:

- **Counselling and reprimand**

Students will be expected to repair the infraction by removing make-up or nail polish using aqueous cream and nail polish remover provided at school.

Male students may be requested to shave using disposable blades provided

Nails will need to be cut before a match

Incorrect items will be confiscated and parents will be contacted to collect items personally from the school

- **Final verbal warning**
- **Written Warning/ Parent contact (Uniform Deviation Slip accompanied by a letter from the Head of School)**
- **Suspension/Hearing/ Expulsion**

FOUNDATION STAGE: PRE RECEPTION – RECEPTION

| Summer Uniform (Term 1 and Term 4) | Winter Uniform (Term 2 and Term 3) |
|---|--|
| Boys & Girls | Boys & Girls |
| School PE Shorts Navy short sleeve golf shirt Long sleeve navy V-neck jersey or tracksuit top White turndown ankle socks Navy school hat or cap Plain white sports shoes | School tracksuit Navy long sleeve golf shirt Long sleeve navy V-neck jersey White turndown ankle socks Plain white sports shoes Polar fleece top (optional) |

SUMMER UNIFORM: TERM 1 AND TERM 4 (YEAR 1 – YEAR 12)

| Girls': Formal | Boys': Formal |
|--|--|
| School skirt (tartan) Fitted white short-sleeve shirt Long sleeve navy V-neck jersey or cardigan Navy blazer (Year 3 upwards) Blue only turndown socks Black school shoes (lace up, crossbar, T-bar) Navy school hat or cap | Stone colour shorts / trousers (school supplier only) Black belt (compulsory) Formal white short sleeved shirt Long sleeve navy V-neck jersey Navy blazer (Year 3 upwards) Blue turndown socks only Black school shoes (lace up) Navy school hat or cap |
| INFORMAL UNIFORM FOR GIRLS AND BOYS: As above but instead of formal shirt, navy golf shirt. Instead of jersey, polar fleece top may also be worn. | |
| SUMMER SPORTS UNIFORM: <i>Sports uniform to be worn at sports events and selected outings and PE days only.</i> School PE shorts or school tracksuit White or navy short sleeve golf shirt Sport shoes black, navy or white Plain white ankle socks (not anklets) Navy school hat or cap | |
| ATHLETICS AND CROSS COUNTRY Blouberg International School golf shirt and Blouberg International School PE Shorts CRICKET White trousers and white Blouberg International School golf Shirt TENNIS Blouberg International School PE shorts & white Blouberg International School golf shirt | |

WINTER UNIFORM: TERM 2 AND TERM 3 (YEAR 1 – YEAR 12)

| Girls': Formal | Boys': Formal |
|---|--|
| <p align="center">School skirt (tartan) Formal white long sleeve shirt Long sleeve navy V-neck jersey or cardigan Navy blazer (Year 3 upwards) Blue tights (plain ribbed/opaque ; no knee highs) Black school shoes (lace up, crossbar, T-bar)</p> | <p align="center">Stone colour trousers (school supplier only) Black Belt (Compulsory) Formal white long sleeved shirt Long sleeve navy V-neck jersey Navy blazer (Year 3 upwards) Blue only turndown socks Black school shoes (lace up)</p> |
| <p>INFORMAL WINTER UNIFORM FOR GIRLS AND BOYS: As above but instead of formal shirt, navy long sleeved golf shirt Polar fleece top Navy rain jacket (optional)</p> | |
| <p>WINTER SPORTS UNIFORM: <i>Sports uniform to be worn at sports events and selected outings and PE days only.</i> Navy school hat or cap School PE shorts or school tracksuit Navy short sleeve golf shirt Sport shoes back, navy or white Plain blue ankle socks (not anklets) Navy school hat or cap</p> | |
| <p>CROSS COUNTRY Blouberg International School running vest and PE shorts</p> <p>NETBALL Blouberg International School golf shirt, Blouberg International School P.E. shorts, Navy cycling shorts to be worn under the skirts</p> <p>SOCCER Blouberg International School golf shirt and Blouberg International School PE Shorts</p> | |



UNIFORM DEVIATION SLIP

We feel your son/daughter, _____ (name), has not adhered to the guidelines stipulated in the “Uniform Policy” of the school. Please complete the “Uniform Deviation Slip” below so that we are able to resolve this matter in the best possible manner.

