



EDGEMOOR HIGH SCHOOL

Code of Conduct for Learners

[Underpinned by the values of EHS]

VISION:

To have life more abundantly.

MISSION STATEMENT:

To provide an opportunity for a balanced education for all who choose to learn and grow the EHS Community.

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SECTION A: PREAMBLE

(This Code of Conduct was ratified by the School Governing Body of Edgemoor High School on Thursday 7 November 2024)

NOTE:

'Guidelines' throughout this document refers to 'Guidelines for the consideration of Governing Bodies in adopting a Code of Conduct for Learners', published in the Government Gazette of 15 May 1998, Notice number 189/00'

INTRODUCTION

This Code of Conduct, before adoption by the Governing Body, has been drawn up with input from the parents, learners and educators of Edgemoor High School to comply with the requirements of the South African Schools Act of 1996, the Amendments thereto and aligned Provincial Law while working with provincial policy and the mission statement of the school. In addition, this document must be adhered to in conjunction with all relevant policies implemented by the SGB.

DEFINITIONS

Code: Set of rules to avoid inconsistency
Conduct: The way one behaves; treatment of others
Code of Conduct: Refers to the Code of Conduct of learners as stipulated in the SA Schools Act of 1996, Section 8. Amendments thereto and aligned Provincial Law
Learners: As defined in SA Schools Act of 1996, (ix) and amendments thereto
Educator: As defined in Educators Employment Act of 1994 and Amendments thereto
Parent: As defined in SA Schools Act of 1996, (xiv) and amendments thereto
SASA: South African Schools Act of 1996 and amendments thereto.

LEGAL FRAMEWORK

The Code of Conduct for learners is guided by the South African Schools Act. The school's disciplinary processes are therefore subject only to the SASA and the Bill of Rights of the Constitution of the Republic of South Africa.

The SASA (Section 8) states the following regarding the Code of Conduct:

- "1) Subject to any applicable provincial law, a governing body of a public school must adopt a code of conduct for the learners after consultation with the learners, parents and educators of the school.
- 2) A code of conduct referred to in subsection (1) must be aimed at the establishment of a disciplined and purposeful school environment dedicated to the improvement and maintenance of the quality of the learning process.
- 3) Nothing in this Act exempts a learner from the obligation to comply with the Code of the school attended by such learner."

The "Guidelines": 3.7 add the following point:

"An educator at a school shall have the same rights as a parent to control and discipline the learner according to the Code of Conduct during the time the learner is in attendance at the school, any classroom, school function, school excursion or school related activities."

GUIDING PRINCIPLES

This Code is based on the following fundamental, guiding principles:

Equality:

'No person may unfairly discriminate against a learner. All learners shall enjoy equal treatment before the law and shall receive equal protection and benefits of the law.' (Guidelines 4.2)

Other rights set out in the Bill of Rights of the Constitution of the Republic:

This Code of Conduct is guided by the Bill of Rights but takes into account the limitation on rights allowed for in the Constitution. Furthermore, it should be noted, in terms of the School's educational mission statement, that, even though learners do not shed their constitutional rights at the school gate, schools have greater authority in controlling certain rights when learners are involved in school-sponsored activities. Where a learner is found to disrupt the functioning of the school and denies other learners their rights, his/her rights may be curtailed within reasonable limits.

The Values of the School:

Edgemead High School is a value-driven school. As an institution, we expect all stakeholders (parents, learners, staff) to adhere to and embody the values of Respect, Integrity, Responsibility, Passion and the Pursuit of Excellence. As such our Code of Conduct is designed to reflect and promote these values.

Restorative Discipline:

At Edgemead High School, we believe in restorative discipline, whereby every possible attempt will be made to correct negative behaviour and to assist every learner to be cognisant of the effect that their behaviour has on themselves and those around them. The aim therefore is not to "punish for the sake of punishing", but rather to ensure appropriate, constructive behaviour in future. It is important to note, however, that restorative discipline does not exclude punitive action.

WHEN THE CODE APPLIES

Learners are subject to the School's Code of Conduct:

- while on school property and/or
- while travelling to and from school or school functions/events and/or
- while representing the school and/or
- while wearing EHS school uniform, sport uniform or any EHS attire and/or
- on any occasion where they are identifiable as learners of EHS.

(Note: This means that learners are subject to the Code whenever they can be identified as a learner at EHS or as part of a group and/or event that includes individuals known to be learners at EHS, regardless of whether they are wearing school uniform or not).

PURPOSE OF DISCIPLINE

Discipline at EHS is meant to serve the following purposes:

- To prevent disruption to the smooth functioning of the school and thereby to ensure that learning takes place. Learning can only occur effectively in a safe and orderly environment.
- To promote the personality and character development of all learners and thereby prepare them for adulthood and the world of work.
- To instill the values of the school (which reflect the values of our society as a whole) in our learners, thereby aiding their development as caring, law-abiding and valuable members of society.
- To correct behaviour that has a negative influence on the learner and those around him/her and to restore said learner.

TYPES OF REGULATIONS/RULES

In terms of the purposes of discipline set out above, a distinction can be made between two types of regulations:

Practical rules: Rules which ensure the efficient running of the school.

Formative rules: Rules aimed at contributing towards the development of the learner.

All rules and regulations set out in this Code of Conduct will be either practical or formative in nature (or both) but will not be described as such. Both types of rules will be regarded as equal in importance and will be enforced by means of similar sanctions.

Both types of rules are underpinned by the values of our School and at the same time are designed to promote said values.

The intention is that all of this will equip learners to cope with their personal, working and civic lives after school.

The "Guidelines": 1.4 puts it thusly: 'The Code of Conduct must inform learners of the way in which they should conduct themselves at school in preparation for their conduct and safety in civil society. It must set a standard of moral behaviour for learners and equip them with the expertise, knowledge and skills they should be expected to evince as worthy and responsible citizens.'



SECTION B: CODE OF VALUES

Edgemead High School is a value-driven School and as such our Code of Conduct, the rules prescribed therein as well as the potential consequences of transgressing those rules have all been formulated with the express purpose of promoting and reinforcing the core values of EHS.

After input by all relevant stakeholders of the School (learners, parents and staff), the core values of EHS have been determined to be:

RESPECT INTEGRITY PASSION RESPONSIBILITY THE PURSUIT OF EXCELLENCE

These values can be seen to be reflected in our Code of Conduct in the following ways:

RESPECT

We show respect to:

- our teachers, admin staff, support staff, librarians, cafeteria assistants and all employees of EHS – this includes substitutes, invigilators and student teachers;
- all guests that visit EHS including parents, learners or staff from other schools as well as contractors, suppliers or any other visitor;
- our fellow learners, including any member of pupil leadership;
- our School as an institution including its facilities, equipment and property, but also its reputation and standing in the community (knowing that it only benefits ourselves);
- our own possessions as well as those of others, including the School;
- ourselves.

We show respect by:

- greeting all members of staff, visitors and each other with courtesy and politeness;
- obeying the instructions of staff and pupil leadership alike;
- refraining from back-chatting, being argumentative and/or exhibiting generally rude behaviour towards staff, visitors and pupil leadership;
- having manners – we stand up when greeting or speaking to any adult without chewing or having our hands in our pockets and we refrain from vulgar language;
- refraining from all forms of discrimination; such as hate speech, bullying, threats, racism, sexism, etc. (this list is not exhaustive);
- taking pride in our uniform and our general appearance – both at School and in public;
- upholding the dignity of our peers and our juniors by refraining from intimidation, aggressive behaviour, any form of initiation and by respecting their right to receive a quality education in a safe, welcoming environment;
- taking cognisance of how our tone of voice and body language affects others;
- taking care of the property and possession of others, including that of the School, by refraining from taking what is not ours and by not subscribing to vandalism;
- exhibiting correct behaviour and by using appropriate language that society expects, thereby upholding the good standing of ourselves and our School;

- taking pride in our School and all its learners, staff and parents. This means respecting the achievements of others or the School itself and respecting the traditions and formal events of the School (such as assembly).

RESPONSIBILITY

We have a responsibility to:

- adhere to the rules and regulations set out in this Code of Conduct;
- strive to uphold the values of Edgemead High School;
- show respect as described above;
- uphold the good name of the School;
- strive to always do what is right and in so doing, be a living example of the values and ethos of the School and to be a credit to our parents, our School and our community;
- report any actions, behaviour, persons or items that may endanger the safety and/or wellbeing of any person – this includes protecting our friends from the consequences of their own actions;
- be honest and show integrity.

We show responsibility by:

- being honest and admitting when we are wrong or when we have done something wrong and be willing to face the consequences of our actions;
- ensuring our work is complete and up to date and that all deadlines are met;
- reporting breaches of the Code of Conduct and violations of the values of the School;
- reporting any learners who may be engaging in activities that are detrimental to the safety and wellbeing of themselves and/or others, including, but not limited to the use of drugs and/or alcohol, unsafe sexual activity, depression or suicidal thoughts etc.;
- ensuring that we do what is right by adhering to the Code of Conduct and striving to live out the values of the School;
- upholding and further building upon the good name of the School;
- being punctual and by ensuring we attend school, all classes, sports practices and/or matches; cultural commitments, meetings or any school-related activity;
- ensuring we have secured the express permission from the relevant person should we wish to deviate from any aspect of this Code of Conduct and/or the basic expectations of the School;
- doing good deeds and/or by making positive contributions to the lives of our families, peers and community and/or the School itself without any expectation of reward.

INTEGRITY

We display our integrity by:

- doing the right thing when no-one is watching;
- taking responsibility for our actions and by being willing to face the consequences (being safe in the knowledge that nobody is perfect, and that one indiscretion does not define us as people);
- being honest at all times, especially when it is difficult to do so, regardless of the cost;

- refusing to participate in the actions of others that we know to be wrong;
- standing up to those who are doing wrong or, when it is not safe to do so, reporting those actions to somebody who can address those actions;
- refraining from any actions that could be considered as theft, fraud or gross dishonesty;
- not only doing what is expected of us, but by going the extra mile without any expectation of reward.

PASSION

We should have a passion for:

- our families, friends and all those closest to us;
- our culture, faith, religion and/or spirituality;
- our School including the people that form a part of the School – fellow learners and their families, teachers and all members of staff as well as visitors to our School;
- our commitments whether they be school-related or not, including academic, sporting and/or cultural commitments;
- our community and our country;
- nature, our environment and all living beings that share it with us;
- our fellow human beings and their unalienable rights.

We show our passion by:

- always doing our best and giving our all, regardless of what it is that we are doing or participating in;
- caring for and showing consideration for all who cross our paths;
- taking care of our possessions and the possessions of others (including the School's);
- taking care of our environment and all living beings;
- striving to embody the values of Edgemoor High School and thereby living up to the highest expectations of society, but also contributing towards it;
- honouring our commitments.

THE PURSUIT OF EXCELLENCE

We pursue excellence by:

- always doing our best and giving our all, regardless of what it is that we are doing or participating in (knowing that the result is irrelevant);
- honouring our commitments;
- adhering to the basic expectations of the School in academic, sporting and/or cultural spheres;
- striving to embody the values of Edgemoor High School and living up to the highest expectations of our community and society as a whole;
- making our parents, school and community proud;
- setting an example to others;
- avoiding negative behaviour that may become obstacles in our path to success;
- striving to overcome any disadvantages we may have or obstacles that life may put in our way (and not being too proud to ask for help);

- setting realistic goals for ourselves and by setting our sights higher every time we accomplish those goals;
- never being satisfied with mediocrity;
- celebrating our successes, whilst at the same time acknowledging that there is always more that can be achieved;
- realising that personal success can only be truly fulfilling if we contribute to the success of others, especially those who helped us achieve those successes (including our parents, our role-models, our supporters, friends and family and our School).

