



POLICY NUMBER:	CONDUCT 012/09
NAME:	CODE OF CONDUCT – HIGH SCHOOL POLICY

SUMMARY

POLICY AIM	To regulate formal relations among teachers, pupils and parents in relevant areas of interaction – in the classroom, on the sports fields, or any other such place set aside for the use of any or all of the parties mentioned below.	
ORIGINATOR / AUTHORITY	Originated by	Mr Vernon Rorich Senior Headmaster
	Authority	Southdowns College Council

DISTRIBUTION/APPLICABILITY	Applies to	SDC Management All Staff All Pupils All Parents
	Control	High School Headmaster
	Applicable from	Term 1 2009

POLICY HISTORY

REV #	Brief Description	Date Promulgated / Revised	Pages affected	Headmaster	Council
001	First draft	Jan 2009			
002	Alignment with Centurus Colleges (Southdowns) Code of Conduct	Nov 2017	Multiple	M.Smith	

SOUTHDOWNS COLLEGE

CODE OF CONDUCT – HIGH SCHOOL

PREAMBLE

This policy regulates formal relations among teachers, pupils and parents in relevant areas of interaction – in the classroom, on the sports fields, or any other such place set aside for the use of any or all of the parties mentioned below. The policy is intended to dovetail with the Life Orientation learning area, and to exercise control over the conduct of pupils at Southdowns College. The basic principles of law apply: the right to life, civil liberty, property and dignity. The principles of fairness and justice apply in the application of this code. Where allegations of breaking the law are made to any party, the matter will be referred to the South African Police, and formal legal procedures followed. Any person who knowingly breaks the rules and regulations laid down in this code is liable to the procedures of disciplinary hearing, ruling, judgement, censure and sentence.

The policy is further intended to correspond with and subscribe to the Copy Laws of South Africa. This policy aligns itself to the Constitution of the Republic South Africa, Act 108 of 1996, and to the South African Schools Act, 1996 (Act 84 of 1996)

DEFINITIONS

“**Pupil**” one who is a scholar enrolled at the high school in a specified grade.

“**Teacher**” a professional person who instructs and educates at the high school.

“**Adolescent**” is generally accepted to mean a person aged between 12 and 18 years.

“**Profession**” is taken to mean “a formally constituted occupation which is subject to procedures, ethics, mores, standards of conduct and the production of specified outcomes.”

“**Professional conduct**” involves four critical areas:

- Autonomy (a measure of independence through its right to regulate itself)
- Monopoly (a defined sphere of work, in this case teaching/educating adolescents)
- Ideology of service (a code of ethics to govern relationships between professionals, clients, colleagues – and in this case – parents of our clients)
- Body of specialised knowledge and skills that govern practice.

“**Misdemeanour**” conscious flouting of high school rules and codes of behaviour.

“**Misconduct**” improper, unprofessional behaviour, mismanagement, misbehaviour.

“**Transgression**” an action that goes beyond the bounds of acceptable behaviour.

“**Offence**” an illegal act, injury of feelings, an attack an aggressive action.

“**Crime**” a serious offence punishable by law, an illegal attack.

“**Disruption**” means the interruption of the flow, continuity and integrity of a lesson.

“**Exclusive relationship**” means a one-on-one relationship of a romantic nature.

CODE OF CONDUCT - POLICY

CONTENTS

1. Introduction
2. Overview and foreword
3. Objectives of the Code of Conduct for Pupils
4. The Essence of Fairness, and the Right to Education
5. Universal Norms of Fairness regarding Discipline
6. The Need for a School-specific Disciplinary Procedure
7. Guideline for School Management of Teachers and Parents
8. Pupils Code of Conduct
9. Demerit Points Classification
10. Student Executive Council Demerit procedure and Points

1. Introduction

This Code of Conduct has been developed according to the South African Schools Act, 1996.

It promotes the Mission Statement of the College and works towards a well-balanced, broad education for pupils, a professional environment for teachers and an atmosphere for the extension of the college ethos. It applies to all aspects of school life and incorporates both behavioural goals and ethical norms.

It is accepted that this code is a dynamic document, requiring frequent deliberation, and possible revision, in order to satisfy the needs of the college community. To this end, you are invited to submit any suggestions that may be reviewed from time to time by college management.

The Code of Conduct is to be presented to all parties concerned on first acceptance to Southdowns College. Signing the Parents/Guardians' Declarations and Contract of Enrolment implies an acceptance of the Code of Conduct, as does the employment contract for teachers.

The Code of Conduct applies to all members of the College. It promotes the welfare, dignity and respect of pupils, teachers and parents.

2. Overview and Foreword

Provisions enshrined in the SA Constitution

The Constitution, which together with Common Law forms the foundation for the country's legal system, sets out the most important rules of conduct for institutions and individuals, and gives expression to the values of South African society.

Chapter 2 of the South African Constitution sets out the Bill of Rights, which prescribes the fundamental rights of all people in the country and affirms the democratic values of human

dignity, equality and freedom. The Bill of Rights has a number of sections that are relevant when considering the rights of children in schools, including:

Section 9

The right to *equality before the law*, and *to equal protection of the law*. Direct or indirect discrimination is prohibited, but with this right legitimately limited by affirmative action.

Section 10

The right to *human dignity* and to be treated with dignity and respect.