Date: _____

Student Name: _____ Surname: _____

Teacher : _____ Teacher signature: _____

Nature of deviation: _____

Head of School signature: _____

Date when deviation will be corrected: _____

Parent/ Guardian’s Name: _____ Parent/ Guardian’s signature: _____

Date: _____ Preferred contact number: _____

Supporting documents stapled to this slip (please indicate) : Yes

Document Type: _____

I would prefer to meet, with the Head of School, to discuss this matter in person

Yes No

If you would like to meet with the Head of School, please contact Marcelle Curry to make an appointment.

ACADEMIC, CULTURAL AND EXTRA CURRICULAR PROGRAMME

Blouberg International School aims to educate the whole person. Intellectual, physical, social, cultural and moral development is all important if the child is to achieve his or her full potential as a person. The curriculum is based upon the best theory and practice of the Cambridge Curriculum and aims towards enabling all young people to become:

- **Successful students who enjoy learning, make progress and achieve.**
- **Confident individuals who are able to live safe, healthy and fulfilling lives.**
- **Responsible citizens who make a positive contribution to society.**

Each class will have a teacher responsible for your child's learning in all curriculum areas and students will interact with specialist teachers. Class size may not exceed 24 in the Junior School and 25 in the High School. The school will request an entry level assessment to be done by the school before any student is accepted into a class/year group. The entry level assessments are done from the Reception Year upwards.

We believe that students do better when parents understand more about the learning and teaching that takes place at school and are better able to support learning in the home. It is important to have an understanding of the curriculum your child will follow and the types of assessments and tests they will be expected to take. We therefore include some information on the curriculum and what it offers. We also meet the requirements of the South African curriculum.

THE CAMBRIDGE CURRICULUM KEY STAGE

The Cambridge Curriculum is organised into blocks of years called 'Key Stages'. We currently offer all 4 Key Stages as well as a 'Foundation Stage' which is also known as the 'Early Years Foundation Stage Profile (British National – Foundation Stage)', and covers education for students before they are promoted to Key Stage 1.

AGE REQUIREMENTS FOR ADMISSION TO BLOUBERG INTERNATIONAL

(As per South African Legislation, the admission age policy compels students entering the equivalent of Grade/Year 1 to turn 6 by the 30th of June of that year. Therefore at BIS in accordance with South African legislation:

- A student age 3 must turn 4 by 30 June in the year of admission to Pre-Reception.
- A student age 4 must turn 5 by 30 June in the year of admission to Reception (BIS Grade R equivalent)
- A student age 5 must turn 6 by 30 June to be admitted to Year 1. Students from the SA system entering BIS Year 1 will also be admitted to Year 1 in the year they turn 7.

Students entering Reception Year and higher will be required to supply their recent school report and will be invited to complete an Academic Entry Assessment.

