



BLOUBERG

INTERNATIONAL SCHOOL

SOUTH AFRICA

CODE OF CONDUCT FOR STUDENTS

2022

The School Code of Conduct, the SA Constitution and SA School's Act and IES Code of Conduct

The School's Code of Conduct cannot operate independently of the ideas and values expressed in the South African Constitution and SA Schools Act. Both these documents form the foundation of any school's Code of Conduct and as such guide a school in how they discipline any of their students.

As Blouberg International School is a member of the IES group of schools, the School's Code of Conduct is built upon the framework outlined in the IES Code of Conduct for Students (see below).

MERIT/ DEMERIT/ DETENTION SYSTEM

A. MERITS

Merits are awarded over the course of a calendar year and accumulate from term to term. They are awarded in recognition for positive behaviour or actions by a student (see list of possible behaviours below)

How Merits are issued:

- Staff members issue Merits – these are recorded on Ed-admin
- KS1 and KS2: Merits are awarded at weekly assemblies as students achieve them.
- At the end of each semester, Merit badges will be presented to the ten (10) students from each House who have earned the most points for their house
- The student who earns the most points for their House will receive the Merit Shield at the annual prize giving ceremony

Please note: Merits do not cancel out Demerits

Merit behaviours include:

Examples for work ethic or behavior that could earn a student a merit include, but are not limited to:

- donations (e.g. extra loaves of bread for a sandwich drive)
- service hours (either exemplary service within the Interact program, or service outside the school (evidence must be provided))
- honesty in difficult circumstances
- responsibility (e.g. reporting an incident)
- improved classwork (on a consistent basis)
- academic (e.g. top score on a test or project)
- chore (e.g. picking up a bag of litter; cleaning the art room; etc)
- excellent behavior under difficult circumstances
- caring (e.g. helping an absent friend to catch up their work)
- assisting at/ before/ after school events (e.g. sports day; food fair; school production; etc)
- setting and achieving a personal goal (in collaboration with a teacher)
- special support to a teacher/ coach/ peer (e.g. mentoring a struggling student)
- significant improvement in a sport
- participation in a community event (must provide evidence (e.g. participated in a charity walk and brings medal and photograph))

SRC students, Student Leaders and House Captains will need to go above and beyond their duties in order to be eligible to receive a merit for these.

B. DEMERITS AND DETENTION

Teachers are encouraged to use a variety of methods to correct minor infringements. These methods should not aim to humiliate a student and should not result in the student losing class time. The chosen method should be in proportion to the infringement.

Students will be issued demerits infringements that contravene the School's Discipline Code.

Four Debits	=	One Demerit (the student will receive a detention)
Three Demerits	=	One (1) week suspension
One further Demerit	=	Permanent dismissal

Detention:

Friday Detention will be held directly after school on a Friday afternoon. Students will engage in constructive activities such as working on school projects, assisting teachers and completing reflective exercises. This is subject to the discretion of the teacher on duty. Friday Detentions will be held from 14:05 – 15:05. Students who have been placed in Friday Detention will have their name placed on the Friday Detention list on the Discipline pin board. The parent/ guardian of the student will be emailed regarding the reason for the detention, as well as the date and time of the detention.

Students who are absent for Friday Detention will need to sit the detention the first Friday that they are at school.

Bunked Friday Detentions will be doubled. Failure to attend will result in further disciplinary action.

Should a school event (e.g. Sports day) fall on a Friday, the Friday Detention will move to another suitable day of the week.

Students with religious or academic commitments on a Friday need to communicate with the Discipline Coordinator to arrange a suitable day on which to sit their detention.

How Debits and Demerits are issued:

- Staff members issue Debits and record them on Ed-admin. Parents are notified via Ed-admin that a Debit has been issued.
- Each time a student accumulates four (4) debits, the Head of Discipline issues the student with a Demerit and the student is placed in detention.

- Demerits may be issued by the Head of Discipline or Phase Coordinator for more serious infringements of the Discipline Code. This is always followed by a meeting with the student's parents.
- If a student accumulates three (3) Demerits (in a semester), the student's parents will meet with the Principal and the student will be suspended for a week of school. The student will assume responsibility for the missed work. If, on his/her return, the student is issued with one further Demerit, he/she may face expulsion from the school and that term's fees will be forfeit.