Section 12

The right to *personal freedom and security*. This *inter alia* protects people from being subjected to cruel, inhumane or degrading treatment, or unjust punishment.

Section 14

The right to *personal privacy* - provides protection from improper searches, seizure of private possessions and the violation of personal communications.

Section 28

Specifically *protects the rights of children* ("child" means a person under the age of 18 years). A wide range of fundamental rights are provided for, in addition to the other general rights contained in the Constitution. In particular –

S28.1d every child has the right to be protected from maltreatment, neglect, abuse or degradation;

S28.2 a child's best interests are of paramount importance in every matter concerning the child.

Section 29

Deals with education and sets out the right of every person to basic education, and to further education which should be made reasonably available by the state.

S29.3 "Everyone has the right to establish and maintain, at their own expense, independent education institutions that:

- a. do not discriminate on the basis of race;
- b. are registered with the state; and
- c. maintain standards that are not inferior to standards at comparable public education institutions.

S29.4 "Subsection 3 does not preclude state subsidies for independent educational institutions."

Section 33

Assures the right of administrative action that is lawful, reasonable and procedurally fair.

Section 39

Requires that when any legislation, common law or customary law is being developed, the spirit, purpose and objectives of the Bill of Rights should be promoted, and that all laws therefore be interpreted in accordance with the Bill of Rights.

South African Schools Act

In addition to being subject to all the provisions of the Bill of Rights described above, independent schools are affected by the provisions of the South African Schools Act, No. 84 of 1996 as amended. While this statute, per definition does cover all schools in South Africa, it is clear that most sections of the Schools Act are not intended to regulate the activities of independent schools. The only exceptions to this exclusion are Chapter 3

("Independent Schools" S45 to S50), Section 53 (Transition provisions) and Chapter 7 (General Provisions: S58 to S64) which are applicable to independent schools.

The Schools Act's Sections 8 / Code of Conduct for pupils; 9 / Suspension and expulsion from public school and 10 / Prohibition of corporal punishment, are not applicable to pupils at registered independent schools. However, these provisions which deal with pupil discipline -

- do establish some basic "good practice" guidelines for the treatment of pupils in SA schools; and
- may well be applicable and "set the standards" for dealing with pupil discipline in an independent school (through the process of "extension" by the Dept. of Education), should the school not have its own school-specific pupil discipline policies and procedures in place.

The Labour Relations Act

While the Labour Relations Act, No. 66 of 1995 as amended, is not *directly* applicable to pupils who do not fall within the definition of "employee", and do not have an employee relationship with the school, this act does, however, provide a cornerstone for determining what is considered to be "fair" in our law.

Most importantly, this act introduces further obligations beyond lawfulness, requiring that conduct by parties to employment also be (1) procedurally and (2) substantively fair. These two descriptive aspects of fairness have now become central to much of our thinking as to what constitutes equitable decision making and reasonable conduct in South Africa. For this reason, the general principles applicable to taking fair corrective and/or disciplinary action against employees are also generally applicable to pupils.

3. Objectives of the Code of Conduct for Pupils

Whilst attending Southdowns College, pupils will endeavour to:

- Develop their intellectual, sporting, cultural and spiritual potential.
- Develop thinking and problem-solving skills.
- Gain knowledge about the world in which they live.
- Treat others with dignity and respect.
- Improve social and relationship skills.
- Explore career opportunities and follow related educational programmes.
- Care for others who are less fortunate than themselves.
- Approach college activities with a positive, co-operative attitude.

Code:

Pupils are to understand that they each, through their own response to the Code of Conduct and subsequent daily behaviour, either encourage or prevent the attainment of the college's objectives. The purpose of this Code of Conduct is to ensure that the opportunities presented at Southdowns College are fully utilised. The code thus identifies what behaviour is required and expected.

Relationships with teachers:

Pupils are expected to respect the task of teachers, which is to teach, to co-ordinate learning activities and to facilitate the full school programme. Pupils can demonstrate this by, for example, being punctual for lessons and activities, being attentive and co-operative, applying themselves fully to academic activities and working as a member of a team.

With regard to other pupils:

Pupils are expected to respect the rights of others to learn by:

- Supporting other pupils in their tasks.
- Giving others opportunities to make contributions in class and during tasks.
- Not interrupting others while they contribute.
- Respecting others' points of view.
- Avoiding ridiculing others.

Personal application

Pupils are expected to maximise the learning opportunities at the college by:

- Attending school on every official school day, unless incapacitated and authorised to stay away by a parent or guardian.
- Devoting appropriate time and effort to academic studies.
- Taking part, willingly and enthusiastically, in class activities.
- Working independently and doing more than the minimum required.
- Completing homework and project work as set.
- Presenting assignments well and on time.
- Preparing well for tests and examinations.
- Working neatly.
- Showing a commitment to their academic achievement.
- Participating in the co-curricular programme.

4. The Essence of Fairness, and the Right to Education

The concept of fairness has now been very extensively developed in our law in South Africa. The introduction of the term "fair labour practice" in 1979 into our labour law has literally turned our legal framework on its head. As already noted in 2. above, the SA Constitution's Bill of Rights Section 33 assures the right of administrative action that is lawful, reasonable and procedurally fair for everyone as a fundamental human right.