This Code of Values also serves to provide background to, and the motivation for, the rules and regulations as set out in Section C.

SECTION C: RULES AND REGULATIONS

It is important to note that all rules and regulations set out in this section have been formulated with the guiding principles and purposes set out in Section A, Subsections (Guiding Principles, Purpose of Discipline and Type of Regulations/ Rules) in mind, whilst also ensuring that it adheres to all legal aspects as describe in Subsections A (Introduction and Legal Framework/ Definitions). Finally, the intention is that all rules and regulations in this section are not only based on the Code of Values (Section B) of Edgemead High School, but are also designed to promote and reinforce those values amongst the learners of this School.

It should also be noted that the following list of rules is not an exhaustive one. Any behaviour that, at the discretion of the School, is considered to be contrary to the values of Edgemead High School, may be considered to be a breach of this Code of Conduct and may lead to appropriate sanctions – again at the discretion of the School.

SCHOOL RULES:

1. SAFETY AND WELLBEING

The physical and psychological wellbeing of every learner must at all times be respected. It is however important to note that the wellbeing and safety of the majority outweighs the wellbeing of the individual.

- 1.1 No learner may have with or on him/her any dangerous object or anything which can cause physical injury and thus be seen as a dangerous weapon (as defined in the notice in the Government Gazette of 12 October 2001 (Number 22754) entitled *Regulations for Safety Measures in Public Schools*. This applies when a learner is on school premises or under the jurisdiction of the school.
- 1.2 No learner may physically threaten or harm any other person. (No fighting!).
- 1.3 No learner may bully, harass (physically, emotionally or sexually) or slander another person. (Please see the relevant protocol in Section E of the Code of Conduct).
- 1.4 No intimidation will be tolerated.
- 1.5 No hate speech or any actions encouraging others to violence will be tolerated.
- 1.6 No discrimination on any grounds will be tolerated. (This includes, but is not limited to racism, sexism, religious intolerance, xenophobia, homophobia etc.).
- 1.7 Nobody may violate the dignity of others. This includes any actions that demean, humiliates or belittles another person. This includes any form of initiation.
- 1.8 No learner may be in possession of any banned substance including drugs (legal or otherwise), alcohol and/or cigarettes/e-cigarettes, bring it onto the premises, to any school event (on or off the premises) or attempt to sell (or give) any such substances to a fellow learner.

- 1.9 No learner may access any part of the school premises that is not considered part of the generally accepted areas of movement. i.e. no climbing over fences or out of windows, no access to the roof (inside or on top), no jumping downstairs or from any kind of height etc.
- 1.10 All safety equipment (fire extinguishers, first aid kits etc.) is not to be touched unless for a genuine emergency.

2. MORAL CONDUCT

No behaviour will be tolerated that is generally accepted as unseemly or immoral by society or that may have a negative influence on other learners and/or set a bad example and/or brings the name of the School into disrepute.

- 2.1 No smoking of any sort. This includes cigarettes, e-cigarettes, "vapes", pipes, or any other instrument used for smoking regardless of the substance that is being smoked.
 - 2.2 No learner may be in the possession of, use, or be under the influence of any kind of drug (legal or otherwise). This includes any substance that may be used for the purpose of intoxication (e.g. prescription medication, spirits, glue, deodorant, lighter fluid etc.) Testing positive for any drug constitutes being in possession of said substance.
 - 2.3 No learner may be in the possession of, use or be under the influence of alcohol.
 - 2.4 Learners may not be in possession of smoking, drug or alcohol-related paraphernalia or any objectionable item that references or promotes smoking, drugs or alcohol.
 - 2.5 No learner may be in the possession of or distribute pornographic material or attempt to access such material using either the School's devices or their own.
 - 2.6 No learner may engage in any form of sexual activity. Kissing and fondling is also prohibited. Learners are expected to take cognisance of society's expectations in this regard.
 - 2.7 No learner may participate in any kind of behaviour that breaks the laws or contravenes the constitution of the Republic of South Africa.
 - 2.8 No foul or offensive language.
 - 2.9 No political campaigning (direct or indirect), political slogans or politically inspired actions.
- It is important to note that the above rules apply at all times as described in Section A, Subsection 4 of this Code of Conduct.

3. ATTENDANCE AND PUNCTUALITY

Learners are expected to attend school, classes, sports practices or matches, cultural commitments, meetings or any other school-related commitment without fail and to do so punctually.

- 3.1 A learner may not be absent from school without a valid reason. Illness will only be considered a valid reason for absenteeism if the learner is incapacitated by illness. Any other reason for absenteeism requires prior permission from the Principal or any person



delegated by the Principal. Failure to abide by this regulation will be considered bunking and dealt with accordingly.

3.2 Learners may not be absent from class, sports practice or matches, cultural commitments or any school-related event unless he/she has received prior permission from the person responsible for that class or event. Where prior permission was impossible to obtain, it is the responsibility of the learner to ensure they provide the relevant person responsible with a reasonable excuse and/or apology. The School will be the sole judge as to what constitutes a reasonable excuse and reserves the right to request written proof. Failure to abide by this regulation will be considered bunking and dealt with accordingly.

3.3 Learners are expected to arrive on time for school, for classes and all other school-related commitments. Failure to be punctual will be dealt with according to the relevant policy and/or at the discretion of the person responsible for the event in question.

3.4 Learners and parents are expected to abide by the procedures for absenteeism and late-coming as set out in the relevant policy in Section E of this Code of Conduct as well as any other procedures implemented by the person responsible for the event that the learner did not attend or for which he/she was late.

3.5 No learner may leave the School premises during school hours without the express permission of the Principal or a person delegated by the Principal.

3.6 Only in the most exceptional circumstances will learners be allowed to leave early for private affairs. Learner's licence appointments, dental appointments etc. may not be made during school hours. Any other request to leave school early must be made in writing at least 24 hours before the time. Only the Principal or his/her delegate may grant permission. The same procedure applies should a learner request to arrive at school at a later time than usual.

3.7 Should a learner feel ill and unable to continue the school day, he/she must obtain permission from their Grade Head who will grant written permission at their own discretion. The learner must then use the written permission to excuse themselves from class and then present it to the secretaries who will ask the learner to sign out. The parent or a person delegated by the parent must also sign the learner out. No learner will be allowed to walk, cycle or drive home by themselves.

4. MOVEMENT AROUND SCHOOL

4.1 When moving between classes, learners are expected to keep left, walk quickly and remain relatively quiet.

4.2 Learners are expected to move directly from one class to the next by the shortest possible route without any detours (including lockers, bathrooms, the office, meeting fellow learners, reading notice boards or seeing another teacher for any reason whatsoever). None of the above-mentioned detours will be accepted as an excuse for late-coming.

4.3 When arriving at their next class, learners are expected to wait for permission to enter the venue and to do so quietly and in an orderly fashion. Learners should go straight to their desk and remain standing until the teacher has greeted them and invited them to be

seated. Should a teacher not be there to receive them, the learners should enter the class (if possible) quietly, be seated and take out their books. The class representative must then report the teacher's absence to the office.

4.4 Movement around school during class times is only allowed if written permission is given by the teacher responsible for them during that particular period. The relevant section in the learner's diary must be filled in and signed.

4.5 Learners will not be allowed to leave class for frivolous reasons. The teacher will be the sole judge of whether the learner has a legitimate reason to leave class.

4.6 Going to the bathrooms will not be allowed for the first 20 minutes of each lesson and going to lockers is generally banned unless specifically instructed to do so by a teacher.

4.7 Certain areas are out of bounds at different times.

Before school: Learners may not leave the premises once they have arrived in the mornings (i.e. they may not wander in the streets, go to the shops or meet friends somewhere).

During breaks: Learners may visit their lockers, the bathrooms, the computer lab(s) (if available) and/or the library during break and may attend specific meetings, but otherwise the building should be clear of students. Teachers on duty and/or pupil leadership may ask learners to leave the building if it is felt they are taking too long or if they do not have a legitimate reason to be there.

Rainy days: On rainy days (only when announced), learners may be in the passages of the main building and the Hayward Centre.

Foyer: The downstairs foyer may only be used by learners on official business. It may not be used as a thoroughfare and learners on official business may not be accompanied by friends or "hangers-on". It is expected that learners will behave with a certain amount of decorum when entering the foyer and to greet and give way to any adults they encounter. The staircase in the foyer is for use by Matrics and staff only. The upstairs foyer may be used as a thoroughfare only and learners may not congregate there.

Under supervision: The following areas may only be used or visited under supervision:

Sports fields, Wright Astro (including the pavilion), Mini-Astro, Tennis/Netball courts, computer labs, consumers class, the gallery and AV room, etc.

Vehicles: All car-park areas are out of bounds during school hours (including breaks). This includes any and all vehicles parked on the premises (E.g. a learner may not go to their own vehicle under any circumstances).

Off-limits:

The following areas are permanently out of bounds:

Staffroom, staff bathrooms, faculty rooms, science lab storerooms, any and all storage areas, garages and maintenance areas, inside the roof of the hall, the exterior roofs of the buildings and any other area that is generally speaking not designed for regular use.

After School:

After school, the buildings should generally be clear of learners unless attending a specific meeting and/or event or with the express permission of a member of staff. Sports facilities may only be used under supervision and only the D-wing bathrooms may be used.

5. ASSEMBLY

5.1 Assemblies are formal occasions and a chance for us to honour our traditions and all those who walked these halls before us and therefore learners are expected to maintain a certain level of decorum.

5.2 Learners will line up in their assigned locations before assemblies in their tutor classes where attendance will be checked as well as appearance. Late-coming procedures will apply.

5.3 Learners will be expected to stop talking before being allowed to enter the hall in an orderly fashion.

5.4 Absolute silence will be expected inside the hall.

5.5 Learners who are not wearing a blazer will not be allowed to attend assembly. This rule will be enforced regardless of whether a learner has a deviation slip and/or a legitimate reason for not having a blazer. Those with legitimate reasons will not face additional punishment, but may not attend assembly. Those without legitimate reasons will face appropriate, additional punishment.

5.6 The same rules will apply for any other formal event that takes place in the hall (such as ARE, ICE etc.).

5.7 During less formal occasions, learners are still expected to maintain a reasonable level of decorum in the hall.

5.8 Learners will be expected to show the necessary level of reverence and respect whilst the National Anthem and/or the School Song is sung.

5.9 The national flag and/or school flag is not to be played with and must be respected at all times (by not touching the ground etc.).

6. BREAKS

6.1 Only the bathrooms as allocated may be used during breaks. No loitering will be allowed. The cubicles in the bathroom are entirely private, but there is a camera in the communal

area to ensure the safety of all who use the facility as well as to help prevent and monitor unacceptable behaviour.

6.2 Learners are to observe the "out of bounds" regulations as stipulated in point 4.7. above.

6.3 Ball games may only be played in the designated areas on the sports fields. Balls may be confiscated by teachers and/or pupil leadership if played with in any other area.

6.4 Lockers need to be visited at breaks, but again, no loitering will be allowed.

6.5 No overly rowdy behaviour.

6.6 Those who wish to sit in peace in the cafeteria or on the synthetic grass area in front of the cafeteria must be respected. Therefore, no standing around and/or playing will be allowed in these areas.

6.7 No audible music is allowed. This rule also applies before and after school. Speakers may be confiscated.

7. USE OF SCHOOL FACILITIES

7.1 The School's sporting facilities and equipment may only be used under supervision. This includes the Astros, courts, fields and all sporting equipment.

7.2 The School's electronic equipment and/or appliances may only be used under supervision.

7.3 All relevant procedures and/or policies (written or verbally communicated) must at all times be followed when any facility or equipment is used.

