

# THE KING'S SCHOOL WEST RAND



## CHAPTER 16: DISCIPLINE POLICY

### **INTRODUCTION**

The Discipline Policy of The King's School West Rand provides guidelines and procedures for the correcting of inappropriate behaviour, training towards positive, righteous conduct and mentoring of a 'manner of life worthy of the Gospel of Christ' (Phil 1:27) amongst its students.

### **The three chief ends of this policy are:**

1. To ensure a positive learning environment of mutual respect between students, order and diligent submission to school authorities;
2. To raise up a child who, when they leave the school, can become a productive, service-orientated and Christ-honouring member of the community in which God places them (2 Peter 1:8); and
3. To train students to become less and less reliant on external sources of correction or reprimand, but to become more proficient at self-regulation of behaviour.

We believe that the root word for discipline is disciple and that our discipline should always carry a central emphasis on mentoring young children to develop strong character that assists in right decision-making. The basis for this mentorship is the Bible and we believe that 'all Scripture is inspired by God and is profitable for teaching, for rebuking, for correcting, for training in righteousness, so that the man of God may be complete, equipped for every good work' (2 Tim 3: 16-17)

### **GUIDING PRINCIPLES**

1. At The King's School West Rand, we understand that discipline is a necessary part of the training of any young individual and must be handled intentionally and deliberately. As a school, we believe that discipline is disciple-making. We emphasise that it is a *training* process - "Train up a child in the way he should go, and when he is old, he will not depart from it." (Proverbs 22:6) Children are not expected to always 'get it right', otherwise there would be no necessity of training. Training involves drill routines, modelling, mentoring, role-play, patient repetition, tolerance of remorseful failure, encouraging 'failing forward', variation in disciplinary techniques and an acute awareness of the responsibility of *moulding* a consistent understanding and practice of acceptable behaviour.

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2. While discipline is a training of conduct and every misdemeanour is seen as an opportunity for growth and learning rather than as unacceptable violation of school rules, students are expected to display unreservedly a teachable spirit and a positive compliance towards rebuke and correction. Incidents of non-compliance are regarded as defiance of authority and will not be tolerated.
3. The King's School West Rand believes that the crucial aspect of good discipline is a clear grasp of the Biblical concept of submission to authority. Teachers at the school operate as *in locus parentis* and the Bible instructs, "Children, obey your parents in everything, for this pleases the Lord." (Colossians 3:20 HCSB) Children are expected to abide by the maxim '*obey straight away without delay, and with a good attitude*'. Fairness and consistency are important aspects of discipline from a teacher's perspective, but from a student's perspective, they are expected to display obedience before passing judgement on the fairness or otherwise of a teacher's instruction.
4. Students will be taught that they are *ambassadors for Christ* (2 Corinthians 5:20) as well as representatives of The King's School West Rand and as such their conduct should be a testimony of The Lord Jesus Christ and an honouring of their school. This value of positive and respectful representation is regarded as an important life value that should be learnt and carried forward into adulthood.
5. Students will be taught the value of restraint and self-control during times of discipline. No discipline seems enjoyable at the time, but painful. Later on, however, it yields the fruit of peace and righteousness to those who have been trained by it. (Hebrews 12:11 HCSB) For the teacher who is a mentor for the student, what is more important than the adjustment of behaviour is the humble response to correction, with a joyful attitude and a positive commitment to obey.
6. While punishment is a necessary aspect of discipline, teachers are encouraged to *engage meaningfully* with the child who is being disciplined, to clearly name the unacceptable behaviour, to guide the child to display a more desirable and acceptable alternative behaviour and to reaffirm their worth despite being reprimanded for a poor choice of conduct. Meaningful engagement might also entail exploring with the child the sinful root of the misconduct and an appropriate Gospel response.
7. While the student at The King's School West Rand is expected to respond with obedience without delay, care is exercised so that students do not feel 'bullied' or victimised by their teachers. Students are made aware of *appeal channels* that exist within the school structure so that their grievance may be heard and resolved. Appeals may be lodged with the class LRC rep, a teacher or the HOD: Student Affairs.

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Students are encouraged to action the appeal themselves, rather than via their parents to avoid hearsay and to encourage in the child a degree of autonomy in resolution of the grievance.

8. For discipline to be disciple-making, The King's School West Rand realises that positive relationship between teacher and student is essential. However, correction can sometimes lead to defiance, rebellion or offence, all of which lead to a breakdown of this positive relationship. Therefore, an indispensable goal of every corrective action will always be *restoration*. Students will be afforded the opportunity to restore their relationship with their teacher through a verbal or written apology together with a stated renewed commitment towards more acceptable future conduct. Teachers are encouraged to reflect the grace and mercy they have received from Christ towards the children they teach.