The importance of ensuring fairness (and not just lawfulness) in dealings with pupils / parents is very apparent. Also as highlighted above, the concept of fairness in our law is seen as having two distinct but inter-linked halves - procedural and substantive fairness. Both these considerations of fairness must also be weighed against the Right to Education assured by S29 of the Bill of Rights. A balance must therefore be demonstrated between a reasonable and fair disciplinary decision and the pupils' right to education.

In more simple terms, if the school is to prejudice or deprive a pupil of his/her constitutional right to education, the School must be able to demonstrate that any decision taken in this regard is both procedurally and substantively fair i.e. "Justice must be seen to be done". Failure by the school to demonstrate (read "prove") fairness will call into doubt any disciplinary action taken against a pupil that may prejudice the fundamental right to education.

In practice, the school will practically demonstrate fairness through the application of the school's guidelines set out in this policy and procedure by -

- carefully considering the educational rights of the pupil, before making any decision which impacts on these rights [*constitutionality*];
- properly investigating the alleged misconduct of any pupil, and seeking to identify the relevant facts [*procedural fairness*]; and
- considering the facts, taking into account relevant circumstances and arriving at a justifiable and reasonable decision [*substantively fair*].

5. Universal Norms of Fairness regarding Discipline

In arriving at the specific guidelines relevant to procedural fairness, the universally accepted "Rules of Natural Justice" have been used as the basis for determining the desired procedures to be followed to ascertain the facts, PRIOR to making any decision on the matter at hand.

Procedural Norms

These universal, largely procedural 'rules' include:

- a. the provision of clear standards of conduct, and ensuring the communication and understanding of such expectations by those affected;
- b. a party being advised timeously when an alleged transgression occurs;
- c. proper investigation of the alleged transgression, the 'accused' also being advised of any investigation to be conducted;
- d. the accused being given the opportunity to participate in, and prepare for an investigation;
- e. the accused being provided with the opportunity to state his/her case and be properly heard;
- f. the right of the accused to challenge the accuser and to contest any evidence presented;
- g. being properly informed of the outcome of any investigation;
- h. access to an appeal / review procedure (internally or externally).

Imposing any serious disciplinary measures against a pupil without these fundamental rules being reasonably addressed may then be contrary to the basic norms of fairness.

Substantive Norms of Fairness

From a substantive fairness perspective, accepted universal norms of justice include:

- i. a *presumption of innocence* until the contrary is proven by the accuser;
- j. that the action taken should primarily have a *corrective intention* and be focused on preventing a reoccurrence;
- k. that the penalty, or '*punishment*', *must be appropriate* in relation to the seriousness of the transgression;
- l. that the disciplinary measures should be meted out *consistently*, but ALSO with *due consideration* of any relevant circumstances [especially those in mitigation];

- m. that the *two decisions* made as to (1) guilt and (2) penalty should be *made distinctly* (i.e. separately) and by a *reasonably objective party*, only after proper consideration of all the facts;
- n. that the penalty should take into account the pupil's *rights to education*, with the penalty of expulsion from school being reserved as a last resort.

Should any school impose disciplinary measures against a pupil which are contrary to these fundamental substantive tenets, such action would probably be considered to be unfair.

6. The Need for a School-specific Disciplinary Procedure

Taking all the above considerations into account, it is readily apparent that the school should not rely on broad common or constitutional law principles to determine the rights of the school and pupils / parents, especially when it comes to matters regarding pupil discipline.

As previously discussed, while the Schools Act is not directly applicable to independent schools regarding pupil discipline, it does indirectly create a platform that sets the basic norms and standards of educational conduct in SA. Independent schools may therefore be called upon to defend any actions that are perceived as being contrary to the accepted code of conduct for educational institutions.

Independent schools clearly have the right, and the opportunity, to develop and adopt their own rules of conduct, and the procedures to apply and enforce these rules. These rules and procedures will obviously have to give due consideration to accepted rules of justice and norms of practice.

The school believes that its 'Disciplinary Procedure' and 'Code for Pupil Discipline' is lawful and well-constructed, sets a suitably and appropriate high standard for fair educational practices at the school, and will promote fair and just discipline; in the best interests of the school and of the pupil.

Note: Public versus Independent School Practices

It must again be pointed out that the procedural and code guideline that follows is based on established practices and norms in the independent schooling sector, and WILL be different in some material respects from the procedures that may be applicable to pupils in public schools, and as are prescribed by the SA Schools Act of 1996, as amended.

7. Guideline for School Management of Teachers and Parents

Teachers

Teachers at the school subscribe to the SACE Code of Professional Ethics and the ADvTECH Code of Conduct for Staff. *Inter alia*, the school's teachers undertake to:

- Be punctual, well prepared and professional in their approach to education.
- Manage pupil performance effectively and motivate pupils to achieve realistic and meaningful personal and educational goals.

- Be sensitive to the needs of their pupils and address learning difficulties in a positive manner.
- Praise, encourage, recognise and reward pupils who strive to achieve.
- Create a classroom climate which is based on a learning partnership which makes education both relevant and stimulating.
- Set a positive example for their pupils to follow.
- Administer discipline correctively and with dignity when necessary.

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

Parents

Parents enrol their children at the school, subject to their acceptance of all the school's rules and other conditions of enrolment (*please also see SAHISA Parents' Manual for more information*). Parents also have the responsibility to:

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

8. Pupils' Code of Conduct

The rules below relate to values which should be interpreted within the bounds of accepted school behaviour.

