



HIGHBURY PREPARATORY SCHOOL

DISCIPLINARY PROCEDURE FOR PUPILS

**Guideline for School Management, Educators,
Pupils and Parents**

HIGHBURY PREPARATORY SCHOOL

DISCIPLINARY PROCEDURE FOR PUPILS

1. Introduction and Principles

The School fully supports the principles of fair discipline, and the consistent and justified application of appropriate disciplinary measures where necessary. This procedure and code for learners indicates the broad standards of behaviour that are expected of all pupils at the School, and encourages a responsible and self-disciplined approach by pupils themselves.

- 1.1 Should expected norms of conduct not be met by any pupil, corrective action will be initiated by School management. Corrective action may or may not include the application of formal disciplinary measures; steps applied to prevent further occurrences of unacceptable behaviour, and to restore the School / pupil relationship.
- 1.2 This procedure and code are considered an important element of the School's Code of Conduct and is applicable to all Highbury pupils. This document may also have a bearing on the pupil's behaviour outside of normal school hours, should the pupil's conduct impact negatively on the School / pupil relationship, or the reputation and integrity of the School.
- 1.3 The maintenance of discipline and ensuring orderly classroom behaviour is an integral part of every educator's job. The onus therefore lies with the School's educators and its management to apply this procedure in an effective and equitable manner, in the interests of the wellbeing of the School, preserving and promoting educational excellence, and protecting the rights of all school stakeholders including the pupil.
- 1.4 The School's procedure is to be made readily available to every School employee, all pupils and parents upon or before enrolment, and upon request.

2. School Code of Conduct

In the School context, administrators, educators, parents and pupils all have responsibilities. To sustain a positive, orderly and disciplined learning environment, it is important that these parties to the education relationship acknowledge their responsibilities.

2.1 **Educators**

Educators at the School subscribe to the SACE Code of Professional Ethics and the School's own Code of Conduct for Staff. *Inter alia*, the School's educators undertake to

- Be punctual, well prepared and professional in their approach to education
- Manage pupil performance effectively and motivate learners 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 educators to provide the best education possible with the resources available to the School, parents must also accept responsibility to help the School achieve this goal.



2.2 Parents

Parents enroll 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 educators to teach their children
- Involve themselves to the fullest possible extent in School activities
- Make positive suggestions and contributions to improve the School's education process and the learning environment
- Support the disciplinary structures and procedures of the School, and the reasonable efforts by the School to apply discipline effectively and fairly
- Encourage their children to participate fully in School and extra-mural activities
- 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 of all compulsory attendance functions and activities, and that the School's conduct and timekeeping requirements are observed.

2.3 Pupils

In terms of the Constitution, every pupil does have the right to education. The School does strive to provide the educational opportunities that its pupils and the community deserves. Pupils themselves however must also recognize that they have responsibilities to their parents, the School, their educators, their fellow learners and themselves.

Pupils therefore must accept and comply with the School's rules and its conditions of enrolment. In more general terms, pupils must also

- Comply with instructions from School officials, and with the general rules of the School
- Behave responsibly and not endanger the safety, welfare and rights of others
- Respect and care for the property of the School and others
- Maintain sound relations with others at School, be courteous and respect the dignity and self-worth of others
- Be punctual and observe the timekeeping practices of the School
- Demonstrate a positive attitude towards the opportunity to learn, and be diligent in their efforts to learn
- Behave honestly and conduct themselves with integrity
- Not harass, threaten violence or use force to intimidate, abuse, coerce or interfere with others, with School activities or with School property
- Accept legitimate disciplinary measures taken against them as being necessary.

The School has a number of rules that define the kinds of behaviour expected of its pupils. Pupils are to also keep their parents advised of these rules (please see School rules) and pupils are expected to conduct themselves in accordance with the rules provided.

3. Disciplinary Measures

It is impossible for this procedure or the disciplinary Code (attached) to list every possible type of rule infringement or misconduct by pupils. This procedure and the attached code therefore only set out the broader categories of infringement, and the norms for applying fair disciplinary measures at the School.



Various forms of informal and formal disciplinary measures may be initiated by the pupil's responsible educator, or by the School authorities. The School will be entitled to apply corrective action and/or disciplinary measures that it believes are appropriate in the circumstances; within the guidelines provided in this procedure. The judgement and discretion of school officials to apply disciplinary measures will therefore not be rigidly restricted by the procedure or code, but will rather be guided by the circumstances of each case and the various measures described herein.