If a student's misconduct falls with the category of "Very Serious Infringements" in the IES Code of Conduct for Students require a Disciplinary Hearing, the School will follow the process as outlined in the School's Disciplinary Procedures (see below).

C. CATEGORIES OF INFRINGEMENTS

1. Less Serious Infringements (Debits)

- Appearance: Hair, Uniform, make up, jewellery or apparel that are not in accordance with School standards or rules
- Late for school, class, practice, rehearsal
- Noisy or Disruptive Behaviour (during class/activities/assemblies)
- Discourteous, unmannered behaviour/not greeting teachers and visitors
- Swearing and the use of vulgar, foul language
- Educational materials not at school
- Failure to complete homework/assignments on time
- Failure to attend or participate in School activities or compulsory events
- Unexplained absences from activities or from compulsory events
- Persistent early unauthorised departure from class/school
- General uncooperativeness and or being wilfully obstructive
- Poor application to studies, school work or assignments
- Inadequate preparation for projects, tests, presentations, examinations
- Improper use of school facilities or ablutions/littering/ riding skateboards, wheelies, bicycles or motorbikes in prohibited areas/trespassing or entering the school premises without permission
- Playing in Out of Bounds areas or where others may be injured
- Unruly behaviour/rough play
- Tampering with the possessions or equipment of others
- Misuse of personal communication/electronic devices during School time
- Public displays of affection

- Disregard for rules/instructions from staff
- Any other infringements that may be considered serious enough to warrant the implementation of corrective action and taking of disciplinary measures

Any of the above may lead to the issuing of 1 – 3 Debits.

2. Serious Infringements (Demerits)

- Playing of obscene, insulting or demeaning games/dangerous horseplay/malicious teasing
- Intolerance/disrespect of others, their personal beliefs, traditions, appearance or of diversity
- Defiance or disrespect towards School authorities, parents, visitors or peers
- Inappropriate behaviour or comments in public or school events that brings the School into disrepute
- Truancy (absence from School or lessons without valid permission)
- Abuse of School privileges/seniority/position of authority
- Academic Dishonesty in assignments, school work, and assessments/plagiarism
- Lying/dishonesty
- Smoking or being in possession of tobacco, cigarettes, or VAPE pens (on the School premises, at School events, or in public in school uniform)
- Vandalising property or equipment (School or others)
- Acts of behaviour designed to create a hostile or threatening School environment / wilful disruption of School activities, interference with School authorities
- Any misconduct by the student that is considered by the School to warrant more than a counselling, warning or Debit

Any of the above may lead to the issuing of 1 – 3 Demerits

3. Very Serious Infringements (Demerits/Hearing/Suspension/Expulsion)

- Violent, abusive or threatening behaviour (verbal or physical); fighting, battery or assault
- Racism, victimisation, bullying, initiation, intimidation
- Harassment (racial, sexual or religious)
- Issuing a bomb threat or arson (attempted or actual)
- Transferring, using or being in possession of a dangerous weapon, fireworks, explosives, or any object that may consider being dangerous (at School or School events)

- Being in possession of, or under the influence of alcoholics, hallucinogenic or dangerous/prohibited substances or distributing, storing or consuming any of these substances (at School or School events)
- Strong suspicion or evidence of habitual use (abuse) of medication, drugs or alcohol at School or at School events
- Using or possessing drugs or alcohol at the School's premises.
- Theft or attempted theft; being in possession of another's property without their knowledge or consent or attempting to remove another's property without consent or their knowledge
- Serious academic dishonesty; cheating, copying or tampering with test or exam results, reports or assignments; cribbing
- Extortion, bribery, corruption or fraud (attempted or actual)
- Forgery or falsification of School documents/reports
- Serious breach of the School security procedures
- Obscene, indecent or sexually explicit behaviour
- Storage, creation, sale or distribution of pornographic, obscene, offensive material, publications, symbols, emails, text/SMS, cartoons or objects
- Using any form of communication (in or out of school) which brings the name of the school into disrepute
- Accessing, sharing, editing or producing material that defames the school, any of its employees or any student in the school – this includes electronic communication, social networks, text, graphics, photographs, video, sound or any other media
- Sabotage, malicious and wilful damage to School or other's property
- Unsafe acts or behaviour that endangers the safety and welfare of others
- Serious misconduct or actions that may bring the reputation of the School, students or other stakeholders into disrepute
- Any criminal activity or being part thereof
- Any other misconduct considered to be very serious and possibly justifying expulsion as a first offence