EXPECTED BEHAVIOUR

1. Pupils of Centurus Colleges (Southdowns) will strive to uphold the honour and good name of the school and will obey all school rules, both at school and in any place or situation where the school is formally or informally represented. This will include any context where the school uniform is worn and any context where a pupil or pupils are recognisable as pupils of Centurus Colleges (Southdowns).
2. Pupils of Centurus Colleges (Southdowns) will show due respect to their parents, their teachers, elders or those in authority and their peers, irrespective of sex, race or creed.

3. A pupil of Centurus Colleges (Southdowns) will wear the school uniform and sports uniform with pride, and in full conformity with the dress code standards that are applicable.
4. Pupils are required to greet all adults and visitors and ask to be of assistance if this is appropriate.
5. Pupils are always to give the right of way to teachers or other adults.
6. Pupils are to stand when speaking to teachers or other adults and boys are to refrain from having their hands in their pockets while doing so.
7. Pupils of Centurus Colleges (Southdowns) will not be party to any behaviour that is antisocial or antagonistic or behaviour which amounts to an act which is contrary to our values.
8. Pupils of Centurus Colleges (Southdowns) will avoid the use of banned substances.

SCHOOL RULES

These rules apply to all school activities whenever pupils are identifiable as Centurus (Southdowns) pupils, including but not limited to school outings, tours and related travel. The level of offence (L1, L2, L3) refers to the severity with which a breach of the rule will be approached.

Policy Rules

1. Pupils' behaviour and actions must be in accordance with their Rights and Responsibilities as envisaged in The Constitution of South Africa (L3).
2. All pupils must comply with legitimate directives issued by school personnel with regard to school policies, rules and regulations. (L2; L3)
3. Pupils must always act in a manner that upholds the name and reputation of Centurus Colleges (Southdowns) (L2; L3).
4. Conduct by pupils, individually or in groups either in or out of class which for any reason, whether because of time, place, or manner of behaviour – disrupts class work or involves substantial disorder or invasion of the rights of others is prohibited (L1; L2; L3).
5. Pupils may not engage in misconduct, as defined by the school rules, on school transport. School transport shall be considered an extension of the classroom and pupils travelling on school transport (whether public or private) are expected to conduct themselves accordingly (L1; L2; L3)

Uniform

6. Whenever school uniform is worn, pupils must comply with the school's full Dress Code Policy, including hair, make-up and jewellery. Pupils' appearance must be neat, tidy and complete on all occasions (L1; L2).

Absenteeism

7. Pupils may not be absent from any legitimate school activity at which their presence is explicitly or implicitly expected without the college's permission. (L2; L3)
 - 7.1. Pupils must supply an acceptable written reason for any absence from a school activity immediately upon their return from the absence.
 - 7.2. Pupils who miss any academic assessments must produce a legitimate doctor's certificate. The school may allocate a 0 (zero) mark and/or void any recognition in accordance with the Assessment and Awards Policies should the required written submission be considered inadequate.
 - 7.3. Pupils who miss fixtures, trials or other evaluations must produce a legitimate doctor's certificate or written explanation from their parents.
8. Pupils may not leave the school premises or organised activities without permission during normal school hours and whilst involved in extra-mural activities. (L2; L3)

Behaviour

9. Pupils may not engage in theft or tamper with other people's possessions, commit forgery, cheat or engage in plagiarism. (L2; L3)
10. Pupils may not arrive late for any class or activity. (L1)
11. Outside of supervised activities pupils may not throw potentially dangerous objects that can cause bodily injury or damage to property. (L1; L2; L3)
12. Pupils may not litter or deface any property. (L1; L2; L3)
13. Pupils may not use profanity, vulgar language, or obscene gestures whatever the circumstances. (L2; L3)
14. Pupils may not chew gum on campus and / or eat during lesson time. (L1)
15. Excessive or unseemly displays of affection (between Southdowns pupils or between Southdowns pupils and people who are not Southdowns pupils) is not acceptable on the school campus or anywhere else while in school uniform. (PDA – Public Display of Affection) (L1; L2; L3)
16. No undesirable material is allowed on school property, whether such content be in hard copy or stored (or accessed) on any device. (L2; L3)
17. Pupils may not engage in any conduct that may be considered unbecoming of a Southdowns pupil and/or brings the college's good name into disrepute. (L1; L2; L3)

Abusive Behaviour

18. Pupils may not display discourteous behaviour towards teachers, visitors and other pupils. (L2; L3)

19. Centurus (Southdowns) has a zero tolerance policy with regard to all forms of assault. Assault includes intentionally, knowingly, or recklessly causing bodily injury to another, threatening someone, causing inappropriate bodily contact or contact that may be interpreted as offensive or provocative. (L3)
20. Centurus (Southdowns) has a zero tolerance policy concerning bullying, including cyber bullying and such conduct is prohibited. Bullying includes any act committed (whether in person or through social media) by a pupil, either individually or with others, to another pupil for the purpose of subjecting the other pupils to indignity, humiliation, intimidation, physical abuse, social or other ostracism, shame or disgrace. (L3)
21. Centurus (Southdowns) has a zero tolerance policy towards initiation, pupils may not participate in initiation practices, including sports initiation, or any other abuse of power or position of authority. (L3)