7.4 Learners are expected to use all facilities and equipment responsibly and in a way that will ensure its longevity. Failure to do so may lead to the learner and his/her parents being held financially liable.

7.5 The cafeteria must be used responsibly. Only learners who are seated, standing in line or using the microwave may be inside. The cafeteria is not to be used as shelter when it rains. The staff members working in the cafeteria need to be respected and all instructions given by them, teachers or pupil leadership are to be followed without fail.

7.6 The bathrooms in the B-wing have been allocated to specific grades and these allocations must be adhered to. The D-wing bathrooms are open to all during breaks and after school, but are off-limits during class time.

7.7 The following rules apply to the gender-neutral bathroom in the Hayward Centre:

7.7.1 Open to all students between 07:30 and 14:00. Between 14:00 and 14:30, the bathroom will be locked while it is being cleaned. At 14:30, the exterior door will be opened and the bathroom will be available for the exclusive use of parents and visitors to the School.

7.7.2 No learners will be allowed in this bathroom after school hours.



7.7.3 Edgemoor High School is sensitive to and supportive of our learners with gender identities that are generally considered to be different to the norm. Those parents who are not comfortable with their children using this facility may instruct their children to use the remaining gender-specific bathrooms.

7.7.4 The cubicles in the bathroom are entirely private, but there is a camera in the communal area to ensure the safety of all who use the facility as well as to help prevent and monitor unacceptable behaviour.

7.8 Vandalism or malicious damage of any sort, to any part of the School, its facilities or equipment, will not be tolerated.

7.9 No littering. The bins provided are to be used and the grounds and buildings kept as clean as possible at all times. The recycling bins are to be used as indicated.

7.10 All textbooks lent to learners during the course of the year, are the property of the school and must be maintained in the condition it was received. Failure to do so may lead to the learner and/or his/her parent being held financially liable.

8. APPEARANCE

Learners are expected to adhere to the relevant uniform and hair policies included in Section E of the Code of Conduct. Also included in Section E, are the disciplinary procedures for appearance-related transgressions.

9. INSIDE THE CLASSROOM

9.1 The classroom is a formal environment and as such learners are expected to display appropriate behaviour for the setting.

9.2 In addition to any specific classroom rules that the individual teachers may have, the following rules are universal:

9.2.1 The classroom may only be entered once the teacher has invited the learners inside. If the teacher has not arrived by the second bell (or third bell after break), the learners may enter and follow the procedure as per point 4.3. above.

9.2.2 The class must be entered in an orderly fashion.

9.2.3 The learners must remain standing until greeted and/or invited to sit by the teacher.

9.2.4 Nobody will be allowed to get up for any reasons whatsoever unless given permission to do so by the teacher.

9.2.5 Desks are allocated to learners at the discretion of the teacher. The teacher has the right to request that a learner move to another desk and does not have to provide a reason for doing so.

9.3 Academic rigour is expected. There is no such thing as a "free period". Learners must always come to class prepared to work. This means ensuring that the correct books and appropriate stationery is always at hand.

9.4 The bell is purely a guideline and learners may only start packing away and/or leave the class once the teacher has given them a direct instruction to do so.

10. ACADEMICS

10.1 Academic rigour is expected of our learners. This means always being "classroom-prepared" by having the correct books and stationery at hand. Not having a book or a pen is no excuse for not working.

10.2 Homework and assignments need to be completed in the allotted time.

10.3 School-based assessments (SBA's) such as projects, tasks, etc. must be handed in on time or learners will be penalised. Nobody may opt not to hand in a SBA.

10.4 Both textbooks and writing books need to be covered appropriately and must be kept neat and tidy.

10.5 Any instructions given regarding layouts and/or formats for writing books, exam scripts, etc. must be adhered to at all times.

10.6 Learners are expected to be honest and display integrity in their approach to academics.

10.6.1 No passing off the work of others as your own.

10.6.2 No copying from other learners in any form of assessment.

10.6.3 No cheating (e.g. crib notes, making use of a cell phone etc.)

10.6.4 Plagiarism is a crime and will not be tolerated. The learner may forfeit all marks for the assessment, may be required to redo it, may face sanctions for dishonesty and may be expected to appear in front of the School's Irregularity Committee (SAIC) or the Discipline Council.

10.6.5 Learners need to acknowledge any sources used.

10.6.6 All work must be dated and a signed statement of authenticity is required.

10.7 Nobody may obtain a test, exam or assignment by any means before it is officially made available. Nobody may sell or distribute any unauthorised copy of a test, exam or assignment and nobody may buy or attempt to buy, bribe or attempt to bribe anybody in order to obtain an unauthorised copy of a test, exam or assignment.

10.8 All standard examination rules need to be strictly adhered to. Failure to do so will be considered an irregularity and the learner may have to appear in front of the SAIC.

11. GENERAL

11.1 All teachers, employees of the school and pupil leadership need to be respected. This means:

11.1.1 No back-chatting.

11.1.2 No argumentative, aggressive or rude behaviour.

11.1.3 No sarcastic comments or foul language.

11.1.4 No goading or challenging of a teacher, employee of the school or pupil leadership's authority or undermining their authority in any way.

11.2 All instructions issued by teachers, employees of the school and pupil leadership need to be obeyed without fail.

11.3 Should a learner feel that an instruction was unfair, the correct procedure would be to follow the instruction at the time and to approach the person who gave the instruction privately at a later stage. Should the outcome not be satisfactory, the learner may approach their Grade Head or the particular person's direct superior.

11.4 Nobody has the right to disrupt the school programme or the smooth-functioning of the School in any way whatsoever.

11.5 Dishonesty in all forms will not be tolerated. This includes, but is not limited to: falsely identifying oneself, lying or providing false information, omitting relevant truths and falsifying any information, document and/or signature.

11.6 No learner may conduct or promote any kind of business on school premises, during school time, at school events or at any time whilst identifiable as a learner at EHS. This includes the buying and selling of any and all goods or services. Parents and/or outsiders may also not use the School to conduct or promote any kind of business unless specifically sanctioned by the School.

12. POLICIES AND PROTOCOLS

All policies and protocols included as addenda in Section E of this Code of Conduct must be adhered to at all times.

SECTION D: DISCIPLINARY PROCEDURES AND SANCTIONS

This section serves to inform learners, parents and staff alike of the disciplinary procedures of Edgemead High School as well as of the potential consequences of a breach of any aspect of this Code of Conduct.

13. DEFINITIONS/ABBREVIATIONS

Sanctions:	Consequences for breaching this Code of Conduct. May include, but is not limited to, "punishment".
Stakeholders:	Learners, parents and staff
VRC:	Value Reinforcement Class
RCL:	Representative Council of Learners
SGB:	School Governing Body
DC:	Disciplinary Committee
WCED:	Western Cape Education Department

14. DISCIPLINE TREE

At Edgemead High School we make use of a "Discipline Tree" to visually explain the correct channels that need to be followed when any issue or concern is raised. These channels need to be followed by learners, parents and staff alike regardless of the issue or concern at hand or the severity thereof. Staff at the various levels of this tree, will use their discretion to determine whether an issue needs to be escalated to the next level. Should a learner, parent or staff member not be satisfied by the outcome of interaction with a staff member at a given level, they may approach the person on the next level. This system is important as it prevents senior staff from being overloaded with relatively minor issues, but at the same time it is also vitally important that staff at the lower levels, who are much more often involved in the lives of their students, are aware of any issues that may affect them or their learners.

Please see a copy of the Discipline Tree in Section E of this Code of Conduct.

15. ROLES AND RESPONSIBILITIES

At Edgemead High School, we categorise breaches of the Code of Conduct by levels of severity (Grade 1-3). However, we also strive to assess each case individually based on its unique circumstances. The following is therefore a rough guideline to aid learners, parents and staff alike in determining which person to approach on the Discipline Tree as explained in Subsection 1 above. It is not however cast in stone and the School will approach all incidents on a case by case basis.

Only teaching staff have the authority to impose sanctions, however, it is important to note that every single member of staff's instructions need to be obeyed. Transgressions witnessed or experienced by ground staff, admin staff, substitutes, visitors, security, invigilators, cafeteria staff or any other adult will be reported to teaching staff and action may then be taken based on their account of events. Pupil leadership have also been delegated to impose sanctions in certain circumstances and have full authority to do so, in those cases.

15.1 Transgressions to be dealt with by prefects:

The Senior Leadership of the RCL – more often referred to as prefects – have been tasked with monitoring all aspects of the Code of Conduct, however in light of the fact that they are learners, their powers in terms of imposing sanctions for various transgressions is limited. The prefects implement a "three strikes" system. If a learner is reprimanded by a prefect (or multiple prefects) on three or more occasions within a two-week period, they will be referred to the Grade Head, who may issue a VRC, scheduled to take place after school. Prefects may issue "strikes" for the following types of transgressions:

- 15.1.1 Appearance infractions
- 15.1.2 Being out of bounds
- 15.1.3 Disobeying a prefects' instructions
- 15.1.4 Rude and/or disrespectful behaviour towards prefects
- 15.1.5 Loitering in the buildings or bathrooms during breaks
- 15.1.6 Tardiness after breaks

All other transgressions will be reported to the relevant staff member.

15.2 Transgressions to be dealt with by teachers:

Grade 1 offenses primarily relate to classroom behaviour and a learner's appearance and are managed by class teachers and tutors. All Grade 1 offenses must be logged on Ed-Admin by the responsible teacher. Accumulation of five (5) demerits will result in a VRC, while a total of forty (40) demerits may automatically lead to a Disciplinary Council.

Corrective actions and sanctions are carried out by the individual educator and may include the following:

- Verbal reprimand.
- Removal of all graffiti from desks, walls, bags, and cases during break.
- Request to meet with parents (Grade Head to be informed).
- Removal of facial hair at school (disposable razor blades provided by the school).
- Temporary confiscation of items until the end of term (e.g., clothing, jewellery, cell phones).
- Demerit recorded on Ed-Admin, triggering an automated email notification to parents.

It is important to note that every single teacher, regardless of whether they actually teach a subject to a learner, has the full authority to enforce this Code of Conduct and impose sanctions if needed. All learners, regardless of the situation or location, are expected to respect and obey any teacher they encounter and to accept any reasonable sanction imposed by said teacher.

As a rule, teachers are expected to deal with the following types of transgressions themselves:

- 15.2.1 Homework not completed (copied from a friend etc.)
- 15.2.2 Appearance infractions
- 15.2.3 Books/work materials left at home (forgot in locker etc.)
- 15.2.4 Late coming
- 15.2.5 Not following reasonable instructions
- 15.2.6 Unacceptable behaviour in class (talking out of turn, not working etc.)
- 15.2.7 Foul or inappropriate language and/or gestures
- 15.2.8 Disrespectful behaviour
- 15.2.9 Making disrespectful remarks or engaging in actions aimed at provoking a confrontation with peers
- 15.2.10 Vandalism (writing on desks/ walls) or misuse of school equipment
- 15.2.11 Eating in class.
- 15.2.12 PT Clothes left at home.
- 15.2.13 Littering.

It is important to note that teachers may attempt to deal with incidents considered to be more severe and may also escalate any of the above to the next level on the Discipline Tree should it be a regular occurrence and should no improvement be noted despite intervention and/or sanctions.

15.3 Transgressions to be dealt with by Grade Heads:

The Grade Heads perform a very important role as they are not only disciplinarians but also play a vital pastoral role. It is therefore of the utmost importance that Grade Heads are informed of any disciplinary, academic, or counselling issues (as long as the appropriate confidentiality is not violated) that learners in their grade may experience.