## 16.1 HEART OF CODE OF CONDUCT

### **PREAMBLE:**

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

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## **STATEMENT OF COMMITMENT**

At The King's School West Rand we acknowledge that every student is on a journey of discovering and developing who they are, their role and purpose in society (God's plan for them) as well as their relationship with Jesus. Furthermore, we believe that Jesus Christ is the Cornerstone on which we build and who directs our path, thoughts, words, actions and passions. Therefore we want to develop every learner in our school to, **be teachable** and aim to live by the guidelines in conduct and **Godly character** below:

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

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

*I acknowledge the Holy Scriptures as the Word of God*

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

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

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

*I understand and accept that every action has a consequence*

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

**(Proverbs 16:32 and Proverbs 1:7)**

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

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

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

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

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

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

**(Gal. 6:1-5)**

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

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

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

**Integrity**

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

**Respect**

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

**Obedience**

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

**Self-Discipline**

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

**Godly Living**

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

**Wisdom**

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

**Responsibility**

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

**Thankfulness**

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

**Service**

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

**Eternal values**

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

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## 16.2 OVERVIEW OF DISCIPLINE POLICY (GR. RR TO GR. 12)

### Definition and Purpose

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

### The Functioning of the Discipline System

#### 1. The Code of Conduct

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

#### 2. The Classroom Policy

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

#### Enforcement of Classroom Policy

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

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

3. **Continuum of Misdemeanours**

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

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

#### 4. **Detention and Suspension Procedures**

##### **Detentions**

- Detentions occur on 5 levels, Break, Teacher, Grade Head, HOD and Principal
- If written work is assigned it should encourage self-reflection and may be included as part of the learner's academic assessment



- **Break detentions**
  - Issued by teachers for minor infractions
  - Do not need to give advance notice
  - Learners must be released 5 minutes before the end of break
  - 3 break detentions may result in a teacher detention
  
- **Teacher detentions (after school)**
  - Detention must be run by the issuing teacher
  - Written notice must be given
  - Detention slip must clearly state the offence, date and time detention will be held
  - The issuing teacher must sign the detention slips
  - Detention slips must be returned signed by the parent. The teacher should follow up should this not occur
  - A teacher may assign a time for detention convenient for them but must give parents at least 24 hours notice.
  - Detention must be held after school hours
  - Copies of the detention documentation should be given to the HOD: Student Affairs if they entail repetitive/HOD detentions
  
- **Management detentions**
  - Can be issued by Principal, Vice-Principal or HOD in the following situations
    - After 3 teacher detentions have been issued
    - As a result of a disciplinary hearing
    - Incorrect school uniform after a written warning has been received
    - Any offence observed directly by the Principal, Vice-Principal or HOD
    - For every 5 times late for school in a term
  - A detention slip must be issued if it is enforced separate from a disciplinary hearing
  - At least 24 hours notice must be given to parents
  - Management detention will be for a maximum of 5 hours and may be scheduled for a Saturday
  - The Principal, Vice-Principal or HOD will oversee the detention
  - Copies of detention notices/documentation should be placed in learner file

### **Suspension and Expulsion**

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

### **Procedure for a Disciplinary Hearing**

- A learner must be informed of the charges against him/her in writing
- The date and time of the hearing must be given in writing
- The disciplinary committee shall consist of
  - The principal
  - HOD: Student Affairs and
  - Vice-Principal in serious cases
- The parents/guardian are to attend
- **The format of the hearing is as follows**
  - Meeting is opened in prayer
  - Structure and purpose of the meeting is explained
  - The charges are presented
  - Evidence is presented and statements are read
  - Evidence is presented from the learner. Witnesses may be called at this point to substantiate testimony which has been challenged or to introduce new evidence if the principal deems it necessary or thinks it will clarify certain issues or will contribute to the decision process
  - Parent/guardian of the learner is given an opportunity to give input
  - Learner and parents are asked to leave while the committee deliberates on the sanctions to be issued
  - Outcome of the hearing is presented to the learner and parents
  - Comments on the outcome can be presented
  - Meeting is closed in prayer
  - The outcome of the hearing is stated in writing for committee, learner and parents/guardian

### **Appeal Procedures**

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

## **16.3 DISCIPLINE PROCEDURES FOR EACH PHASE**

### **PROCEDURES (PRIMARY SCHOOL – GRADE RR-7)**

The King's School West Rand's discipline procedure has as its aim to mentor and encourage behaviour that is acceptable.