Any of the above may lead to issuing 3 Demerits and/or Suspension and /or a Disciplinary Hearing and Expulsion

D. SUSPENSIONS & EXPULSIONS

A student may be suspended for one week from the School's on receipt of four (4) Demerits in a calendar year. There will be no refund of school fees. The student will assume responsibility for the missed work. After returning to school, any subsequent infringement of the School's Discipline Code may lead to the instant dismissal of that student and that term's fees will be forfeited.

DISCIPLINARY HEARINGS

When a serious or very serious infringement possibly warranting student suspension or expulsion occurs, the School may consider that it is appropriate to conduct a formal Disciplinary Hearing to determine appropriate measures to be taken against the learner. However, the School is not obliged to conduct such Disciplinary Hearing when the Principal considers that there is enough proof or evidence of such behaviour.

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.

- A notification of convening of a disciplinary hearing is to be completed by the School authorities (usually the School Principal) 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.

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.

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 5 (five) school days. 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.

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. The Principal is allowed to request the Parents to leave the Hearing when their behaviour is not appropriate.

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 learner be found guilty of the allegations made against him/her. They should be advised to prepare themselves accordingly.

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.

- 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, and when there is no feasible evidence or proof of such conduct. 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, according to the Principal's consideration.

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.

- 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 learner
 - 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. By attending to the Hearing, Parents accept and agree to be recorded as well as they accept that their kids be recorded too.

- 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 student 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.

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

APPEAL REVIEW PROCESS

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.

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".

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.

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.

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.

Any request for appeal must be submitted to the Principal 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.

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.

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.

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 10 (ten) school days. A copy of the Review finding must also be placed on the student's file for recording purposes.

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.

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 learners. 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.

- 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.
- 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.

PRACTICAL APPLICATION NOTES

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.

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.

BURDEN OF PROOF

As the onus generally rests with the School to prove the reasonableness and fairness of disciplinary action taken against a student, 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.

MISCONDUCT OFF THE SCHOOL PREMISES

Imposing disciplinary action against a student 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 / student relationship.

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.

IES CODE OF CONDUCT FOR STUDENTS

Attachment One

DISCIPLINARY CODE: STUDENTS

Discipline Rubrics - Early Years 1 & 2 (where applicable) and Years 1 – 3

Behaviour	Initial Strategies	First Step	Second Step	Third Step
Arriving late for school	<ul style="list-style-type: none"> Student's name recorded in book by teacher on duty at front door Follow up with student on reasons why 	<ul style="list-style-type: none"> Verbal Reminder 1st late arrival 	<ul style="list-style-type: none"> Standardised letter to parents 2nd late arrival 	<ul style="list-style-type: none"> Follow up with parent in a meeting 3rd late arrival
Not doing homework	<ul style="list-style-type: none"> Follow up with student on reasons why 	<ul style="list-style-type: none"> Verbal reminder 	<ul style="list-style-type: none"> Note to parents 	<ul style="list-style-type: none"> Follow up with parent
Non-attendance at afternoon activities	<ul style="list-style-type: none"> Follow up with student on reasons why 	<ul style="list-style-type: none"> Verbal reminder 	<ul style="list-style-type: none"> Note to parents 	<ul style="list-style-type: none"> Follow up with parent
Incorrect uniform/kit	<ul style="list-style-type: none"> Remind whole group about expectation 	<ul style="list-style-type: none"> Personal verbal reminder 	<ul style="list-style-type: none"> Note to parents 	<ul style="list-style-type: none"> Follow up with parent
Littering	<ul style="list-style-type: none"> Remind whole group about expectation Pick up litter item(s) 	<ul style="list-style-type: none"> Expectation explained with a lesson 	<ul style="list-style-type: none"> 1 litter duty in a week 	<ul style="list-style-type: none"> Follow up with parent & ask to reinforce acceptable behaviour
Untidy uniform	<ul style="list-style-type: none"> Remind whole group about expectation 	<ul style="list-style-type: none"> Personal verbal reminder 	<ul style="list-style-type: none"> Note to parents 	<ul style="list-style-type: none"> Follow up with parent
Inappropriate bad behavior - swearing - being noisy - bad behaviour during assembly - disruptive - uncooperative	<ul style="list-style-type: none"> Immediate verbal reprimand Expectation explained to group and individual Verbal 	<ul style="list-style-type: none"> Reflection Sheet or conversation Verbal apology 	<ul style="list-style-type: none"> Follow up with parents 	<ul style="list-style-type: none"> Meet with parents and a member of management team IEP if considered an