Grade Heads will generally deal with the following types of transgressions: Grade 2 offenses, which are considered serious. In cases of Grade 2 offenses, the learner's parents will be contacted. Sanctions for these offenses depend on the circumstances and severity and will be managed by the Grade Head.

All Grade 2 offenses must be logged on Ed-Admin by the responsible teacher. Grade Heads may, at their own discretion, involve the counselling department and/or the Head of Discipline in any of the above-mentioned circumstances.

As a rule, Grade heads are expected to deal with the following types of transgressions:



- 15.3.1 Any incident described in point 15.2. above that occurs repeatedly and/or has seen no improvement despite intervention and/or sanctions imposed by the teacher.
- 15.3.2 Gross disrespect towards teachers (i.e. swearing etc.)
- 15.3.3 Repeatedly disrupting classes
- 15.3.4 Defiance (including refusing to accept sanctions imposed by teachers or pupil leadership)
- 15.3.5 Bunking (school and/or classes)
- 15.3.6 Bullying
- 15.3.7 Discrimination (racism, sexism, homophobia etc.)
- 15.3.8 Gross dishonesty (fraud, cheating in exams, etc.)
- 15.3.9 Being in possession of banned items (dangerous objects, pornography, banned substances such as cigarettes/ e-cigarettes, cell phones in class etc.)
- 15.3.10 Theft
- 15.3.11 Inappropriate displays of affection (kissing, inappropriate touching, repeated inappropriate contact at school/in uniform etc.)
- 15.3.12 Absence from sport fixtures without a valid reason.
- 15.3.13 Offences related to the misuse of technological devices.
- 15.3.14 Disruptive behaviour on or during a school activity, outing, trip, or tour that interferes with the school's educational or extracurricular program.
- 15.3.15 Vandalism

Possible Recommended Corrective Sanctions:

- Referral to the School Assessment and Irregularity Committee (SAIC).
- Referral to the Head of Discipline.
- Assignment to weekday VRC.
- Request a meeting with parents.
- Referral to a counselling session or school counsellor for behaviour reflection.
- Convene a Disciplinary Council (DC) meeting.
- Head of Sport to contact parents, if applicable.
- Written reflection or apology, where appropriate, to acknowledge misconduct and commit to improvement.

15.4 Transgressions to be dealt with by the Head of Discipline

Grade 3 offenses are considered particularly serious, and the learner's parents will be contacted. These matters will be handled by the Head of Discipline, who is delegated by

the Principal to manage all discipline-related aspects of the school. As such, the Head of Discipline reserves the right to directly involve themselves in any disciplinary transgression. Additionally, disciplinary incidents may be escalated to the Principal, the School's Discipline Council, and/or the Disciplinary Committee (DC) of the School Governing Body (SGB) at the Head of Discipline's discretion.

In addition to any incident described in points 15.2 or 15.3 above that occurs repeatedly and/or shows no improvement despite intervention by the teacher and/or Grade Head, the Head of Discipline will primarily address what is defined as Serious Misconduct by the South African Schools Act (SASA). (Please refer to the subsection on Serious Misconduct below.)

As a rule, the Head of Discipline is expected to deal with the following types of transgressions:

15.4.1 Alcohol and Substance-Related Offenses:

- Possession, consumption, or being under the influence of alcohol on school property or during a school activity.

15.4.2 Drugs/illegal and or banned substances:

- Possession at school or during a school activity.
- Being under the influence/consumption at school, on school property, or during a school activity.
- Engaging in dealing, pushing, mulling, or running illegal/ banned substances at school or during a school activity.
- Repeated possession or use of cigarettes/electronic cigarettes on or off school property.

15.4.3 Violence and Threats:

- Attempted assault or assault on a learner and teacher, causing serious bodily harm, especially when an object is used.
- Threatening or intimidation of a teacher or learner.
- Fighting.
- Hostage situation involving a dangerous weapon.
- Bullying.

15.4.4 Harassment, Abuse, and Indecency:

- Sexual harassment, assault.
- Inappropriate or suggestive remarks of a sexual nature directed toward a teacher, educator, learner, or as a general sexual suggestion.
- Public Indecency.
- Racist, sexist, or homophobic conduct, or acts that defame a learner or educator; engaging in behaviour or language that is discriminatory, defamatory, or disrespectful based on race, gender, or sexual orientation.

15.4.5 Property and Vandalism:

- Vandalism – malicious damage to School/ educator's property
- Theft.

15.4.6 Conduct Disrupting School Operations:

- Engaging in activities intended to disrupt the proper functioning of the school through collective or individual actions.
- Ongoing disruptive behaviour in the classroom that frustrates the school's educational program.
- Defiance or disregard of an authority figure's instructions.

15.4.7 Dangerous and Inappropriate Associations:

- Promoting the formation of, associating with, or furthering activities of school gangs or social groups involving or attempting to involve outsiders in disputes between learners.
- Any practices that damage property or cause harm to people or other living animals.

15.4.8 Pornography and Inappropriate Materials:

- Possession, viewing, or distribution of pornographic material at school.

15.4.9 Non- Attendance of VRC

- Escalation to an Extended Monday VRC session.
- Escalation to Disciplinary Council.

15.4.10 Defiance/ disregarding of an authority figure's instructions.

- Dishonest conduct to the prejudice of an educator (and or school property)/conduct that defames a learner / educator

15.4.11 Possession of a dangerous weapon or object (e.g., knife, firearm, panga, screwdriver, or firecrackers) on school property or during a school activity.

Recommended Corrective Sanctions:

- Precautionary Suspension from School: Up to 7 days, depending on the severity and nature of the offense.
- Disciplinary hearing (SGB), with possible recommendation for further suspension or expulsion.
- Testing for illegal substance use, with possible suspension or expulsion recommendation.
- Follow WCED Abuse No More Protocol.
- Referral to South African Police Services.
- Referral to the Wellness Department.

Additional Corrective Measures:

- Convene a Disciplinary Council (DC) meeting.
- Confiscate all items involved in the offense.
- Assignment to VRC.
- Replacement of stolen articles if applicable.
- Issue a warning letter for repeated or serious infractions.

15.5 Role of the Principal

The Head of Discipline is delegated by the Principal to manage any and all discipline related aspects of the School. As such, the Principal should as far as possible not be drawn into disciplinary matters. That being said, the Principal is ultimately responsible for everything that occurs in the school and therefore he/she may intervene or choose to become involved in any disciplinary matter, regardless of its severity, as he/she sees fit. The Principal, as the Head of Discipline's direct superior, may also be contacted should a stakeholder feel that his/her interaction with the Head of Discipline has not had a satisfactory outcome.

15.6 The Discipline Council

The Discipline Council consists of the Principal, all Deputy Principals, all Grade Heads, a representative from the Wellness Department and the Head of Discipline. The Discipline Council is the ultimate decision-making organ of the School and the Head of Discipline and/or the Principal will usually refer recommendations for SGB hearings to the Council for consideration. The proposed sanctions that the School will recommend to the DC of the SGB will also be decided upon by the Discipline Council.

15.7 Role of the DC of the School Governing Body

The Discipline Council, acting on the initiative of the Head of Discipline and/or the Principal, may recommend that learners who are alleged to have committed Serious Misconduct appear before a formal disciplinary hearing. Such cases will be heard by the Disciplinary Committee of the SGB. The DC will consist of at least three parent members of the SGB. The representative of the School (usually the Head of Discipline) will present the facts of the case to the DC, who will then have the responsibility of determining the guilt or innocence of the learner. If he/she has been determined to be guilty, the School will recommend certain sanctions to the DC. After taking into account representations from the learner and/or his/her parents, the DC will then decide on an appropriate sanction(s). This will be recommended to the full SGB, who will either amend it or ratify it. Only the SGB may recommend to the WCED that a learner be expelled.

16. SERIOUS MISCONDUCT

The Extraordinary Provincial Gazette no. 6939 dated 15 December 2011 defines serious misconduct as the following:

'(1) Subject to the provisions of the Act, a learner at a school who—

- (a) *used or had in his or her possession or sells or distributes a dangerous object, alcoholic liquor or illegal drugs;*
- (b) *commits an act of bullying, assault, theft, arson or malicious damage to property;*
- (c) *commits an act of gross insubordination or engages in immoral conduct;*
- (d) *is in possession of or uses any unauthorised copy of a test or examination question paper, or cheats, distributes, trades, bribes or attempts to bribe any person in respect of any test or examination, with the intention of enabling himself or herself, or any other person, to gain an unfair advantage;*
- (e) *uses hate speech, makes himself or herself guilty of racism, sexism, sexual harassment, possesses or distributes pornographic material or engages in any act of public indecency;*
- (f) *endangers the safety or threatens fellow learners or educators, disrupts the school programme or violates the rights of others;*
- (g) *falsely identifies himself or herself, or knowingly and wilfully supplies false information or falsifies documentation to gain an unfair advantage at school;*
- (h) *has repeatedly been found guilty of transgressing the learner's code of conduct; or*
- (i) *conducts himself or herself, in the opinion of the governing body, in a disgraceful, improper or unbecoming manner,*
-may be guilty of serious misconduct.'*

The South African Schools Act (SASA), specifically under section 9, allows for **precautionary suspensions** of learners in cases of serious misconduct, typically pending further investigation or disciplinary proceedings. Here are the key points as outlined in the Act.

The governing body of a public school has the authority to suspend a learner as a precautionary measure if the learner is suspected of serious misconduct. The suspension may not exceed seven school days unless the governing body is awaiting a decision from the Head of Department on whether the learner should be expelled. The learner and their parents or guardians must be given written notification of the suspension. The notice must include the reasons for the suspension and details of the suspected misconduct. The learner and parents should be given the opportunity to present their side, typically through a formal disciplinary hearing, if warranted. The purpose of a precautionary suspension is to allow for an unbiased investigation, prevent potential harm or disruption, and ensure the school environment remains conducive to learning for others.

If further investigation or a formal hearing is needed, the initial suspension may be extended with approval from the Head of Department.

Also, please take note of sub-regulation 2 of the above-mentioned Provincial Gazette:

- (2) *Subject to the provisions of the Act, a learner at a school may be suspended by the governing body or expelled by the Head of Department if, after a fair hearing, he or she is found guilty of serious misconduct as contemplated in sub-regulation (1).'*

17. SANCTIONS

Disciplinary steps will be taken against any learner who contravenes the Code of Conduct. The Guidelines state the following:

'Learners are expected to know and to adhere to school and classroom rules. Ignorance of these rules is not an acceptable excuse.'

Edgemead High School will treat all disciplinary issues on a case-by-case basis and on its own merits. The School reserves the right to impose any sanction it deems appropriate to the transgression. The School will at all times strive to adhere to the principle of "the punishment should fit the crime". Any decision to impose sanctions will be guided by the principles set out in Section A, Subsection 3 of this Code of Conduct as well as sections 8, 9 and 10 of the SASA (and amendments thereto) and all relevant provincial and national legislation and/or policies.

Sanctions that may be imposed include, but are not limited to:

17.1 Revocation of privileges:

E.g. Matric Dance, Valedictory, leaving early during exam times etc.

17.2 Writing-out:

In order to reinforce knowledge of the Code of Conduct.

17.3 "Time-out":

Being removed from a given class for a certain period of time.

17.4 Daily Report:

A monitoring system whereby both Grade Heads and/or Head of Discipline and parents may monitor day-to-day behaviour in class. Pre-determined further sanctions to be imposed should behaviour be unacceptable whilst on daily report.

17.5 Confiscation:

Temporary removal of an item for a period of time (e.g. dangerous objects, unacceptable additions to the uniform and/or accessories, cell phones and similar devices, etc.)

17.6 Internal suspension:

Being removed from all classes and kept separate from the general populace of the school. Class work will be completed in isolation.