The severity of action taken by the School or official will depend on the circumstances, the seriousness of an infringement, the interests of fellow pupils, the School and its employees, the interests of the offending pupil and any other mitigating or aggravating factors being of relevance. For this reason, the guidelines enclosed seek to promote and assure consistency, but do not remove the necessary discretion of the School authorities to apply a lesser (or more severe) penalty should circumstances so dictate.

Disciplinary measures applied in response to pupil misconduct will therefore require that the School officials involved exercise their own judgement in deciding on the appropriate and fair action to be taken. Disciplinary action that may be applied by the School, in order of severity, includes -

Informal measures:

- a counseling by the educator or the head of department
- a verbal reprimand (noted on the learner's file)
- detention or time punishment
- "community service"

Formal measures:

- a warning or demerit recorded (usually effective for a period of 3 to 6 months)
- parental contact and an interview with parents, generally after the conducting of an investigation by the School
- suspension for a period from class, or from attending school, pending the convening of a formal disciplinary hearing, and/or as a form of corrective action after the conducting of a disciplinary hearing
- expulsion from the School (as a last resort in the case of serious or repeated misconduct), generally only after the conducting of a disciplinary hearing, and as a last resort.

- 3.4 Discipline must, wherever feasible and effective, be applied progressively. Informal action for minor transgressions is generally applied at educator level, without a formal investigation being necessary. Repeated committing of a minor, similar or related offence will however result in progressively more severe and formal action being taken; particularly where a clear pattern or behaviour trend is indicated by the pupil's continued misconduct.
- 3.5 Notwithstanding the principle of progressive discipline, a serious first offence may justify a formal and severe penalty, and mitigate against the imposition of a lesser form of action (please see the Disciplinary Code attached for guidelines on penalties).
- 3.6 Warnings or demerits issued by the School may be noted on the pupil's record. Copies of warnings issued should also be provided to the parents by the School.

4. Disciplinary Action Process

This procedure summarizes the disciplinary process that will be followed, wherever possible, by the School when disciplinary action against a pupil is considered appropriate by School authorities.



4.1 INFORMAL PROCEDURES

4.1.1 Infringements that are not considered serious, or do not require formal disciplinary action in the opinion of the pupil's responsible educator, can be dealt with directly by the educator. These are not generally recorded on the pupil's record, but will still require communication with the pupil's parents by the educator involved.

4.1.2 The various forms of informal action are as outlined above and can be implemented by the educator without the involvement of the head of department or School Head.

4.2 INFORMAL INVESTIGATION

4.2.1 When an infringement occurs which appears to require formal disciplinary action, the educator concerned (or another complainant such as a parent) will initiate the disciplinary process by reporting the incident to the head of dept, or by completing a letter of complaint .

A report or complaint may be supplemented by any additional information or statements to clarify or adequately detail the facts surrounding the alleged infringement.

4.2.2 The pupil's responsible educator, and their HOD if required, should investigate the reported infringement or a letter of complaint received, to decide upon appropriate corrective measures. This investigation generally takes the form of an informal inquiry, and wherever possible includes an opportunity for the pupil to state his case in response to the complaint.

4.3 FORMAL DISCIPLINARY MEASURES

4.3.1 If, after investigation, the infringement is confirmed and considered to be of a nature which does not require severe action, the responsible educator or HOD may counsel the pupil and issue an appropriate WARNING or demerit to the pupil concerned.

4.3.2 A copy of the warning issued should be given to the pupil's parents by the educator or HOD involved. A meeting with the parents may be necessary to clarify the reasons for formal action being taken, as well as to reinforce the seriousness of the infringement and to highlight the expectations that the misconduct will not be repeated.

4.4 FINAL WARNING

4.4.1 A Final Warning is generally only imposed by the Headmaster (Head of Phase in his absence), if the pupil's misconduct was (a) very serious but (b) did not warrant suspension or a hearing / expulsion, or if (c) misconduct occurs which is similar to a previous infringement for which a written warning has already been issued to the pupil by the School.

4.4.2 If a Final Warning has been issued to a pupil for misconduct, ANY further infringement by the pupil should be considered as warranting suspension and a disciplinary hearing into the pupil's behaviour at the School.

5. **Disciplinary Hearing**

When a serious infringement possibly warranting pupil suspension or expulsion occurs, or in the case of a further alleged infringement by a pupil with a valid Final Warning on his/her file, the School will generally be required to conduct a formal Disciplinary Hearing to determine appropriate measures to be taken against the pupil.

The hearing process is intended to properly and transparently investigate any new allegation(s), to provide an opportunity for the pupil / parents to challenge the allegations



being made, and to enable the hearing Chairperson to objectively “hear both sides” - to objectively determine the guilt or innocence of the pupil, and if applicable, the appropriate disciplinary measure to be taken by the School.