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

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

### **PRE PRIMARY PHASE – DISCIPLINE PROCEDURES:**

The discipline procedure is put in place to enable to allow for correction so that the child will grow and develop. Discipline should always be done out of a desire for restorative growth.

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Each class teacher is responsible for the discipline of their own class and must keep a detailed record of all the corrective measure taken to discipline / disciple the young child. Learners of this phase are still very young and therefore all the discipline measures are aimed at corrective behaviour and not focussed on punishing bad behaviour. We are aware that our learners are a work in progress and that we partner with parents in shaping them and therefore we encourage dialogue between parent and teacher rather sooner than later. The aim is to correct behaviour at this level quickly and fairly before negative patterns begin. Corrective measures may include: Break detention (sitting next to their teacher during breaks), Tasks around the class, time-out and any other consequence that does not demean the dignity of the learner.

As soon as learners are not responding positively to the corrective measures of their class teacher together with clear communication with the parents, the discipline issue will be escalated to the HOD and then to the Vice Principal. The HOD will then arrange a meeting with the parents in order to create space for parents, teacher, HOD and learner to collaborate and communicate clearly the necessary measures to be taken in order to restore the learner and correct his behaviour.

The learners at this age responds very well to encouragement, interest in their lives and rewards for small but meaningful achievements.

#### **FOUNDATION PHASE – DISCIPLINE PROCEDURES:**

The discipline procedure is put in place to enable to allow for correction so that the child will grow and develop. Discipline should always be done out of a desire for restorative growth.

Each class teacher is responsible for the discipline of their own class and must keep a detailed record of all the corrective measure taken to discipline / disciple the young child. Learners of this phase are still very young and therefore all the discipline measures are aimed at corrective behaviour and not focussed on punishing bad behaviour. We are aware that our learners are a work in progress and that we partner with parents in shaping them and therefore we encourage dialogue between parent and teacher rather sooner than later. The aim is to correct behaviour at this level quickly and fairly before negative patterns begin. Corrective measures may include: Break detention (sitting next to their teacher during breaks), Tasks around the class, time-out and any other consequence that does not demean the dignity of the learner.

As soon as learners are not responding positively to the corrective measures of their class teacher together with clear communication with the parents, the discipline issue will be escalated first to the Grade Head then the HOD and only then to Vice Principal. The HOD will then arrange a meeting with the parents in order to create space for parents, teacher, HOD and learner to collaborate and communicate clearly the necessary measures to be taken in order to restore the learner and correct his behaviour.

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## **INTERMEDIATE PHASE – DISCIPLINE PROCEDURES:**

The discipline procedure is put in place to allow for correction so that the child will grow and develop. Discipline should always be done out of a desire for restorative growth.

At the beginning of the school year, we allow some grace for the children to "settle back" into the school routine and to apply themselves and understand what the guidelines are in the new grade/school. During this grace period the teacher should give verbal reminders to the children as to where they need to bring certain areas into correction.

### **Thereafter, the following procedures should be followed:**

Please note that these are simply guidelines and the school reserves the right to impose further reasonable discipline stipulations.

#### **LEVEL ONE:**

##### **These offences include:**

1. **Homework**
  - a. that has not been done
  - b. that has not been written down
  - c. that has not been signed – (this will be checked by the Class Teacher and Grade Head)
  
2. **Uniform/Hair/Make-up/Nails/Earrings**

as stipulated on the Code of Conduct page
  
3. **Being late for class**
  - a. between lessons
  - b. after breaks
  
4. **Not using time wisely**
  - a. rushing through classwork
  - b. poor quality of work produced
  
5. **Inappropriate behaviour**
  - a. chewing gum
  - b. being rude
  - c. being disrespectful

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- d. fighting (depending on the type, this may automatically escalate to level 2 offense)
- e. bullying ( depending on the type, this may automatically escalate to level 2 offense)
- f. bad language (depending on the type, this may automatically escalate to level 2 offense)
- g. consistently talking in class
- h. bad attitude
- i. using cell phone during school time (this will result in the cell phone being confiscated)

**6. Disorganised**

- a. not having books/stationery at school as needed to work efficiently
- b. not writing down necessary information as needed

After the learner has received 5 offences in any of the groups mentioned, a Friday afternoon detention will be issued. The teacher who issues the 5<sup>th</sup> offence will issue this detention.

**LEVEL TWO:**

A level two offence includes any offence which would be deemed harmful to a learner/s.

The HOD/DP will issue the second detention and the parents will be notified.

PLEASE NOTE THAT THE DURATION OF THE DETENTION ISSUED IS AT THE DISCRETION OF THE DP/HOD.