17.7 Detention:

Teachers and or Grade Heads may require learners to stay after school under their supervision for a certain time. Should it be on the same day as the transgression and parents cannot be immediately informed, this will be no longer than 10-15 minutes. If parents have been informed and/or it takes place on a day after the transgression, this may be up to an hour in duration. Learners may also be kept in during breaks at the discretion of the teacher although learners must be given at least the last 10 minutes of break.

17.8 "VRC":

Value Reinforcement: Class. Takes place on pre-determined dates (usually Monday to Fridays) for two hours after school. This time will be spent completing a Value Action Plan and reinforcing knowledge of the School's Code of Conduct. Once these tasks are

completed, the learner may do homework or study. There will also be time for quiet reflection. Parents will be informed via sms and in writing at least 48 hours before said VRC.

17.9 Saturday VRC:

As above, but takes place over four hours on a Saturday morning.

17.10 Formal suspension:

The SGB may suspend a learner, subject to relevant legislation. The School may also precautionarily suspend a learner prior to a hearing.

17.11 Expulsion:

The SGB may recommend to the WCED that a learner be expelled (permanently removed from the School), subject to relevant legislation.

Failure to perform, attend or complete any of the above-mentioned sanctions will lead to an appropriate escalation of further sanctions or may lead to formal disciplinary hearing for defying the disciplinary procedures of the school. (See sub-regulation (1)(n) of the The Extraordinary Provincial Gazette no. 6939 dated 15 December 2011, quoted in subsection 4 above.)

18. GENERAL

18.1 It is expected that learners and parents alike will respect the School's right to deal with offenders according to the procedures set out in this Code of Conduct *and/or according to the values and the spirit of this Code of Conduct.*

18.2 In serious cases, the following shall apply: Due process and the rule of *audi alteram partem* (hear the other side). However, this is not required in daily disciplining in or outside the classroom, where it is *the spirit* of these procedures rather than the technicalities that are important.

18.3 A distinction also needs to be made between the right to enforce rules and the way in which they are enforced. Thus, if a learner or his/her parents are unhappy with the manner in which an educator carries out his/her disciplining, this is a separate issue and has no bearing on the question of the learner's alleged wrong-doing; nor does it give the learner the right to flout the authority of the educator. If a learner or his/her parent(s) object(s) to an educator's method of discipline, this must be handled separately from the learner's alleged wrong-doing. Any grievances in this regard may be reported to the appropriate person on the next level of the Discipline Tree.

18.4 As a general rule, the punishment should fit the crime: 'Any corrective measure or disciplinary action must be commensurate with the offence/infraction.' However, there are other factors which will also come into play. For example:

18.4.1 Whether the learner has been guilty of the particular offence or other offences before (repeated offences);

18.4.2 Whether the learner has been warned (individually or as part of a group) before;

18.4.3 Whether the offence is becoming a major problem in the group/school and the group/school has been informed that stricter action [punishment] will follow.

In addition, the School has a policy of 'zero tolerance', which means it may act strongly in cases of apparent 'petty' offences in order to avoid a situation escalating.

18.5 Learners should not think that they cannot be suspended or expelled because it is their first offence or infraction of a rule or policy. Such a decision will however be taken by the relevant authority.

18.6 Corrective action, which may be punitive in nature, should be consistent. However, this does not mean that the same corrective or punitive action applies each time. The educator has to use his/her discretion in dealing with a particular case. Each case is unique and he/she is dealing with a person and not a cipher.

18.7 The School and its functionaries reserve the right to question and take action against any learner without the need to contact the parents pre-emptively, unless a particular policy demands otherwise. It would be impossible to ensure the smooth functioning of the School if parents have to be called in for every incident that occurs. In serious cases, the parents may however be contacted after action has been taken or an investigation has been concluded.

18.8 Where alleged Serious Misconduct is being investigated, learners have the right to refuse to answer certain questions should they wish one of their parents to be present. However, these questions must then be answered when the parent is indeed present. It will however always be in any learner's best interest to answer all questions during an investigation and to do so honestly. It will then be considered as mitigating circumstances.

18.9 Learners who are in the company of those who violate the Code of Conduct and failed to prevent the violation and/or failed to report the violation will be considered to have encouraged said violations through their silence. Bystanders and accomplices may also be liable to face disciplinary action.

18.10 In the spirit of Restorative Discipline, our primary aim will always be to correct any unacceptable behaviour. Restorative measures may however, take different forms. The functionaries of the School need to be trusted to use their discretion when determining what form of corrective action will be most successful.

This Code of Conduct was ratified by the School Governing Body of Edgemead High School at a general meeting of the SGB on 6 August 2019 after extensive consultation with all role-players. The individual policies contained in Section E of this document are reviewed and adjusted often, but will only appear in this document after ratification by the SGB – the dates of ratification may therefore vary.

Signed:


Mrs. B. Hinde
Chairperson – School Governing Body

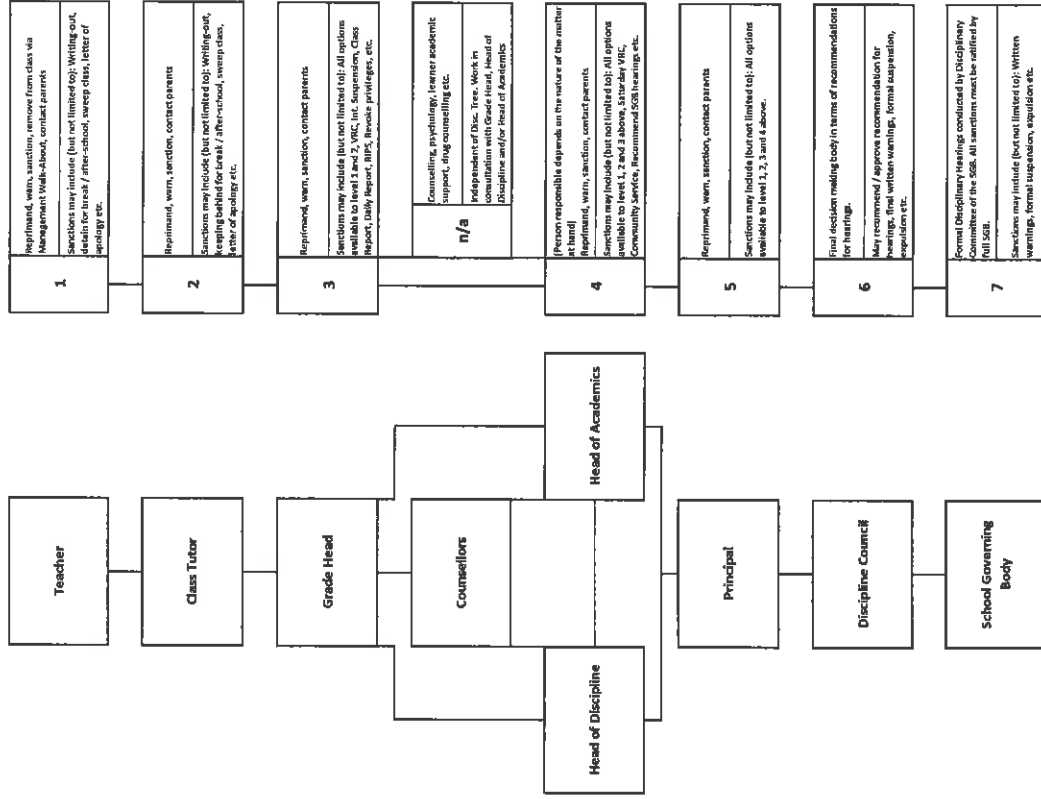

Mr. Erasmus
Principal – Edgemead High School



SECTION E: POLICIES, PROTOCOLS AND SPECIFIC REGULATIONS

Discipline Tree

Following "Chain of Command" to be followed by all stakeholders (learners, parents & staff). Any issue may only be elevated to the next level if previous level was consulted with no satisfactory outcome. I.e. nobody may "skip" a level.



EDGEMEAD HIGH SCHOOL ATTENDANCE AND PUNCTUALITY POLICY

At Edgemead High we believe that our values necessitate regular attendance of School, classes and sports and/or cultural matches/meetings as well as being punctual for all of the above. It is our **Responsibility** to be present and be on time. It shows **Respect** to our classmates, teammates, teachers, coaches etc. to be there and to be punctual. Lastly, we cannot hope to **Pursue Excellence** if we do not attend and do so on time.

SECTION A: ATTENDANCE

1. SCHOOL ATTENDANCE

1.1. As explained in Section C, Subsection 3.1 of the Code of Conduct, a learner may not be absent from School without a valid reason and/or prior permission.

1.2. Should prior permission for absence be needed, the request should be made to the relevant Grade Head at least 24 hours prior to the planned absence:

Gr.8: Mrs. Frazer jfraser@edgmeadhigh.org.za
Gr.9 Mr. Myburgh smyburgh@edgmeadhigh.org.za
Gr.10: Mrs. Kroukamp jkroukamp@edgmeadhigh.org.za
Gr.11: Mrs. Williams robwilliams@edgmeadhigh.org.za
Gr.12: Ms. Jooste jjooste@edgmeadhigh.org.za

It is important to note that the School reserves the right to deny such a request – especially if formal assessments and/or School events will be affected.

1.3. Should a learner be unavoidably absent, parents need to inform the School before 09:00 in one of the following ways:

Leave a message: Phone 021 558 1197 and leave a brief (but adequate) explanation along with the learner's name and class.

Call Phone: WhatsApp the absentee line: 068 114 3448. Provide name, surname, class and a more detailed explanation.

E-mail: E-mail absentees@edgmeadhigh.org.za. Please also "CC" the Grade Head into the e-mail.

In writing: As a last resort, a written note may be handed in to the Class Tutor the next day, although it must be noted that in this case, parents will still receive an absentee SMS as explained in point 1.6 below.

Please note that Cell Phone is the preferred method.

1.4. Should a learner be absent for more than two days, a written note and/or Doctor's Certificate may be requested.

- 1.5. Should a learner miss an exam or any other assessment, a Doctor's Certificate is compulsory.
- 1.6. Should a learner be absent without any communication from the parents (by 09:00), the School will inform parents via SMS. If no immediate response is forthcoming, the learner will be considered to be bunking school and therefore face appropriate disciplinary measures.
- 1.7. Absenteeism for all or part of the school day due to dental, learner's licence, doctor appointments etc. is not allowed unless parents provide an explanation in writing as to the necessity of said appointment.
 - 1.7.1. Should the learner need to be absent all day due to any of the above, then the procedure as explained in point 1.2 above must be followed.
 - 1.7.2. Should the learner need to arrive late for School due to any of the above, then permission should be obtained from the relevant Grade Head and Ms. Crossley needs to be informed (see point 1.2 and 1.3 above).
 - 1.7.3. Should a learner need to leave School earlier due to any of the above, then procedures as explained in point 1.8 below must be followed.
- 1.8. Should a learner need to leave School early due to illness or any other legitimate reason, the following procedure applies:
 - 1.8.1. Permission must be obtained from the relevant Grade Head.
 - 1.8.2. In case of sudden illness/incapacity the Grade Head and/or secretaries will contact the parents to obtain confirmation and/or permission.
 - 1.8.3. Once learner has written permission from the Grade Head to contact their parents, they must report to reception where the secretaries will contact their parents. Learners may not do so themselves.
 - 1.8.4. The School will only allow learners to leave if they are collected by their parents. Should any other person be sent to collect the learner, the School will need confirmation from the parents that the person has been delegated to collect said learner.
 - 1.8.5. Learners are not allowed to leave School by their own means. Should parents insist on this taking place or learners do so without permission, the School will take no responsibility for the subsequent safety of the learner.
 - 1.8.6. Learners need to sign-out at reception before leaving.
 - 1.8.7. Failure to abide by any aspect of these procedures will lead to disciplinary action against the learner.