Illegal Drugs, Alcohol and Cigarettes

22. Pupils shall not possess or use illegal drugs or nicotine products, including but not limited to cigarettes, cigars, pipes, e-cigarettes, hubbly-bubbly, snuff, chewing tobacco or alcoholic beverages while they are on campus, in school uniform and/or during any school activity. (L3)
23. Centurus Colleges (Southdowns) has a zero tolerance policy towards substance abuse and adheres to the Education Laws Amendment Act of 2011 in this regard. (L3)
24. Pupils may not be in possession of dangerous objects while they are on campus, in school uniform and/or during any school activity. (L3)
25. The use of banned steroids as defined by the SAIDS is prohibited. Use of steroids may lead to the pupil being banned from participation in sports in addition to any other sanction imposed. (L3)
26. Pupils implicitly or explicitly collaborating with other pupils involved with illegal substances or dangerous objects will be subject to disciplinary procedures whether they were actively participating or not. (L2; L3)
27. The principal or the principal's delegate may conduct a search or cause a drug test to be administered with due consideration for the pupil's dignity and privacy. Failure to comply with the high school's directives following illegal possession or use of illegal objects or substances may result in immediate expulsion of the pupil from the school. (L2; L3)

Electronic and/or Visual Equipment

28. Pupils will conform to the regulations set out in the Electronic Media Policy. (L1; L2; L3)

Private Vehicles

29. Matric pupils may only drive on school premises with the express permission of the senior deputy principal and must be in possession of a valid driver's licence and a school specific Pupil Drivers Card. (L2; L3)
30. No pupil may transport another pupil to or from school, to school functions or events without the express permission of the latter pupil's parents. (L2; L3)

Public Transport

31. The use of public transport is undertaken solely at the risk of parents/guardians.

OFFENCE LEVELS AND CONSEQUENCES

1. Level 1 Offences (L1) [5 - 10 points]

These are minor classroom infractions and repeated bad behaviour.

Appropriate punishment will be issued by the teacher plus a demerit slip is to be filled in by the teacher and pupil. When the teacher has exhausted disciplinary methods to change the pupil's behaviour (which may include warnings, extra work, counselling etc.), the teacher may place the pupil on detention.

2. Level 2 Offences (L2) [20 - 30 points]

These are more serious offences or repeated Level 1 offences. All Level 2 offences must be reported to the grade tutor and a demerit slip must be filled in, immediately. The grade tutor will take appropriate action. Should the grade tutor deem it necessary, the matter may be referred to the deputy principal. Should this happen, the pupil will appear before the deputy principal. The deputy principal will take appropriate action.

3. Level 3 Offences (L3) [40 - 60 points]

These are very serious offences or repeated Level 1 and Level 2 offences. All offences listed above must be reported to the deputy principal and principal immediately. On investigation by the deputy principal, a formal disciplinary hearing may be requested after which the principal will take appropriate action which may include exclusion, suspension, expulsion or criminal prosecution.

PROGRESSIVE DISCIPLINE SYSTEM

When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. A critical aspect of progressive discipline is to examine both early and ongoing intervention strategies. These strategies will help prevent unsafe or inappropriate behaviour in the school. The intervention strategies provide pupils with appropriate support that address inappropriate behaviour and that would result in an improved school climate.

Process and procedures of demerits/merits:

When pupils are given demerits/merits, the following procedure applies:

- Step 1: Teacher to complete a demerit slip.
- Step 2: Pupils offence is recorded on the system.
- Step 3: Once a pupil reaches 20 points, he/she must attend a detention. An e-mail will be sent to parents.
- Step 4: For every 5 points gathered hereafter, an additional detention is instituted with an e-mail to parents.
- Step 5: At 40 points, the parents will be called in to a meeting with the grade tutor and subject teachers.
- Step 6: For every 5 points added hereafter, parents need to be contacted by the grade tutor and an additional detention is to be instituted.
- Step 7: At 60 points, a disciplinary hearing will be scheduled for the pupil, which could lead to possible suspension, expulsion or criminal prosecution.

Disciplinary Hearings

1. The principal or the principal's delegated agent shall at his/her sole discretion be entitled to call for and convene a disciplinary committee in circumstances where he/she deems it necessary to conduct a disciplinary hearing. The principal may impose suspension, pending the notification of a disciplinary hearing if he/she deems this appropriate.
 - a) A pupil must:
 - receive written notice of the date, time and venue of the hearing.
 - be informed of the alleged infringement(s) of the Code of Conduct in writing.
 - be given the opportunity to present his/her side of the matter, and to present relevant information or facts.
 - be heard by an impartial committee.
 - be treated with dignity during the process.
 - be informed of the decision and penalty if found to have contravened the Code of Conduct.
 - b) A disciplinary committee (the committee) shall consist of a minimum of two members who shall be the principal's designated representatives, as the chair and co-chair.
 - c) The deputy principal, or another person designated by the principal, will lead the investigation, formulate the charge and present the evidence to the committee.
 - d) This investigation should include an opportunity for the pupil to state his/her case if he/she so desires. The pupil shall not be compelled to make any statement.
 - e) No legal representation is permitted, but the pupil may nominate a staff member as a representative.
 - f) The parents of the pupil shall be informed of the hearing in writing, at least 48 hours before it commences. Parents of the pupil may be present at the hearing, but may not question witnesses. Parents will, however, be afforded the opportunity to comment, on condition that this is done through the chairperson. Parents are furthermore allowed to participate in the proceeding when the committee has handed down a guilty finding and is considering an appropriate sanction.
2. The chairperson must ensure that a record of the proceedings of the disciplinary hearing is kept.
3. The pupil may appeal the finding of the committee within five days of being presented with the findings of the committee.
4. Centurus Colleges (Southdowns) has the right to act, in applicable situations, according to the Regulations *Relating to Safety Measures at Independent Schools* as published in The Government Gazette. No: 26663 of 20 August 2004, or an amendment thereto. These regulations deal *inter alia* with violence, drugs, and trespassing on independent school premises.