<ul style="list-style-type: none"> - acting in unsafe manner - excessive socializing - argumentative - disrespectful to teachers & classmates - teasing - name calling - insulting or other behaviour that would hurt others' feelings or make them feel badly about themselves - "Horseplay" 	<p>apology</p> <ul style="list-style-type: none"> • IEP for behaviour in consultation with Phase Co-ordinator 			appropriate strategy
<p>Moderate Physical Contact</p> <ul style="list-style-type: none"> - hitting - pushing - shoving - grabbing - slapping, etc. 	<ul style="list-style-type: none"> • Immediate verbal reprimand • Expectation explained to group and individual • Verbal apology • Develop reward system for child or class to encourage positive behaviour 	<ul style="list-style-type: none"> • Reflection Sheet or conversation • Verbal apology 	<ul style="list-style-type: none"> • Follow up with parents • Letter of apology 	<ul style="list-style-type: none"> • Meet with parents and a member of management team • IEP if considered an appropriate strategy

Discipline Rubrics - Years 4 – 7

Behaviour	Initial Strategies	First Step	Second Step	Third Step
Arriving late for school	<ul style="list-style-type: none"> • Student's name recorded in book by teacher on duty at front door • Follow up with student on reasons why 	<ul style="list-style-type: none"> • Verbal Reminder <p>1st late arrival</p>	<ul style="list-style-type: none"> • Standardised letter to parents <p>2nd late arrival</p>	<ul style="list-style-type: none"> • Follow up with parent in a meeting <p>3rd late arrival</p>
	<ul style="list-style-type: none"> • Follow up 	<ul style="list-style-type: none"> • Immediate 	<ul style="list-style-type: none"> • Note to parents 	<ul style="list-style-type: none"> • Daily Report – 1

Not doing homework	with student on reasons why	verbal reminder		week, then 2 weeks, etc.
Non-attendance at afternoon activities	<ul style="list-style-type: none"> Follow up with student on reasons why 	<ul style="list-style-type: none"> Verbal reminder 	<ul style="list-style-type: none"> Note to parents Letter of apology from student to coach 	<ul style="list-style-type: none"> Repeated – not allowed to return to the activity for the remainder of the term
Incorrect uniform/kit	<ul style="list-style-type: none"> Remind whole group about expectation 	<ul style="list-style-type: none"> Immediate verbal reminder 	<ul style="list-style-type: none"> Note to parents 	<ul style="list-style-type: none"> Daily Report for a week, 2 weeks, etc.
Untidy uniform	<ul style="list-style-type: none"> Remind whole group about expectation 	<ul style="list-style-type: none"> Immediate verbal reminder 	<ul style="list-style-type: none"> Letter of reflection 	<ul style="list-style-type: none"> Daily Report for a week, 2 weeks, etc.
Littering	<ul style="list-style-type: none"> Remind whole group about expectation 	<ul style="list-style-type: none"> 1 litter duty during break time 	<ul style="list-style-type: none"> 2 litter duties in a week 	<ul style="list-style-type: none"> School community service and cleaning the dustbins Weeding the school grounds Letter is sent home for parent signature and returned to the Principal before school the next day
Inappropriate bad behavior - swearing, - being noisy - bad behaviour during assembly - disruptive, - uncooperative - acting in unsafe manner - excessive socializing - argumentative - disrespectful to teachers &	<ul style="list-style-type: none"> Immediate verbal reprimand Expectation explained to group and individual Verbal apology 	<ul style="list-style-type: none"> Reflection Sheet or conversation Verbal reprimand Verbal or written apology 	<ul style="list-style-type: none"> Follow up with parents 	<ul style="list-style-type: none"> 1 hour school community service Meet with parents and a member of management team