- 1.9. Failure to attend School or leaving School without permission is considered bunking. The standard sanction for bunking School is Saturday VRC, although repeat offences may lead to sanctions being escalated.
2. ATTENDANCE OF CLASSES
 - 2.1. Learners are expected to be in the class assigned to them during any given period according to their time table. This includes Tutor Class. Should a learner not be able to attend a given class, they are expected to obtain permission from the relevant teacher beforehand. Should this not be possible, they are expected to provide a valid reason for their absence, in writing, to both the teacher concerned and Ms. Lotz at reception, by the end of the school day.
 - 2.2. Failure to attend class is considered bunking. The same applies if it is believed that the reason for absence is invalid. The Grade Head may be approached if the validity of the reason is disputed. His/her decision is final.
 - 2.3. The standard sanction for bunking a class is VRC, although repeat offences may lead to sanctions being escalated.
 - 2.4. Music lessons are considered part of a learner's timetable and all of the above therefore also applies to music lessons.
3. ATTENDANCE OF SPORT/CULTURAL MEETINGS AND EVENTS
 - 3.1. Should learners not be able to attend a sports practice or cultural/society meeting, they are expected to provide a valid reason beforehand or as soon as possible thereafter.
 - 3.2. Depending on the sport/cultural activity, a learner may not be able to participate in the next match/event should they miss two or more consecutive practices/meetings – even if they do have a valid reason. This is at the discretion of the coach/manager/organiser.
 - 3.3. Missing three or more practices/meetings without valid reason will lead to disciplinary action being taken. The standard sanction for missing three practices/meetings is VRC, although repeat offences may lead to sanctions being escalated.
 - 3.4. Failure to attend a sports match or organised cultural event is a serious offence. Should sudden illness occur, every effort should be made to inform the coach/manager/organiser at least 24 hours prior to the match/event. The School reserves the right to request a Doctor's Certificate.
 - 3.5. Should a learner fail to attend a sports match or organised cultural event without prior permission or without a **timeous** valid excuse, the standard sanction is VRC. This may however be escalated depending on the circumstances. This decision will be at the sole discretion of the Head of Sport/Head of Music/Head of Clubs & Societies in consultation with the Head of Discipline.

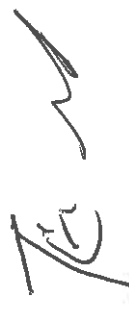
SECTION B: PUNCTUALITY

4. LATE FOR SCHOOL

- 4.1 School starts at 08:00 and all learners are expected to be inside their tutor class when the bell goes.
- 4.2 To facilitate this, EHS makes use of three bells.
- 07:50 - 1st bell** Learners and teachers begin moving to class.
- 07:55 - 2nd bell** All exterior gates are locked except for main pedestrian entrance.
- 08:00 - 3rd bell** All learners to be inside tutor class. Any learners arriving at tutor class after this bell will be recorded as "late for school". Any learners who arrive at the main entrance after this time will also be marked "late for school".
- 4.3 Should there be a valid reason for a learner arriving late for school, parents need to inform the School via the same methods described in Section A, Subsection 1.3 above.
- 4.4 Should no valid reason be forthcoming, the learner will be subject to the School's Latecomers System. We use a "three strikes" system. i.e. should a learner be late for School on three occasions, he/she will be placed on VRC. This sanction may be escalated should the offence occur on a regular basis.
- 4.5 Important notices to parents:
- 4.5.1 Parents who drop their children off inside the premises by using the driveway, may only enter until 07:55. The gate will only be opened for vehicles to leave after this. Learners will be held responsible for parents who "tailgate" or try to circumvent the School's Late-Coming procedure.
- 4.5.2 Should a gate be closed too early or should a parent be unhappy with the prefect / staff member who closed the gate, the Head of Discipline must be contacted. At no point will verbal abuse or intimidation of prefects and/or staff members be tolerated.
- 4.5.3 The three bells are on automatic timers and are the sole "judge" of late-coming. This therefore removes any inconsistencies and the need for conflict.
- 4.5.4 Prefects and/or staff members at the gates and main entrance are not permitted to accept excuses and are simply performing the tasks assigned to them. Any valid reasons for being late (or complaints) must be communicated to the School as per point 1.3 above.
- 4.5.5 All learners arriving at school after 8:00 must sign in at the front office. They will receive a sign-in card, which must be handed to their respective teacher.

5. LATE FOR CLASS

- 5.1 At Edgemoor High School, each instance of late-coming is logged in Ed-Admin and forms part of a cumulative demerit bundle. Repeated lateness will lead to disciplinary action, with a certain threshold resulting in VRC. Should late coming become a persistent issue, sanctions may be escalated to include Saturday VRC or additional consequences as necessary.
- 5.2 The end of each period is indicated with a bell. Five minutes later a second bell will ring to indicate the start of the next period. Learners are expected to be inside their next class when this second bell goes.
- 5.3 At the end of break there are three bells (due to the fact that learners on the fields are quite some distance away from the main building). Learners are expected to be inside their next class when the third and final bell goes. Learners who have not started moving by the time the second bell goes, may however also face disciplinary action.
- 5.4 Learners are expected to visit their lockers before school and during breaks. Visiting the lockers is therefore not a valid excuse for being late for class (including tutor class).
- 5.5 Although the bathrooms are open between lessons, learners visit them at the risk of being late. Going to the bathroom is therefore not a valid excuse for being late.
- 5.6 Learners are also expected to be lined-up for assembly by the time the second bell goes or they will also be marked late.
- 5.7 Should a learner have a valid reason for being late for a class, they will be required to provide written confirmation - either from the staff member they were with at the time or the Grade Head in all other cases. Should a learner arrive so late for a class that the absentee check has already been collected, they need to take said written confirmation to Mrs. Lotz in reception at the next available opportunity.
6. LATE FOR SPORT/CULTURAL MEETINGS AND EVENTS
- 6.1 Failure to be punctual for sports practices and/or cultural/society meetings will lead to sanctions at the discretion of the relevant coach/manager/organiser. Valid reasons will be taken in to account.
- 6.2 Arriving late for sports matches or organised cultural events is a serious offence. Should this occur without prior permission or without a valid excuse, he/she may be prevented from participating in said event at the coach/ manager/organiser's discretion. Depending on the circumstances, this may be escalated to the Head of the relevant department, who may impose further sanctions in consultation with the Head of Discipline.



EDGEMEAD HIGH SCHOOL APPEARANCE POLICY

One of our core values at Edgemean High is **Respect**. We expect our learners to respect each other, the school and themselves. The way in which we wear our uniform, cut our hair and generally present ourselves should also be influenced by this value. E.g. We respect each other by ensuring our appearance is not distracting or in any way impedes the ability of others to learn. We respect the school by ensuring our uniform and hair is always neat when in view of the public. We also respect ourselves by ensuring our uniform and hair is clean, neat and generally beyond reproach.

SECTION A: UNIFORM

1. UNIFORM OPTIONS

Please see the table below for the various items that form part of the standard EHS uniform. Some items are compulsory whereas others are optional/interchangeable (please consult the "Notes" column). Should a learner wish to wear any item not listed below, the relevant procedure must be followed (see section 4 below).

SCHOOL UNIFORM				
	Description	Season	Gender	Available at School Shop
Shoes	Conventional black, plain, lace-up school shoes	Winter and Summer	Boys and Girls	YES
	Conventional black, plain, buckle-up "Baby Doll" school shoes	Winter and Summer	Girls Only	YES
	Official EHS grey school socks	Winter and Summer	Boys Only	YES
Socks	Official white EHS short socks with Canterbury Cross	Winter and Summer	Girls Only	YES
	Official navy blue EHS short socks with Canterbury Cross	Winter and Summer	Girls Only	YES
	Conventional, black stockings	Winter	Girls Only	YES
Stockings	Conventional grey school shorts	Winter and Summer	Boys Only	YES
	Conventional grey, long school trousers	Winter and Summer	Boys Only	NO
	Tailored grey, long school trousers	Winter and Summer	Boys Only	YES

Skirt	Navy-blue long trousers	Girls Only	YES	May not be tapered.
	Official navy-blue EHS school skirt	Girls Only	YES	May not be tapered or shortened
	Official light blue EHS school skirt	Girls Only	NO	Being phased out: 2020 – only Gr.11 & 12. 2021 – Only Gr.12
Shirt	Conventional, plain, white school shirt (long-sleeved)	Boys and Girls	NO	Optional replacement for Official EHS school shirt in winter
	Official EHS short-sleeved white school shirt with badge	Boys and Girls	YES	
	Official navy-blue EHS sleeveless, V-neck pullover	Boys and Girls	YES	
Jersey	Official navy-blue EHS long-sleeved jersey	Boys and Girls	YES	
	Official EHS fleece-lined winter jacket.	Boys and Girls	YES	In summer: Only on rainy days. Not to be confused with tracksuit top, which may only be used for sport.
Blazer	Navy-blue blazer with school badge embroidered on pocket.	Boys and Girls	YES	Winter: Compulsory at all times. Summer: Compulsory for assembly and formal occasions.
Tie	Official EHS school tie	Boys and Girls	YES	
	Official EHS 1st Team tie	Boys and Girls	YES	May only be worn after being officially awarded to 1st Team veterans
Name Badge	Official EHS name badge	Boys and Girls	YES	Compulsory at all times
Gloves	Official EHS gloves	Boys and Girls	YES	
Scarf	Official EHS scarf	Boys and Girls	YES	
Headgear	Official EHS cap	Boys and Girls	YES	Mostly used for sport, but may be used on hot days (not inside the building).
	Official EHS peak	Boys and Girls	YES	
	Official EHS, navy-blue beanie	Boys and Girls	YES	Mostly used for sport, but may be worn on cold mornings before school.

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	Navy-blue headscarf	Summer and Winter	Girls	YES	For our Muslim learners.
Belt	Plain black belt with "tongue and buckle"	Winter and Summer	Boys Only	YES	Compulsory with all grey trousers or shorts. No solid or branded buckles.
School Bag	Official EHS backpack	Winter and Summer	Boys and Girls	YES	No other bags may be used. No graffiti, stickers or other adornments allowed whatsoever.
	Official EHS suitcase			YES	

2. UNIFORM REGULATIONS

- 2.1 All learners are expected to be familiar with the uniform and the regulations regarding the uniform. Ignorance of these is no excuse for failure to comply.
- 2.2 All regulations regarding uniform also apply after school hours and off school premises.
- 2.2.1 Uniforms must be neat and tidy.
- 2.2.2 Blazers must be worn in winter whenever in the public eye.
- 2.2.3 Learners may not wear part of the uniform in combination with civvies. Learners must either wear the uniform correctly or wear civvies. Matric jackets may however be worn with civvies (outside of school hours).

- 2.3 Uniforms must at all times be clean, tidy and well-pressed. Worn-out items must be replaced.

- 2.4 The blazer must have all buttons attached.

- 2.5 Shirts are to be neatly tucked-in at all times.

- 2.6 Shoes must be tied or buckled and polished regularly.

- 2.7 When ties are worn, they must be properly tied-up and the top button of the shirt must be fastened. Excuses regarding missing buttons or overly tight collars will not be accepted.

- 2.8 When not wearing a tie, the top button of the shirt may not be tied up.

- 2.9 No items of uniform may be adjusted or changed in any way. Items purchased, need to be as close as possible to the size of the learner so as to make adjustments unnecessary.

- 2.9.1 Jerseys (and sleeves) may not be stretched or have holes in the cuffs to put hands and/or fingers through. Oversize jerseys are unacceptable.