Annual Acceptance

As part of the annual renewal process, parents and pupils will be required to sign a copy of the acceptance of the Code of Conduct. (Form attached below)

Revisions

1. Centurus Colleges (Southdowns) reserves the right to revise the Code of Conduct from time to time. Signatories will be advised on any such revision by a school publication.

Investigation Steps

1. A member of staff will be appointed as an investigator by the principal of the college to investigate any allegations of breach of the Code of Conduct.
2. Pupil interviews will be conducted confidentially. A second member of staff will be present for any interviews in cases where the alleged breach amounts to serious misconduct.
3. The school may suspend a pupil during the course of the investigation.
4. A pupil may decline to answer questions on the grounds that the answer may be self-incriminating.
5. Any notes taken by the investigator and/or a witness present during the investigation will be for the personal use of the investigator only. They will not form part of an official record of any proceedings.
6. Pupils will be asked to make written statements, which must be signed and dated. Such statements may be used later in any procedures that follow the investigation. Any person who makes a statement as provided for in this paragraph shall be entitled to read it before signing it and shall be given a personal copy to keep.
7. Once the matter has been investigated as fully as possible, the Investigator will proceed as follows:
 - 7.1 Refer the matter to the principal for discussion of the matter with the parents or
 - 7.2 The principal may refer the matter to the disciplinary committee for further investigation and/or a determination of an appropriate sanction.

Social Media Policy and Guidelines

As Centurus Colleges (Southdowns) we must have clear policies and guidelines on the use of social media by its pupils, teachers, administrators and parents. Social media includes, but is not limited to Facebook, Instagram, Twitter, You Tube, MXit, blogs, wikis, social bookmarking, document sharing and email.

Such policies and guidelines must both encourage and extend the use of these media in constructive and educative ways as well as limiting and containing the possibilities of destructive or counter-productive instances.

Policy

1. This policy applies to all sectors of Centurus Colleges (Southdowns) – staff (teachers and administrators), parents and pupils.
2. When teachers are using or allowing the use of social media in schoolwork, either in classrooms or as required work outside of classrooms, they should regard participations in such online media as an extension of their classrooms and anything which is permitted in class is acceptable online, and anything that would be unacceptable in a classroom should also be unacceptable online.
3. In particular any bullying, insulting, racist or sexist language, or derogatory or offensive comments are forbidden, as is any practice which is at odds with Centurus Colleges' (Southdowns) values and practices.
4. Nothing should take place online which might bring the school into disrepute.

5. Staff, parents or pupils should not abuse any privileged or confidential information they might have access to in any way in private social networking media.
6. Teachers should not befriend, on Facebook, Instagram etc., any of their pupils who are still at school, except in the case of a site specifically set up for professional purposes.
7. Where staff, parents or pupils are engaging in online activities outside of direct classroom activities, they must remember that social media is by its very nature a public document and appropriate care needs to be taken when using it.
8. Where staff are identified with Centurus Colleges (Southdowns) and are engaged in an inappropriate fashion, the school can intervene to prevent reputational damage to the school. Such abuse of the media could result in disciplinary action.
9. Where pupils are identified with a Centurus College (Southdowns) and are engaging in an inappropriate fashion, the school will intervene to prevent damage, either to the school or the individuals involved.
10. When pupils conduct themselves inappropriately without being identified as being connected to the school, parents must accept their roles in managing the private activities of their children. They should not expect the school to police the private and out-of-school activities of pupils of Centurus Colleges (Southdowns); but the school might choose to intervene in such situations if it is in the best interest of the child to do so.

Guidelines for the use of social networking sites for pupils

1. Take care and responsibility for whatever you write. What you contribute leaves a digital footprint for all to see.
2. Do not post anything you wouldn't want friends, acquaintances, associates, peers, parents, teachers, or a future employer to see.
3. Be cautious about publishing photographs and providing personal details including your surname, phone number, address, birth date and related pictures.
4. Where there is a possibility that you may be associated with Centurus Colleges (Southdowns), you should act in a manner which is consistent with the general philosophies and values advocated by the school and ensure that your actions do not bring the school into disrepute.
5. Follow the school's Code of Conduct when communicating online. It is acceptable to disagree with someone else's opinions, but only if you respond in a respectful manner.
6. Do not share your password with anyone else and change your passwords regularly to protect your privacy.
7. Do your own work. Don't borrow from others without permission.
8. Be aware that pictures may be protected under copyright laws.
9. How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity, or by creating a fictional persona.
10. All social media posts should be well written and well-considered before posting.
11. If you run across inappropriate material that makes you feel uncomfortable, or is not respectful, inform a teacher or your parents immediately.