| BIS Curriculum | BIS Age | South African Equivalent | BIS Stage | BIS "Year" | South African "Grade" | Assessment |
|--|----------------|--------------------------|----------------------|---------------|-----------------------|--|
| Early Years Foundation Stage (British National) | 3½-4 years | 4½-5 years | Foundation | Pre-Reception | 0 | Ongoing/progressive assessment |
| | 4½-5 years | 5½-6 years | Foundation | Reception | R | Ongoing/progressive assessment |
| Cambridge Primary Curriculum | 5½-6 years | 6½-7 years | Key Stage 1 | 1 | 1 | Ongoing/progressive assessment |
| | 6½-7 years | 7½-8 years | Key Stage 1 | 2 | 2 | Ongoing/progressive assessment |
| | 7½-8 years | 8½-9 years | Key Stage 2 | 3 | 3 | Cambridge Progression Tests |
| | 8½-9 years | 9½-10 years | Key Stage 2 | 4 | 4 | Cambridge Progression Tests |
| | 9½-10 years | 10½-12 years | Key Stage 2 | 5 | 5 | Cambridge Progression Tests |
| | 10½-12 years | 12½-12 years | Key Stage 2 | 6 | 6 | Cambridge Check Point Progression Tests |
| Cambridge Secondary Curriculum 1 | 12½-12 years | 12½-13 years | Key Stage 3 | 7 | 7 | Optional Tests(Cambridge University) Ongoing/progressive assessment |
| | 12½-13 years | 13½-14 years | Key Stage 3 | 8 | 8 | Optional Tests(Cambridge University) Ongoing/progressive assessment |
| | 13½-14 years | 14½-15 years | Key Stage 3 | 9 | 9 | Year One of IGCSE's |
| Cambridge Secondary Curriculum 2: | 14½-15 years | 15½ –16 years | Key Stage 4 IGCSE | 10 | 10 | Year Two IGSCE'S |
| Combined IGCSE & AS = Matric/Matric Exemption | 15½ – 16 years | 16½ – 17 years | Key Stage 4 IGCSE/AS | 11 | 11 | Year One of AS levels |
| | 16½ – 17 years | 17½ – 18 years | Key Stage 4 AS | 12 | 12 | Year two of AS levels |
| Post Matric | 16½ – 17 years | 18½ – 19 years | A Levels | 13 | | |

SUBJECTS

The Cambridge Curriculum clearly stipulates what subjects must be studied in the **Primary Years** and **Secondary Curriculum**.

| |
|---|
| Cambridge Primary Curriculum |
| Key Stage 1: Year 1 & 2 - Key Stage 2: Year 3 - 6 |
| Core Subjects |
| English, Mathematics and Science |
| Foundation Subjects |
| Geography and History |
| Personal, Social, Health, Education (PSHE) |
| Music |
| Physical Education (PE) |
| Information and Communication Technology (ICT) |
| Design and Technology & Art and Design |
| Afrikaans, Spanish and German |

| Cambridge Secondary Curriculum | | | |
|--|--|--|---|
| Year 7 & 8 Subjects | IGCSE (Year 1) Year 9 –Subjects Choices | IGCSE'S (Year 2) Year 10 Students take a minimum of 8 IGCSE's | AS LEVELS Year 11 & Year 12 Students take a minimum of 5 |
| English | English | Compulsory Subjects | Compulsory Subjects |
| Afrikaans/German or Spanish | Afrikaans/German or Spanish Afrikaans | English Language (0500) English Literature (0486) These are separate IGCSE's | English Language(9093) or Literature (8695) |
| Art | Chemistry | | Choices |
| Business Studies | Physics | | Mathematics (9709) |
| Science | Mathematics | | Afrikaans 2 nd Language (8679) |
| Mathematics | Geography | Mathematics (0580) | Business Studies (9609) |
| Information & Communication Technology (ICT) | Design & Technology | Afrikaans 2 nd Language (0548) German 2 nd Language (0525) Spanish 2 nd Language (0530) (1 Choice is compulsory) | Biology (9700) |
| Geography | History | Choices | Art & Design (9704) |
| Physical Education | Music or Drama | Business Studies (0450) | History (9697) |
| History | Accounting | Chemistry | Geography (9696) |
| Music | Art | Physics | Physics (9702) Chemistry (9701) |
| Life Skills | | Art | |
| | | Geography | Computer Science |
| | | Design & Technology | |
| | | History | |
| | | Music or Drama | |
| | | Accounting | |
| | | | |

- **THE FOUNDATION STAGE**

The Foundation Stage is the first stage of the British National Curriculum that focuses on the distinct needs of students aged 3½ until the end of the Reception Year at the age of 5 or 6. It is a broad, balanced and purposeful curriculum, delivered through planned play activities to help ensure all students have the opportunity to reach their full potential, experience the best possible start to their education and builds on their individual needs and interests.