- 2.9.2 Skirts may not be shortened, tightened, have panels removed or adjusted in any way. They may also not be rolled up at the waist. The bottom end of the skirt should rest approximately 6cm above the knee.

- 2.9.3 Both grey and navy-blue trousers may not be tapered or tailored in any way. The School may and will request trousers altered in this way to be replaced.

- 2.9.4 Trousers and/or shorts may not be too long or too short or worn too low.

- 2.10 Jackets and jerseys may not be tucked into skirts or trousers.

- 2.11 Winter jackets must be worn over blazers and not vice versa.

- 2.12 Collars of summer shirts must be worn outside and over the blazer collar.

- 2.13 Belts may not have solid buckles, overly large buckles or buckles with any form of branding, artwork or slogans on it.

- 2.14 A plain, navy-blue rain jacket may be worn to and from school (over the uniform) when it is raining.

- 2.15 No part of the school uniform may be defaced in any way. Disciplinary steps will be taken and the offending item will need to be replaced.

- 2.16 Underwear may not be visible at any time. (This also means that only white or skin-coloured brassieres may be worn.)

- 2.17 The sleeves of shirts, jerseys and blazers may not be rolled up.

- 2.18 The School will determine when the appropriate time is to switch from winter to summer uniform and vice versa. Generally speaking, the switch to winter uniform normally takes place early in the 2nd term and the switch back to summer uniform normally takes place early in the 4th term.

- 2.19 No sports team, club, society or any other group of learners may deviate from the standard academic uniform on a given day or part of a day unless the staff member responsible has obtained permission from the Principal. The Head of Discipline must also be informed. The same rule applies to individual students who may be busy with art, drama, music, science and/or consumers practicals.

- 2.20 This is not an exhaustive list and any deviations from the standard uniform or these regulations will be met with disciplinary action.

3. SPORT AND PHYS. ED REGULATIONS

- 3.1 Learners are expected to change into the appropriate clothing for Physical Education in addition to sports-appropriate shoes.

- 3.1.1 The following items of uniform are compulsory for Physical Education:

- Navy blue shorts, skirts or skirts
- Official white EHS Phys. Ed. Top OR Official EHS House T-shirt.
- Appropriate shoes.

- 3.1.2 The school tracksuit may also be worn in addition to the above.

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3.1.3 Normal deviation procedures apply (See point 4 below).

3.2 Please take note of the match uniform for the various sporting codes offered by EHS:

SPORT		UNIFORM
SUMMER SPORT:		
Cricket	Regular Teams	- Official white EHS cricket top - Official white EHS "longs" (trousers) - Official white EHS Canterbury Cross socks - Appropriate cricket shoes/spikes - Plain white cricket hat or official EHS cap - Blazer (To be worn before and after match and during lunch)
	First Team	Same as above except: - Official EHS 1st XI cricket top - EHS 1st XI cap (after certain number of matches)
Tennis	Regular Teams	- Official red EHS sports top - Navy-blue sports shorts/skirt/skirt - Official white EHS Canterbury Cross socks - Appropriate tennis shoes
	First Team	Same as above except: - Official white EHS first team sports top (with sleeves) - Red sports shorts/skirt/skirt
Athletics & Road Running	All	- Official EHS running vest (Boys/Girls) - Navy-blue sports shorts/skirt/skirt or navy-blue tights - Official white EHS Canterbury Cross socks - Appropriate running shoes
	All	- Official EHS swimming costume (boys/girls) - Official red EHS swimming cap
Swimming	Regular Teams	- Official red EHS sports top (with sleeves) - Navy-blue Softball pants (to be bought from School Shop only) - Official red EHS sports socks - Appropriate shoes
	First Team	Same as above except: - Official white EHS first team sports top (with sleeves) - Red Softball pants (to be bought from School Shop only)
Mountain Biking	All	- Official navy-blue EHS cycling top - Navy-blue cycling shorts - Official white EHS Canterbury Cross socks - Appropriate cycling shoes - Cycling helmet
	All	Same as above except: Official red EHS cycling top
WINTER SPORT:		
Hockey	Regular Teams	- Official red EHS sleeveless sports top (Girls) - Official red EHS sports top (Boys) - Official red EHS sports socks - Navy-blue sports shorts/skirt/skirt - Hockey boots (Astro appropriate) - Official EHS hockey stick bag (optional)
	Regular Teams	Same as above except: Official red EHS sleeveless sports top (Girls)

First Teams	- Gum guards & shin pads (compulsory) Same as above except: - Official white EHS sleeveless first team sports top - Official navy-blue EHS sleeveless sports top (alternative kit) - Red sports shorts/skirt/skirt - Official red and white EHS first team sports socks
	Regular Teams - Official EHS rugby top (supplied) - Navy-blue rugby shorts - Official red EHS sports Socks - Rugby boots (metal studs (8 studs for forwards, 6 studs for backs), "blades" not recommended) - Gum guards (compulsory) - Other equipment as required
Regular Teams	First Teams - Official EHS 1st XV rugby kit (supplied) - Official red and white EHS first team sports socks
	Regular Teams - Official red EHS sports top - Navy-blue sports shorts - Official red EHS sports socks - Soccer boots
First Teams	Same as above except: - Official white EHS first team sports top - Red sports shorts - Official red and white EHS first team sports socks
	All - Official EHS running vest - Navy-blue sports shorts or navy-blue tights - Appropriate running shoes - Official white EHS Canterbury Cross socks
Regular Teams	Same as above except: - Official red EHS sleeveless sports top - Navy-blue sports shorts/skirt/skirt - Official white EHS Canterbury Cross socks - Appropriate shoes
	First Team - Official white EHS sleeveless first team sports top - Red skirt/skirt
Regular Teams	Official red EHS sports top - Navy-blue sports shorts/skirt/skirt - Official white EHS Canterbury Cross socks - Appropriate shoes
	First Teams - Official navy-blue EHS sports top - Red sports shorts/skirt/skirt

3.2.1 School tracksuit may be worn in place of school uniform before and after matches. If the learner chooses not to purchase the tracksuit, they will be required to wear the full school uniform or at the very least, their blazer over the sports uniform depending on the expectations of the individual sporting codes.

- 3.2.2 The tracksuit top (or fleece-lined winter jacket) may be worn over the sports uniform by itself (i.e. without the tracksuit pants).
- 3.2.3 First Teams will have some items of their kit supplied by the school depending on sponsorships, however sponsored kit remains the property of the School.
- 3.2.4 Tights, leggings, second-skins and/or other items to be worn under the sports kit, must be plain white, navy-blue or red in colour.
- 3.2.5 Provincial / National colour clothing/kit may be worn on request only.
- 3.3 There is no prescribed uniform for sports practices provided that whatever clothing is worn is school appropriate (no questionable adverts / slogans / pictures and not too revealing), clean and neat and appropriate to the sport.
- 3.4 Please note that rule 2.2.3. above also applies before and after sports practice – no part of the school or sports uniform may be worn in combination with civvies / practice clothes.
- 3.5 All clothing items listed in 3.2. above (except for shoes) are available at the School Shop. We would like to encourage parents to buy all items at the School Shop in order to ensure uniformity.

4. DEVIATION FROM STANDARD UNIFORM

- 4.1 Should a learner need to deviate from the standard academic, sport or Phys. Ed. uniform, a written request and/or explanation will be required from the parent. This letter must be presented to the relevant person (Academic and Phys. Ed. uniform: Grade Head or Assistant Grade Head. Sports uniform: Head of that particular sport), who will issue a deviation slip at their own discretion.
- 4.2 Deviation slips will be given an expiry date and any uniform defaults must be corrected by the date given.
- 4.3 Deviation slips will not be issued for forgetfulness or excuses such as uniform being in the wash or dirty.
- 4.4 Failure to obtain a deviation slip will lead to disciplinary action.
- 4.5 No deviation will be allowed for sports matches under any circumstances.
- 4.6 Any legitimate request for long-term deviation from the standard uniform (including for religious or cultural reasons) must be addressed in writing to the Chairperson of the Governing Body, via the Principal, at least two weeks before the deviation is due to commence.
- 4.6.1 The School may require written confirmation from a religious or community leader of the necessity of said deviation.
- 4.6.2 Any such confirmation will be reviewed on a 6-monthly basis.

- 4.7 Consistent deviations from the uniform policy will lead to disciplinary action, with a certain number of infractions resulting in VRC.

5. CIVVIES DAYS

- 5.1 It is important to note that all aspects of the Code of Conduct apply during Civvies Days including the Hair and Accessories regulations (Section B and C below, respectively).
- 5.2 Even on Civvies Days, the School is a formal, academic environment. Learners are also identifiable as belonging to EHS and their choice of clothing may affect the image of the School. For this reason, no clothing may:
- contain objectionable or inappropriate slogans and/or images.
 - be unseemly or too revealing.
 - draw undue attention to the individual.
 - be dirty or untidy.
- 5.3 The School may confiscate offending items and reserves the right to request that a learner return home in the case of extreme deviations as listed in point 5.2 above.

SECTION B: HAIR

The general rule is as follows:

We will allow any hairstyle that is considered fashionable by contemporary standards and that conforms to cultural and societal norms provided that it is kept within modest proportions, does not draw undue attention to itself and thereby does an injustice to the uniform and therefore the school. It may also not interfere with the academic and/or sport programme of the School.

To ensure this, the above rule is subject to the following conditions, which apply to both boys and girls:

6. HAIR REGULATIONS

- 6.1 Hair must at all times be clean, neat and well-maintained.
- 6.2 The length of the hair is not important as long as all hair that touches the collar, the ears or the eyebrows is tied up, clipped back or held in place by modest amounts of fixatives (e.g. gel or wax). Learners who wish to grow their hair longer are expected to maintain their hair within the limits of these regulations throughout.
- 6.3 Learners may make use of gel, wax, hairclips and elastics to ensure hair stays within regulations. Gel and wax must be used in moderation however and excessive "wet looks" won't be allowed. Clips and elastics must conform to rule 1.14. below.
- 6.4 Pony-tails and "man-buns" are allowed as long as the hair is neatly tied back at all times, is clean and conforms to all other regulations described herein. "Man-buns" should be modest in style and are not intended to serve as fashion statements, but rather as a method of allowing learners with long hair to stay within these regulations.

- 6.5 Any hairstyle that requires the hair to be of different lengths needs to be suitably "faded" or blended in. The maximum difference in length is two razor sizes/cuts (or should at the very least appear not to differ more than the equivalent of two razor sizes/cuts).
- 6.6 Hairstyles that protrude above the scalp may not impinge on the rights of other learners by negatively affecting their ability to receive an education in class.
- 6.7 Braids, plaits, cornrows and extensions are allowed provided they are well-maintained.
- 6.8 No facial hair is allowed (moustaches, beards or long sideburns). Sideburns may not extend past a point in line with the middle of the ear.
- 6.9 No obvious lines or patterns are allowed to be shaved into the hair or the eyebrows.
(Please note that these are often mistaken for symbols of gang-affiliation and banning them is therefore also a question of safety.)
- 6.10 Colouring or dyeing of hair is allowed as long as it does not radically deviate from the natural hair colour. (A general rule of "two shades up and two shades down" will be used) It is expected that in the process of the natural hair growing out, the hair is maintained according to the choice made.
- 6.11 Highlights and lowlights are permitted as long as they are natural in appearance.
- 6.12 It is expected that the general neatness and adherence to the above regulations be maintained during the course of a school day and whenever the learner is in uniform.
- 6.13 When representing the school in sporting activities, the above regulations will still apply as the learner would be wearing a school uniform.
- 6.14 Only the following "hair ornaments" are allowed:
- RIBBONS: Narrow & red, blue or white OR Official EHS ribbon
- BOBBLES, ALICE BANDS, COMBS, ELASTICS: Red, blue or white only
May only be bought from the School Shop.
(red, blue or white)
- CLIPS: Small & red, blue or white
- HAIR CLIPS: Ordinary straight ones. black or brown. May not be worn as ponytail holders.
- NB. No large or elaborate ornaments permitted.