**Detentions are as follows:**

- 1<sup>st</sup> Detention – 30 minutes
- 2<sup>nd</sup> Detention – 30 minutes
- 3<sup>rd</sup> Detention/Other – 1 hour and Mr Botha/DP will meet with learner.

**Positive Re-enforcement:**

This will be done as a class.

The class will be rewarded with a signature at the end of a lesson from the teacher.

**There will be four levels to attain:**

- Level 1 – after 25 signatures
- Level 2 – after 50 signatures
- Level 3 – after 75 signatures
- Level 4 – after 100 signatures.

Various “treats”, as decided on per term, will be issued at each level. With each level the “treat” will increase in “value”. e.g. 5 minutes extra break, an ice-cream etc.

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Every learner in the Intermediate Phase has the opportunity to work towards a STAR MERIT badge. This badge will be awarded to learners who follow the school rules, who are diligent in their approach to their school work and display the fruits of the spirit. The class teachers will nominate learners who qualify for the badge. The Grade Head will confirm the nominations. The HOD will issue the badges during an assembly once a term.

If a learner has been awarded the badge and he/she misbehaves, the badge will be taken away. The learner may work towards attaining this badge again.

**Example of Discipline Records: The following records are included in the Rules and Regulation booklet each learner receives at the beginning of each year. This booklet must be with each learner all the time.**

**Detention 1**

\_\_\_\_/\_\_\_\_/\_\_\_\_

5 offences were noted. ½ hour detention.

Teacher's signature: \_\_\_\_\_

Parent's signature: \_\_\_\_\_

Date of detention: \_\_\_\_\_

Detention completed: \_\_\_\_\_ (Teacher monitoring the detention to sign)

**Detention 2**

\_\_\_\_/\_\_\_\_/\_\_\_\_

5 offences were noted. ½ hour detention.

Teacher's signature: \_\_\_\_\_

Parent's signature: \_\_\_\_\_

Date of detention: \_\_\_\_\_

Detention completed: \_\_\_\_\_ (Teacher monitoring the detention to sign)

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**Detention 3**

\_\_\_\_/\_\_\_\_/\_\_\_\_

5 offences were noted. 1 hour detention.

Teacher's signature: \_\_\_\_\_

Parent's signature: \_\_\_\_\_

Date of detention: \_\_\_\_\_

Detention completed: \_\_\_\_\_ (Teacher monitoring the detention to sign)

Deputy: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**PROCEDURE (HIGH SCHOOL – GRADE 8-12)**

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

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

- Verbal warning
- Written Warning
- Detention
- Disciplinary hearing
- Suspension
- Summary Suspension
- Expulsion

**Communication to parents**

**Parents will be notified regarding:**

- Habitual disruptive behaviour
- Homework not done or books not at school (At the discretion of the teacher. Second or third time is advised.)
- Habitually not adhering to dress code
- Portfolio work not handed in (Has to be done immediately)

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*Notifying parents is not a consequence or disciplinary measure but rather an invitation to the parent of working together encouraging the partnership of the training up of the learners in the ways they should go.*

### **Verbal and Written Warnings**

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

### **Disciplinary hearing**

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

### **Suspension**

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

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

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

## **Expulsion**

Expulsion may be used in the case of serious offences or a series of repeated offences. The school is entitled to terminate the tuition contract with a parent in terms of clause 2.2 or 2.3 of the 'Agreement of Tuition' contract.

## **UNDERTAKING BY PARENTS:**

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

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

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

## **RESPONSE by PARENTS**

We, \_\_\_\_\_ the parents of \_\_\_\_\_ (Name and Surname)

- understand and accept the educational philosophy, objectives and aims of the Code of Conduct of The King's School West Rand.
- Support the Vision and Mission Statement of the school.
- Undertake to explain and discuss the content of the Code of Conduct with our child/ren to ensure clear understanding.

**PLEASE NOTE:** This policy is a dynamic document that is reviewed on an ongoing basis. The King's School West Rand reserves the right to modify the policy as and when required

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

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**PARENT(S)**

We, \_\_\_\_\_ the parents of \_\_\_\_\_  
**(Name and Surname of Student)**

have discussed this Code of Conduct with \_\_\_\_\_

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

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**PARENT(S)**

**Signed:** \_\_\_\_\_

**STUDENT**



# QUALITY MANAGEMENT INSTRUMENT

## CHAPTER 16: DISCIPLINE

**Name of Student:** \_\_\_\_\_

**Date of Hearing:** \_\_\_\_\_

**Alleged misconduct:** \_\_\_\_\_

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

**Signed:** \_\_\_\_\_

**Principal/Vice-Principal**

**Date:** \_\_\_\_\_

**NOTES FOR IMPROVEMENT PLAN:**

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