Guidelines for the use of social networking sites by staff

1. Do not accept pupils as friends on personal social networking sites.
2. Remember that people classified as “friends” have the ability to download and share your information with others.
3. Post only what you would want the world to see. On social networking sites postings may be available even after they are removed.
4. Do not discuss pupils or colleagues, or publicly criticise Centurus Colleges (Southdowns) policies or personnel.
5. Be aware of your profile’s security and privacy settings. Set all privacy settings to “only friends”.
6. Do not say or do anything that you would not say or do as a reasonable teacher in the classroom.
7. If a staff member acquires information which could indicate inappropriate and/or illegal activities from a social networking site, they must report it as required by law.

Hair Policy

Preamble

The uniform assists in maintaining the values the school wishes to impart:

1. Hair must be kept neat and clean at all times.
2. No excessive colouring of hair which may result in an unnatural look will be allowed.
3. Fashionable or exotic hairstyles or any hairstyles likely to cause comment/distraction are unacceptable.
4. No beads or decorations, shiny clips or hair adornments may be worn as hair accessories.
5. No “undercuts” or “in-shaving” is permitted.
6. Hair may be straight braided against the head.
7. No gel, glycerine, brill-cream or other hair styling products may be used.
8. If a pupil has a non-conforming hairstyle, he/she will not be permitted to wear the school uniform. He/she will attend detention in the afternoons and will not be permitted to represent the school in any events until such time as his/her hair has been altered in order to be deemed acceptable.
9. A pupil instructed to cut his/her hair has three days in which to comply (inclusive of Saturdays and Sundays).
10. Boys:
 - a. Hair must be short and may not touch the ears, collar or eyebrows.
 - b. Extensions are not permitted.
 - c. Hair must follow the shape of the head.
 - d. No steps are allowed (hair cut to different lengths must be blended).
 - e. Boys may not perm or straighten their hair.
 - f. Boys must be clean shaven when wearing school uniform or representing the school. No moustaches or stubble is permitted. Sideburns may reach no further than halfway down the ear.
11. Girls:
 - a. If hair is longer than collar length, it must be gathered into a ponytail.
 - b. Hair elastics must be ‘rust’, brown or black.

- c. Fringes must be clipped back, away from the eyes.
 - d. Hair extensions/braided extensions may be worn but must be tied up if longer than collar length.
 - e. Longer braids are considered long hair and must be tied back.
 - f. Hair may be tied in a neat bun.
12. Hair regulations are enforced throughout the entire year and will not be relaxed towards the end of term or during exams.
13. A boys' and a girls' hair committee shall be constituted from the matric and grade 11 SRC representatives as well as a male/female member of staff (whichever relevant). The hair committee for boys shall consist of three boys (two matric and one grade 11) and a male teaching staff member. The girls' hair committee shall consist of 3 girls (2 Matric and 1 grade 11) and a female teaching staff member. In the event of either or both hair committees not reflecting sufficient cultural diversity in any year, the school may co-opt additional school prefects to sit on these committees so as to achieve the desired cultural diversity. The hair committee shall make the final decision on the suitability of any hairstyle.

9. Demerit points classification

Code	Level 1 - offence	5 Points
A1	Late for class/ school/ extra murals/registration.	
A2	Absent from class without teacher's permission.	
A3	Homework not done/incomplete.	
A4	Task/activity not submitted on the due date.	
A5	School work/ equipment/ diaries/ books not at school.	
A6	Working on another subject in a class without permission.	
A7	Reply slips/letters not returned.	
A8	Appearance/ rules for neatness/ dress not adhered to.	
A9	Use or misuse of cellular phone/earphones/other electronic devices without permission.	
A10	Allowing an individual to use one's book to copy work.	
A11	Littering/ not cleaning up after yourself.	
A12	PE/ extra-curricular/ house shirts/subject-specific attire not at school.	
A13	Test not signed.	
A14	Extra-mural activity: non-attendance at practices and matches (without a valid excuse to teachers/coach).	
A15	Continuously talking in class after the teacher has asked you not to talk.	
Code	Level 1 - offence	10 Points
B1	Swearing/ use of profane language.	
B2	Copying of homework from another.	

B3	Hiding possessions.
B4	Insubordination.
B5	Harassment.
B6	Disruptive behaviour.
B7	Not following the sign-out procedure.
B8	Disregarding test/examination procedures.
B9	Unauthorised use of subject-specific/school equipment/property (eg: microwave, cutlery, crockery, stove in Technology class).
B10	Unauthorised use of school supplies. (eg: taking food from Technology fridge or taking stationery from a teacher's desk)
B11	Inappropriate communication via social media (minor level - as deemed by staff)
Code	Level 2 - offence 20 Points
C1	Plagiarism.
C2	Unsportsmanlike conduct.
C3	Verbal abuse of a fellow pupil.
C4	Truancy/ bunking school (absence without proper permission from parents).
C5	Non-attendance of match/performance.
C6	Inappropriate communication via social media (moderate level - as deemed by staff))
Code	Level 2 - offence 30 Points
D1	Tarnishing school image.
D2	Dishonesty in a test/exam (copying someone else, having notes etc. or allowing someone to copy your work).
D3	Fighting or violent behaviour.
D4	Vandalism/ damage to property/possession of other pupils' property.
D5	Possession of pornographic material.
D6	Smoking/ possession of/in the company of/ vaping/ e-cigarettes/ smoking or vaping paraphenalia.
D7	Misconduct on any school outing/ excursion/ trip/ tour.
D8	Non-attendance of detention.
D9	Falsifying signature or writing a false letter on behalf of someone else (forgery).
D10	Ongoing disruptive behaviour in the classroom/disrupting the school's educational programme.
D11	Driving on school property without a valid driver's license for vehicle or motorbike.
D12	Inappropriate communication via social media (severe level - as deemed by staff))
Code	Level 3 - offence 40 Points
E1	Discrimination.
E2	Threatening to assault/intimidating a fellow pupil or teacher; verbal abuse of a fellow pupil or teacher, whether directly or through social media.