classmates - teasing - name calling - insulting or other behaviour that would hurt others' feelings or make them feel badly about themselves - "Horseplay"				
Moderate Physical Contact - hitting - pushing - shoving - grabbing - slapping, etc.	<ul style="list-style-type: none"> • Immediate verbal reprimand • Expectation explained to group and individual • Verbal apology 	<ul style="list-style-type: none"> • 1 hour school community service • Follow up with parents • Reflection Sheet • Verbal and / or written apology 	<ul style="list-style-type: none"> • "Classes Only" no pm activities for 3 days • Follow up with parents • Reflection Sheet • Verbal or written apology 	<ul style="list-style-type: none"> • 1 day suspension • Meet with parents and a member of management team

Dealing with Severe Behaviour Problems – Years 4 – 7

Behaviour	Initial Strategies	First Step	Second Step	Third Step
- intimidation - threats of emotional or physical violence - exclusion -defiance or refusal behaviour	<ul style="list-style-type: none"> • Reflection Sheet • Immediate verbal reprimand • Expectation explained to group and individual • Verbal apology 	<ul style="list-style-type: none"> • 1 hour school community service • Follow up with parents • Reflection Sheet • Verbal or written apology 	<ul style="list-style-type: none"> • "Classes Only" no pm activities for 3 days • Follow up with parents • Reflection Sheet • Letter of apology 	<ul style="list-style-type: none"> • 1 day suspension • Meet with parents and a member of management team
More Severe Physical Contact Punching, kicking and similar behaviour that causes bodily harm	FIRST STEP	<ul style="list-style-type: none"> • "Classes Only" no pm activities for 3 days • Follow up with parents 	<ul style="list-style-type: none"> • 1 day suspension • Meet with parents and a member of management 	<ul style="list-style-type: none"> • 3-day suspension with possible expulsion • Meet with parents and a member of management team

		<ul style="list-style-type: none"> • Reflection Sheet • Letter of apology 	<ul style="list-style-type: none"> • Reflection Sheet • Letter of apology 	<ul style="list-style-type: none"> • Reflection Sheet • Letter of apology • Individual plan with support plan
Vandalism e.g. writing on desks, damaging school property Determine destruction as accidental or intentional?	<ul style="list-style-type: none"> • Immediate verbal reprimand • Expectation explained to group and individual • Verbal apology 	<ul style="list-style-type: none"> • Follow up with parents • Reflection Sheet • Student cleans/fixes / replaces property 	<ul style="list-style-type: none"> • Follow up with parents • Reflection Sheet • 1 or 2 hour/s school community service depending on severity • Student cleans/fixes property 	<ul style="list-style-type: none"> • Meet with parents and a member of management • Student cleans/fixes property • 4 hours school community service over two days • Replace property, double value
Theft	<ul style="list-style-type: none"> • Immediate verbal reprimand • Expectation explained to group and individual • Verbal apology 	<ul style="list-style-type: none"> • Follow up with parents • Reflection sheet 	<ul style="list-style-type: none"> • Meet with parents and a member of management • Individual plan with support professionals 	<ul style="list-style-type: none"> • External counselling required with evidence being presented to school that student is being counselled
Cheating	<ul style="list-style-type: none"> • Verbal reprimand • Expectation explained to group and individual 	<ul style="list-style-type: none"> • Follow up with parents • Reflection Sheet 	<ul style="list-style-type: none"> • Reflection sheet • Meet with parents and a member of management 	<ul style="list-style-type: none"> • Individual Plan with Support Professionals
Plagiarism	<ul style="list-style-type: none"> • Immediate verbal reprimand • Expectation explained to group and individual • Verbal apology 	<ul style="list-style-type: none"> • Follow up with parents 	<ul style="list-style-type: none"> • Meet with parents and a member of management 	<ul style="list-style-type: none"> • 1 hour school community service
Harassment	FIRST STEP	Consequences may be more severe in this	<ul style="list-style-type: none"> • Suspension • Individual 	