The Foundation Stage Profile is used to assess students in the final year of the foundation stage. Each student will undergo a Year 1 entry assessment towards the end of their Reception year. The learning areas your child will be assessed in are:

- **Personal, social and emotional development;**
- **Communication, language and literacy;**
- **Mathematical development;**
- **Knowledge and understanding of the world;**
- **Physical development; and**
- **Creative development.**

Each learning area has Early Learning Goals. These set out the skills, understanding, knowledge and attitudes we encourage students to reach or exceed by the end of the Foundation Stage. The goals also aim to make learning a fun and challenging experience, and specifically recognise the value of play.

Students will be at different stages of progress towards these goals depending on their age and stage of development. Staff understand this and take it into account when planning activities and will create differentiated and individual learning programmes where necessary. All Foundation Stage students will receive a report based on the Foundation Stage Profile. This will give you a clear indication of where your child is and what he/she still has to achieve. Verbal feedback meetings are held in March and September and formal written reports are given June and December of each Academic Year.

- **KEY STAGE 1**

Primary school is where the foundations, built in the Early Years Education (Foundation Stage), are extended and re-enforced. Key Stage 1 comprises of Years 1 and 2. Ongoing Formal Assessments, class observations and tests are undertaken during Year's 1 & 2. Schools are required to provide a broad balanced curriculum and to teach the programmes of study in each subject. English, Mathematics and Science are a priority at Key Stages 1 and 2, as students need to become secure and confident students in these subjects if they are to make good progress in their education. At the same time, rich and varied activities and experiences in the rest of the curriculum are also crucial to students' motivation and progress. We go beyond the statutory requirements and add to the curriculum in order to ensure compliance to the South African curriculum.

We provide:

- Opportunity to explore South African History and Geography
- Additional opportunities and experiences that enhance learning in national curriculum subjects, for example excursions and camps;
- Additional languages such as Afrikaans, Spanish and German;
- Extra-Curricular activities which are aimed at all ages and ability groups

- **KEY STAGE 2**

Cambridge Primary, typically for learners aged 5 to 11 years, gives schools a world-class curriculum to develop learner's skills and understanding in English, Mathematics and Science. It enables teachers to assess children's learning as they progress with two optional assessments: Cambridge Primary Progression Tests and Cambridge Primary Checkpoint. The Target of these assessments is to ensure your child should have reached the skills, knowledge and understanding at a particular level. Progression Tests are written towards the end of the year in Years 3 to 6 and Primary Checkpoint is written at the end of Year 6.

- **KEY STAGE 3**

In Key Stage 3 your child will be entering the Secondary Curriculum. Key Stage 3 covers the Cambridge Curriculum from Years 7 to 8. A very important aim of the Secondary Curriculum is to create more successful learners who:

- Have the essential learning skills of literacy, numeracy.
- Are creative, resourceful and able to identify and solve problems.
- Have enquiring minds and think for themselves to process information, reason, and question and evaluate.
- Communicate well in a range of ways
- Understand how they learn and learn from their mistakes
- Are able to learn independently and with others
- Know about big ideas and events that shape our world
- Enjoy learning and are motivated to achieve the best they can now and in the future.

All students in this Key Stage must follow a programme of education in the following areas:

- English
- Afrikaans (Southern African students)
- Mathematics
- Science
- Information and Communication Technology
- Life Skills

In addition, there is a statutory duty on schools to provide an optional programme of education for students in this Key Stage in each of the following areas:

- The Arts
- Business Studies
- The Humanities
- Modern Foreign Languages – German and Spanish

- **IGCSE's**

Blouberg International School students are required/encouraged to take a minimum of 8 IGCSE's, bearing in mind that English Language and Literature would need to be written as separate papers, but will be considered as one subject. All students attend Tutors/Home Room.

At the end of this stage, students in Year 10 (usually ages 15) are normally entered for a range of external examinations. These are IGCSE (International General Certificate of Secondary Education) exams.