7. DEVIATION FROM HAIR REGULATIONS

- 7.1 The Principal has delegated the Head of Discipline to be the sole judge of whether appearance and hair is in compliance with these regulations. He/she may however further delegate this responsibility to the Grade Heads and/or Assistant Grade Heads.

- 7.2 Should their decision be challenged, the case will be referred to a committee which will consist of:

- The Head of Discipline (Chair)
- The Relevant Grade Head
- A teacher
- One prefect
- One RCL member

Due consideration will be given to the diversity of the committee upon its establishment. The committee will be granted full responsibility to use its own discretion in reviewing each case and the decisions of the committee will be final.

- 7.3 Any legitimate request for long-term deviation from the standard hair regulations (including for religious or cultural reasons) must be addressed in writing to the Chairperson of the Governing Body, via the Principal, at least two weeks before the deviation is due to commence.

- 7.3.1 The School may require written confirmation from a religious or community leader of the necessity of said deviation.

- 7.3.2 Any such confirmation will be reviewed on a 6-monthly basis.

- 7.4 Repeated deviations from the hair policy will lead to disciplinary action, with a certain number of infractions resulting in VRC.

SECTION C: MAKE-UP AND ACCESSORIES

8. JEWELLERY

- 8.1 Wrist watches may be worn, but may not be too elaborate. This will be at the School's discretion.
- 8.2 Medic Alert bracelets may be worn only after medical proof has been provided to the Grade Head.
- 8.3 Girls may wear earrings subject to the following regulations:
- 8.3.1 Gold and silver only
- 8.3.2 Round studs or rings only
- 8.3.3 May not be too big or elaborate – at School's discretion
- 8.3.4 One set of earrings only
- 8.3.5 To be worn in lobe of ear only (conventional position)
- 8.4 No other piercings are allowed. Should a learner decide to pierce any part of their body, the School will not allow said learner to wear bangles or any other stud or ring in the

interest of preventing the holes from closing. Learners may also not make use of plasters to cover new piercings.

9. TATTOOS

- 9.1 Learners are not allowed to have visible tattoos.
- 9.2 Tattoos must be able to be covered with a standard item of uniform. This also means that if a jersey or blazer is worn to cover a tattoo, the learner will not be allowed to remove that item of clothing if it is hot.

10. MAKE-UP & GROOMING

- 10.1 No make-up may be worn when in school or sports uniform.
- 10.2 Only colourless nail polish may be worn.
- 10.3 Only clear lip balm may be used.
- 10.4 No contact lenses that changes the natural colour of the eyes may be worn.
- 10.5 Fingernails may not protrude beyond the fingertips.
- 10.6 No fake nails, fake eyelashes or drawn-in eyebrows are allowed.

11. ACCESSORIES

- 11.1 No accessories of any sort may be worn in combination with the school or sports uniform and no additions may be made to it. This includes:
 - 11.1.1 No decorative toggles, clips etc. in the hair.
 - 11.1.2 Only pins, badges or scrolls awarded by or approved by the School may be attached to or worn with the uniform.
 - 11.1.3 No non-EHS scarfs, gloves, headgear etc. may be worn (including to and from school).
- 11.2 Reading glasses, hearing aids etc. are allowed as well as any other item that is a medical necessity.

12. DEVIATIONS

- 12.1 Any legitimate request for long-term deviation from any item in the Appearance Policy must be addressed in writing to the Chairperson of the Governing Body, via the Principal, at least two weeks before the deviation is requested to commence.
- 12.1.1 The School may require written confirmation from a religious or community leader or a medical professional of the necessity of said deviation.
- 12.1.2 Any such confirmation will be reviewed on a 6-monthly basis.

12.2 Repeated deviations from the Appearance Policy will lead to disciplinary action, with a certain number of infractions resulting in VRC.



EDGEMEAD HIGH SCHOOL ANTI-BULLYING PROTOCOL

Edgemean High School takes a firm stance against and a holistic approach towards all forms of bullying. In accordance with the requirement of the South African Schools' Act (ACT 84 of 1996) and all relevant provincial legislation, the School has adopted the following Anti-Bullying protocol within the framework of the School's Code of Conduct, which is also aligned with our core values. The school recognises the very serious nature of bullying and the negative impact that it can have on the lives of our learners. Thus, we have developed a proactive strategy, which focuses on empowering learners through mentorship to create a safe environment, which addresses bullying behaviour.

Since there are many contributing factors to a bullying scenario, each case warrants an individual assessment and will be dealt with on its own merits. In general, we strive to follow a supportive, yet firm approach.

It is important to distinguish between bullying and other unwanted behaviour. Bullying is not synonymous with:

- Mutual peer conflict
- Fallouts within friendship groups
- Isolated incidents of negative behaviour

All of the above could however develop into bullying, which is generally defined as:

A repetitive offence that targets the well-being of an individual and is characterised by an imbalance of power between bully and victim.

There may be cases where an action and/or behaviour may not amount to bullying, but may still constitute a contravention of the Code of Conduct (e.g. fighting, intimidation etc.). Such cases will be dealt with appropriately.

1. DEFINITION OF BULLYING

Bullying is seen as **repetitive**, aggressive behaviour arising from a **deliberate intent** to cause physical or psychological distress to others.

It is important to note that bullying may be perpetrated by an individual or a group and may also be aimed at an individual or a group.

1.1 FORMS OF BULLYING

- Bullying includes, but is not necessarily limited to actions, behaviour or activities such as:
 - Hurtful teasing
 - Aggressive and/or threatening body language (including rolling of eyes, suggestive and/or rude signs, etc.)
 - Physical contact (pushing, shoving, deliberately bumping or shouldering someone, tripping, etc.)
 - Malicious gossip
 - Racist, sexist, homophobic and/or any other discriminatory comments

- Exclusion
- Extortion
- Telephone, cell phone and internet abuse
- Deliberate damage to personal property
- Physical violence (hitting, biting, scratching, etc.)
- "Outing" – revealing personal information with the aim of humiliation and/or exclusion.
- Cyberbullying (includes, but is not confined to social media)

1.2 SOCIAL MEDIA AND BULLYING

Harassment online frequently involves the following:

- Sending hurtful, cruel and/or threatening messages or pictures to a person's e-mail account, social media account or cell phone.
- Defamation of character: Could involve sending or posting malicious gossip or rumours about a person to damage his/her reputation and/or social relationships.
- Posting or sending digitally altered photographs (and/or "memes") of someone to others, particularly pictures that portray the victim in a sexualised or harmful way.
- Posting personal information and/or embarrassing photos without the person's permission.
- Impersonation or identity theft: When someone breaks into an individual's e-mail or social networking account and poses as the person sending messages or pictures online to damage the victim's reputation and/or social relationships.

This is not an exhaustive list of what constitutes bullying on social media.

2. EHS'S STANCE ON BULLYING

As a value-driven school, Edgemean High School embraces the values of respect, integrity, passion, responsibility and the pursuit of excellence. Bullying behaviour does not live up to our values and does not fall within the framework of our Code of Conduct. Therefore, should bullying behaviour be identified, the School will take all reasonable steps in order to address such behaviour as we strive to provide all learners (as well as staff and visitors) with a safe, welcoming learning environment.

At EHS, we believe that bullying cannot simply be explained away or its effects underplayed.

The School has adopted a "zero tolerance" stance on bullying and offenders in proven cases will be subject to the full disciplinary processes of the School. This may include SGB hearings, which may lead to suspension or expulsion.

2.1 REPORTING OF BULLYING

As a school we urge teachers, pupils and parents to work actively at being role models and to take action when bullying is witnessed. We urge all stakeholders in the school (learners, parents and staff) to follow the following steps when reporting bullying:

- (i) Bullying needs to be reported to the relevant Grade Head and/or the Counselling Department. The Grade Heads and Counsellors work together and may have to liaise with each other regardless of who the incident is first reported to.
- (ii) The Grade Heads will manage any disciplinary action that may be necessary and at their discretion, may escalate the matter to the Head of Discipline.
- (iii) Once reported, the individuals will be called in separately, to gather more information about the alleged bullying.
- (iv) Mediated sessions with both the victim and the alleged bully may be arranged by the Counselling Department.
- (v) Support will be provided to victims of bullying, as well as education and remedial support for the bully, in order to prevent recurrences of incidents of bullying.
- (vi) If the bullying persists, parents will be contacted and be included in the support process. Outside organisations and support services will also be recommended.
- (vii) Necessary disciplinary procedures will follow, depending on the severity of the bullying offence. This will take place at the discretion of the Grade Head and/or the Head of Discipline in consultation with the School's Discipline Council where necessary.

2.2 ROLES AND RESPONSIBILITIES OF STAKEHOLDERS

SCHOOL:

If the bullying behaviour occurs on school grounds and during school hours, the school is ultimately responsible for dealing with the incident once it is reported or witnessed. Teachers should respond to bullying in their class and deal with it in a proactive way. However, the school cannot and may not take responsibility for any bullying (in any form) which takes place after school hours and/or off school premises even if both victim and bully are learners at EHS. Should the bullying manifest itself at school, while representing the school or when identifiable as a learner of EHS, the School may and will take action.

LEARNERS:

Learners are ultimately responsible for reporting incidents of alleged bullying (to both the School and his/her parents) as soon as possible. The School cannot take any action if we are not aware of the incidents taking place and we cannot follow-up unless the alleged bullies are identified. Learners also need to be mindful of how their actions could be contributing to a bullying culture in school. Any learner who reports a case of bullying may request to remain anonymous.

PARENTS:

We trust our parents to instil values in their children and to model the right behaviour at home. Parents are also asked to follow the correct procedure when reporting bullying (see point 2.1. (i) above) and should refrain from confronting or contacting alleged bullies directly. Communication between parents is, however, encouraged. If bullying occurs after school hours and/or online, it is the parents' responsibility to follow the necessary procedures to ensure the safety and well-being of their child. Legal action can be taken by going to the local police to report severe incidents of bullying and protection orders can be arranged by a court. The school may not be involved in any legal action however.

3. INTERVENTIONS

The school has launched a learner-driven anti-bullying group known as the Anti-Bullying Committee (ABC). Their goal is to create awareness and support to both the victims of bullying, as well as the perpetrators. The group consists of volunteers from Grade 8-12 with representatives from each Grade forming the core ABC leadership committee. This is part of both our preventative and supportive approach and aims to empower bystanders to respond in accordance to our school's values.

Bullying is also addressed as part of the LO curriculum.

The Counselling Department also facilitates Parent Information Evenings (PIE) once a term in which we try to inform and empower our parents on relevant adolescent-related topics, such as bullying.

4. CONCLUSION

Edgemead High School will continue to review its values, responses and attitude to what constitutes bullying. Parents, teachers and learners are welcome to contact the school regarding further ideas and strategies about our anti-bullying protocol.

5. HELPFUL RESOURCES:

www.westerncape.gov.za/general-publication/how-handle-bullying
www.childlinesa.org.za/children/for-children/issues-affecting-you/bullying
www.cicp.org.za/uploads/2/7/8/4/27845461/issuepaper13-cyberbullying-sa-impact_responses.pdf
www.kidshealth.org/en/parents/bullying

Revised and Adopted by the School Governing Body of Edgemead High School :

Signed:

Mrs N Vorster
SGB Chairperson

Mrs Erasmus
Headmaster

Date:

2/03/2020