Racial, ethnic, sexual, religious, or other forms of severe harassment General or any situation not described above that falls under what the school deems 'severe'.		category based on either the seriousness of the action or on relevant policy.	plan with support professionals.	
Substance Abuse; using or possessing drugs, alcohol, chemical, vapes, tobacco	FIRST STEP	<ul style="list-style-type: none"> Depending on the incident, suspension or expulsion can be considered. 		
Any other situations that may arise. Pornography, acting out sexual behaviours, etc.	FIRST STEP	<ul style="list-style-type: none"> Meet with parents. Support intervention with qualified professionals 	Depending on the incident, suspension or expulsion can be considered.	

Attachment Two

DISCIPLINARY CODE: STUDENTS – HIGH SCHOOL (YEARS 8-13)

Disciplinary Code: Students Examples of Infringements and Recommended Sanctions			
Type or nature of infringement or student misconduct	Guideline:		
VERY SERIOUS MISCONDUCT ("Zero Tolerance Offences")	Recommended Penalty		
	First Offence	Second / Repeated Offence	Subsequent Offence

<p>1. Violent, abusive or threatening behaviour (verbal or physical)</p> <p>Fighting</p> <p>Battery or assault (threatened or actual) (No first offence)</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) (No first offence)</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) (No first offence)</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) (No first offence)</p>	<p>Consider age in decision and need for intervention like external counselling</p> <p>Verbal warning/ restorative justice to gain trust – written apology to person/s offended contact parents</p>	<p>Suspension and hearing for 2nd repeat offence.</p>	<p>Expulsion</p>
<p>2. Being in possession of, or under the influence of alcoholic, hallucinogenic or dangerous / prohibited substances (such a drugs, vapes, cigarettes, among others) or distributing, storing or consuming any of these substances (at School or at School events) (Decide with management if intervention is necessary before moving to suspension/expulsion)</p> <p>Strong suspicion of habitual use (abuse), possession or regular use of medication, drugs or alcohol at</p>	<p>Consider legal implications – call police/parents / need for intervention and external Counseling or Hearing / Suspension and Hearing/</p>		

<p>School or at School events (No first offence for drugs)</p>	<p>Expulsion</p>		
<p>3. Being in possession of another's property without their knowledge or consent, or attempting to remove another's property without consent or their knowledge</p> <p>Theft or attempted theft</p> <p>Sale of another's / stolen property</p>	<p>Consider age in decision and intervention like external counselling</p> <p>Verbal warning/ restorative justice – written apology to person/s offended contact parents / replace stolen goods</p>	<p>Hearing / Suspension and / or expulsion for 2nd repeat offence.</p>	
<p>4. Serious dishonesty (actual or intended) Cheating with crib notes or any forbidden support materials, copying or tampering with test or exam results, reports or assignments being in possession of or distributing material or information that may give an advantage in a test or an exam (No first offence during external exams)</p> <p>Plagiarism – copy and pasting work directly from the Internet, not re-working texts, not referencing and/or handing in work that has been plagiarised as original work.</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 (No first offence)</p>	<p>Consider age in decision</p> <p>1st Warning/ written reflection/ parents notified/</p>	<p>2nd repeat – Hearing / suspension</p>	<p>3rd repeat – Exclusion from exams and expulsion</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/learner relationship and the educational process (No first offence)</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>Consider legal implications.</p> <p>1st Apology / written reflection</p> <p>Consider age in decision and need for intervention like external counselling</p>	<p>2nd Hearing / suspension and Hearing/ Expulsion</p>	
<p>6. Sabotage, malicious or wilful damage to School or others' property</p> <p>Unauthorised and illegal occupation (sit-in/barricade) 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. Participating in or supporting industrial or protest action, preventing students from attending School activities</p>	<p>Hearing / Suspension and Hearing /Expulsion</p>		