Please visit the following websites if you require more information: www.cie.org.uk

Other choices offered at BIS can be viewed on the Subject selection page.

- **AS LEVELS**

Blouberg International School students are required/encouraged to take a minimum of 5 AS Levels, Other choices offered at BIS can be viewed on the Subject selection page.

Please visit the following websites if you require more information: www.cie.org.uk

- **EXTRA CURRICULAR ACTIVITIES**

A variety of School Winter and Summer Sports are offered as part of the school programme.

A variety of private extra-curricular activities are on offer each year. A schedule of these activities will be sent to you at the beginning of each term, which can be booked online and paid for through Quicket.

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 (PRE-RECEPTION TO YEAR 3)

In order to ensure the safety and welfare of all the students at Blouberg International School, standards of behaviour have been compiled. The responsibility for ensuring that the standards are adhered to, lies with all of us: staff, parents and students. We have listed these standards below so that you may assist us in making sure that they become guidelines for life at school.

1. Students are polite and conduct themselves in such a way as to be proud of themselves, their school and their families.
2. No students are allowed in the classrooms before school, during breaks and after school unless accompanied by a teacher. In case of bad weather conditions, students are allowed to be in the classrooms before school and during breaks, making sure that they adhere to classroom rules.

3. Movement in and around the school must be quiet and orderly at all times. No running along passages will be allowed. Students must not litter and keep the school clean and tidy at all times.
4. Students may not play in the bathrooms at any time. Bathrooms are to be kept clean and tidy.
5. No student may leave the school premises during school hours without permission.
6. Students are required to sit and eat a healthy snack/lunch each day.
7. Climbing of fences and/or walls is not allowed.
8. No physical contact, aggressive or violent activities or games may be played at school, before school, during break times or after school.
9. Play equipment must be used correctly. No jumping off monkey bars, jungle gyms and standing on swings will be allowed.
10. Students must wear the correct school uniform at all times. No jewellery or make-up is allowed. Hats are compulsory during the summer terms during breaks and when playing sport.
11. Students must be on time for school. Late arrivals will be noted.
12. Students may not phone home unless permission is given by the class teacher.
13. Mobile phones may not be played with or used during school hours. They are permitted for Year 3 students and older, at the student's own risk: They are to be handed to your child's teacher in the mornings and locked away until the end of the school day, when they may be collected again. Students found with mobile phones during the school day will have them confiscated until the end of term.
14. Students may not use unacceptable language or swear.

**CODE OF CONDUCT – STUDENTS
(APPLICABLE TO ALL STUDENTS YEAR 4 TO YEAR 12)**

• **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.

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.
 - 5.1.3 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.
 - 5.1.4 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.

- 5.1.5 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.
- 5.1.6 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*

- 6.1 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.

- 6.2 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”.
- 6.3 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.
- 6.4 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.
- 6.5 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.
- 6.6 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.
- 6.7 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.
- 6.8 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.
- 6.9 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.
- 6.10 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 |
| VERY SERIOUS MISCONDUCT ("Zero Tolerance Offences") | | | |
| <p>1 Violent, abusive or threatening behaviour (verbal or physical)</p> <p>Fighting, battery or assault (threatened or actual)</p> <p>Victimisation, bullying or initiation of any sort</p> <p>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)</p> <p>Intimidating or wilfully interfering with others (attempted or actual)</p> <p>Inciting, advising or rewarding others to perform violent, offensive or threatening acts</p> <p>Any "gang" related activity that may threaten the safety or welfare of others (at School or at School events, or in relation to School)</p> <p>Harassment (sexual, racial or religious)</p> <p>Issuing a bomb threat or arson (attempted or actual)</p> <p>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> | Suspension and Hearing / Expulsion | | |
| <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)</p> <p>Strong suspicion of habitual use (abuse) or regular use of medication, drugs or alcohol at School or at School events</p> | Counselling/ Suspension and Hearing / Expulsion | | |
| <p>3 Being in possession of another's property without their knowledge or consent, or attempting to remove</p> | Suspension and Hearing / Expulsion | | |