E3	Bringing the school into disrepute, whether directly or through social media.
E4	Inappropriate sexual behaviour.
Code	Level 3 - offence 50 Points
F1	Unauthorised entry into the school database and STASSY system.
F2	Hate speech: this refers to speech intended to degrade, intimidate, or incite violence or prejudicial action against a person or group of people, whether directly or through social media.
Code	Level 3 - offence 60 Points
G1	Possession of illegal substances; dealing/selling/ pushing/consumption/being under the influence of such substances at school, on school outings, extracurricular outings or in school hostel.
G2	Theft.
G3	Improper suggestions of a sexual nature; sexual harassment of teacher/pupil, whether directly or through social media.
G4	Threatening/assaulting/intimidating a fellow pupil; bullying.
G5	Criminal offence.
G6	Possession of dangerous weapons e.g. knife at school/on school outing or in school hostel.

Prefects/ Student Executive Council

All demerits issued by the prefects will be added to the pupil's total points, however, it will be clearly indicated as a prefects' demerit.

Pupils have the opportunity to appeal their prefect's demerit. This is indicated on the prefects demerit slip. A list will be placed on the prefect's notice board and the committee will be convened bi-weekly at second break. The pupil will be able to state their case before the committee. The committee will make a binding decision if the demerit will stand or be set aside. The committee's decision is final. The committee will be made up of one teacher, one prefect, two grade 11 pupils and two grade 12 pupils. These pupils will be chosen based on their leadership abilities and general involvement in the school programme.

Code	Prefects Demerits 5 Points
P1	Appearance/ rules for neatness/ dress not adhered to.
P2	Walking around school with earphones.
P3	Littering/ not cleaning up after yourself
P4	Not wearing/having your blazer in assembly
P5	Disruptive behaviour in assembly or gathering (talking, using cell phone etc)

Merits

Merits are issued to pupils by teachers. These merits need to be filled out on the same slip as the demerits. Merits do not cancel out demerits, however, they are recorded alongside the pupil's demerits (if any) and will assist the school in making decisions about the pupil's attitude, image and commitment within all spheres of Southdowns College. The merits will also be used to draw up testimonials when the pupil matriculates.

If a pupil reaches **15 points** - He/she will be called in by the deputy principal for commendation and an e-mail will be sent to the respective parents regarding their exemplary behaviour.

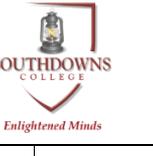
If a pupil attains **20 points** or more - He/she will be called into the principal's office for a personal commendation for his/her effort and an e-mail will be sent to the respective parents.

Code	Merits	Points
M1	Absent free year.	5
M2	Identified as assisting a fellow classmate in need.	5
M3	Going beyond the call of duty at sports. (Coaches discretion)	5-10
M4	Going beyond the call of duty at cultural event. (Teacher's discretion)	5-10
M5	Assisting a staff member in need on a personal level.	5
M6	Assisting a staff member in need on a school level.	10
M7	Continuously behaving in a polite and courteous manner.	5
M8	Showing compassion.	5
M9	Pro-active and progressive behaviour. (Teacher's discretion)	5-15
M10	Exceptional growth in subject marks.	10
M11	SEC: Assisting a prefect	5
M12	SEC: Assisting with litter	5

Example of a teachers demerit slip:

Pupil: Merit or Demerit			
Name:			
Surname:			
Reason/ code:		Grade:	
Teacher's name:		Class:	
Teacher sign:		Pupil sign:	

Example of a prefects demerit slip: (This slip will be printed on blue paper)

Pupil: Merit or Demerit			
Date:			
Name:			
Surname:		Grade:	
Reason/ code:		Class:	
Prefect name:		Pupil sign:	
Prefect sign:		Appeal?	Yes or no

Example of Code of Conduct Acceptance Form:



Southdowns College

Code of Conduct Acceptance Form

I, _____, a pupil at Southdowns College, understand the school Code of Conduct and the consequences I will face should I fail to comply with its stipulations.

Furthermore, I promise to do my best to:

- abide by the Code of Conduct and Disciplinary System;
- behave in a courteous and considerate manner toward everyone with whom I interact;
- treat everyone with courtesy and consideration regardless of differences in culture, religion, ability, race, gender, age, sexual orientation or social class;
- take responsibility for my academics by attending classes regularly and punctually and completing all my assessment tasks on time;
- co-operate with my teachers and other school staff;
- assist in making the school a safe place for all;
- seek help when required;
- let the school know if I feel my rights have been infringed upon, or if I experience any other difficulties.

Pupil's signature		Date	
--------------------------	--	-------------	--

I, parent of the above-mentioned pupil at Southdowns College, understand and acknowledge the school's Code of Conduct and the consequences should my child not adhere to its rules and stipulations.

Parent name		Parent Surname	
Parent's signature		Date	