7. Actions that expose others to serious danger or injury, or expose the School to potential accidental loss or damages - whether due to willful, grossly negligent or unintended acts Unsafe acts or behaviour that endangers the safety and welfare of others	Counseling/ Hearing / Suspension and Hearing/ Expulsion		
8. Serious misconduct or actions that may bring the reputation of the School, learners or other stakeholders into disrepute	Counseling/ Hearing / Suspension and Hearing/ Expulsion		
9. Any other misconduct considered to be very serious and possibly justifying expulsion as a first offence.	Counseling/ Hearing / Suspension and Hearing/ Expulsion		
SERIOUS INFRINGEMENTS			
10. Playing of obscene, insulting or demeaning games Dangerous horseplay Malicious teasing	1 st offence – verbal reprimand/ written reflection and verbal apology Daily Report – 1 week	2 nd Repeat offence – written reflection and parent contact Daily Report – 2 weeks	Hearing / Suspension and Hearing/ Expulsion
11. Inappropriate behaviour or comments in public or at School events that brings the School into disrepute Abuse of School privileges or seniority / status, abuse of position of authority	Counselling/ Warning/ Parental Contact	2 nd Repeat offence – written reflection and parent contact	Hearing / Suspension and Hearing/ Expulsion
12. Smoking or being in possession of tobacco, drugs, vapes, or cigarettes (on the School premises or at School events)	Hearing / Suspension	Hearing/ Expulsion	Hearing/ Expulsion
13. Forgery or falsification of School documents and reports Lying and unfair behaviour (with less serious initial	Counselling/ Warning/ Written reflection Parental	Hearing / Suspension	Hearing/ Expulsion

consequences)	Contact		
14. Vandalising property or equipment (School or others), improper use or not taking due care of property or equipment	Counselling/ Final Warning/ Parental Contact	Hearing / Suspension	Hearing/ Expulsion
15. Acts or behaviour designed to create a hostile or threatening school environment, or that may reasonably have resulted in such an environment Wilful disruption of School activities, interference with School authorities Conduct designed to be prejudicial to good order or discipline at the School 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/ Final Warning/ Parental Contact Daily Report 2 - weeks	Hearing / Suspension	Hearing/ Expulsion
16. Any misconduct by the learner that is considered by School authorities to warrant more than a Counselling, verbal reprimand or an ordinary warning.	Hearing / Suspension or Hearing / Expulsion		
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	Counselling and/or Reprimand and /or Warning / Written reflection	Final Warning/ Parental Contact	Suspension and Hearing/ Expulsion

<p>18. Use of excessive force when playing games or during sporting events</p> <p>Playing games in an area where others may be injured or where property may be damaged</p> <p>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</p> <p>Accidental damage to property</p>	<p>Counselling and/or Reprimand and /or Warning / Written reflection</p>	<p>Final Warning/ Parental Contact</p>	<p>Suspension and Hearing/ Expulsion</p>
<p>19. Noisy or disruptive behaviour, disturbing the activities of others</p> <p>Highly disruptive or unruly classroom behaviour</p> <p>Trespassing or entering School premise without permission or without supervision, and/or after school hours</p> <p>Refusing to identify oneself upon request by a School authority</p>	<p>Counselling and/or Reprimand and /or Warning / Written reflection</p>	<p>Final Warning/ Parental Contact</p>	<p>Suspension and Hearing/ Expulsion</p>
<p>20. Swearing and use of vulgar, profane (foul) language</p>	<p>Counselling and/or Reprimand and /or Warning / Written reflection</p>	<p>Final Warning/ Parental Contact</p>	<p>Suspension and Hearing/ Expulsion</p>
<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/or Reprimand and /or Warning / Written reflection</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/or Reprimand and /or Warning / Written reflection</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 or failure 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>23. Cont. Poor application to studies, schoolwork or assignments</p>	<p>Counselling and/or Reprimand and /or Warning / Written reflection / Daily Report 1 week</p>	<p>Final Warning/ Parental Contact / Daily Report 2 weeks</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/or Reprimand and /or Warning / Written reflection</p>	<p>Final Warning/ Parental Contact – written letter</p>	<p>Suspension and Hearing/ Expulsion</p>
<p>25. Persistent misuse of personal communication devices during School activities</p>	<p>Device confiscated until the end of the current school term.</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/or Reprimand and /or Warning / Written reflection</p>	<p>Final Warning/ Parental Contact</p>	<p>Suspension and Hearing/ Expulsion</p>

End of Attachment: School Disciplinary Code for Students