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| <p>another's property without consent or their knowledge</p> <p>Theft or attempted theft</p> <p>Sale of another's / stolen property</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> | | |

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| 7 | <p>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> | Counselling/ Suspension and Hearing/ Expulsion | | |
| 8 | <p>Serious misconduct or actions that may bring the reputation of the School, students or other stakeholders into disrepute</p> | Counselling/ Suspension and Hearing/ Expulsion | | |
| 9 | <p>Any other misconduct considered to be very serious and possibly justifying expulsion as a first offence.</p> | Counselling/ Suspension and Hearing/ Expulsion | | |
| SERIOUS INFRINGEMENTS | | | | |
| 10 | <p>Playing of obscene, insulting or demeaning games</p> <p>Dangerous horseplay</p> <p>Malicious teasing</p> | Counselling/ Final Warning / Parental Contact | Suspension and Hearing / Expulsion | |
| 11 | <p>Inappropriate behaviour or comments in public or at School events that brings the School into disrepute</p> <p>Abuse of School privileges or seniority / status, abuse of position of authority</p> | Counselling/ Final Warning/ Parental Contact | Suspension and Hearing / Expulsion | |
| 12 | <p>Smoking or being in possession of tobacco or cigarettes (on the School premises or at School events)</p> | Counselling/ Final Warning/ Parental Contact | Suspension and Hearing / Expulsion | |
| 13 | <p>Forgery or falsification of School documents and reports</p> <p>Lying and unfair behaviour (with less serious initial consequences)</p> | Counselling/ Final Warning/ Parental Contact | Suspension and Hearing / Expulsion | |
| 14 | <p>Vandalising property or equipment (School or others), improper use or not taking due care of property or equipment</p> <p>Accidental damage to property</p> | Counselling/ Final Warning/ Parental Contact | Suspension and Hearing / Expulsion | |
| 15 | <p>Acts or behaviour designed to create a hostile or threatening school environment, or that may reasonably have resulted in such an environment</p> <p>Wilful disruption of School activities, interference with School authorities</p> <p>Conduct designed to be prejudicial to good order or discipline at the School</p> | Counselling/ Final Warning/ Parental Contact | Suspension and Hearing / Expulsion | |
| 16 | <p>Any misconduct by the learner that is considered by School authorities to</p> | | | |

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| warrant more than a Counselling, verbal reprimand or an ordinary warning. | | | |
| LESS SERIOUS INFRINGEMENTS | | | |
| 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 |

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

GENERAL RULES RELATING TO THE USE OF THE SCHOOL'S NETWORK AND VIRTUAL LEARNING ENVIRONMENT

The computer system is owned by the School and is made available to students to further their education and to staff to enhance their professional activities including teaching, research, administration and management. Many of the general rules below are common sense but these are spelt out to ensure that younger pupils know what staff and senior students might take for granted. We ask for the support of parents in ensuring that these rules are kept.

- Students will only access the system with their own login and password, which they will keep secret.
- Students will not attempt to access other people's files, or use their user area.
- Students will not consume food or drink in a computer room.
- Students will ensure their own discs or USB flash drives are virus free.
- Students will not use USB flash drives for running applications.
- Students will not install or run other software, shareware or freeware on any school computer.
- Students will back up my files on to their own disc or USB flash drives.
- Students will only use the computers for essential school work.
- Students will do all they can to reduce the amount of printing required.
- Students will respect copyright and not download large files.
- Students understand that their files, the Internet and all electronic mail are under constant monitoring.
- Students will tell their teacher if they ever see anything which makes them feel uncomfortable while using the Internet.
- Any activity that threatens the reputation of the School is strictly forbidden.
- All Internet activity should be appropriate and students will not create, or view any offensive or inappropriate information.
- The use of the internet, including personal spaces to display photographs or comments which are derogatory.
- Students will never arrange to meet strangers who approach them electronically.

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