5.1 A notification of convening of a disciplinary hearing is to be completed by the Headmaster, and in his absence, the Head of Phase, and is given to the parents of the pupil concerned. This notification must provide sufficient information to ensure that the learner/parents are properly informed of the alleged complaint, the seriousness of the allegations, and the School’s intention to convene a formal hearing to investigate the infringement.

5.2 The conducting of the formal disciplinary hearing is an integral part of the School’s disciplinary process if serious disciplinary measures are being contemplated against any pupil. Expulsion, or extended suspension with a final warning as an alternative to expulsion (if feasible or appropriate), in the absence of a disciplinary hearing being conducted is reserved for exceptional circumstances only.

The hearing should be chaired by a competent and reasonably objective hearing Chairperson, who will be responsible for leading and managing the entire hearing process, and making the two critical and distinct decisions i.e.

- VERDICT: the guilt or innocence of the pupil, relative to the allegations made by the School;
and only thereafter - if the pupil is found guilty of the alleged infringement, the second decision as to
- PENALTY: the appropriate measure / action to be taken, after due consideration of mitigating and aggravating factors relevant to the matter.

5.3 The Hearing Chairperson is required to conduct the hearing procedure in a proper manner that conforms to the rules of natural justice (see paragraph 3 of the School Procedure’s Introduction) i.e. the pupil and his/her parents -

- should be given adequate notice and be properly informed of the allegations being made by the School
- should be requested to attend the hearing as representatives for the pupil, and the hearing is to be timeously conducted
- should be presented with all facts and information relating to the allegations being made against the pupil
- should be given the opportunity to question evidence presented by the School, and be entitled to present their own perspective and explain/defend their child’s actions
- are entitled to a hearing to be chaired by a reasonably impartial chairperson, and to decisions being made in an objective and considered manner
- are to be treated with dignity and respect throughout the hearing
- are to be assured of the greatest confidentiality possible
- must be formally advised of the outcome of the hearing [i.e. as to both verdict and penalty) by the hearing Chairperson, and the reasons for such decisions
- should be offered the right to appeal against any decision made by the hearing Chairperson.

5.4 In accordance with the above principles, the parents should be formally advised of the decisions of the hearing Chairperson after the completion of the hearing i.e. the two decisions made regarding guilt or innocence, and whether to impose disciplinary action or not.

This notification of the outcome, preferably distributed within 5 (five) school days



of the hearing being completed, should include a reminder that the pupil / parents have the right to appeal against any corrective and disciplinary action decided upon by the Chairperson, within a further 5 (five) school days of the outcome being made available to the parents.

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

6. Appeal Review Process

While it is a fundamental right in terms of the “Rules of Natural Justice” for a pupil (parents) to be provided with an opportunity for appeal against disciplinary measures imposed by the hearing Chairperson, our law does not dictate or prescribe whether this appeal process should be internal (made to and decided upon by another School authority) or external i.e. made to a third party in terms of legal process e.g. referring the matter to Court for adjudication.

The School believes that an internal appeal REVIEW process is more beneficial and fair for both the pupil and the School, and provides a further, expeditious and less public avenue for the parties to seek to resolve any dispute regarding disciplinary matters; primarily in the educational interests of the pupil.

- 6.1 Accordingly, the pupil / parents have the right to appeal against any formal disciplinary action imposed by the School (i.e. against any formal disciplinary action taken by the School or any decisions by a hearing Chairperson) as a final process in the School’s disciplinary procedure.

- 6.2 The lodging of an appeal against formal disciplinary action, or any decision by a hearing Chairperson, only entitles the pupil to an appeal review however. The right to an appeal review therefore does not entitle the pupil to a “re-hearing”.

An appeal review is generally a process that does not entail a full re-investigation or a rehearing of all the evidence heard at the hearing, and the Reviewer is only required to review the matter, according to the grounds and motivation submitted by the appellant / parents. The Reviewer is expected to at least review the hearing Chairperson’s findings and any documentation submitted by the respective parties, and to consider any further or new evidence provided by either party.

- 6.3 Due to the nature of the review process, the pupil / parents wishing to appeal must be advised to fully motivate their appeal in writing, detailing all the grounds for appeal and providing the Reviewer with any additional or new evidence they wish to submit in support of the appeal.

The onus rests with the pupil / parents to justify an appeal, and the grounds for the appeal must be clearly and comprehensively set out in the appeal request. This will enable the Reviewer to appreciate and properly consider the appellant’s grounds for the review.

- 6.4 Any request for appeal must be submitted to the Headmaster or the hearing Chairperson within 5 (five) school days of the hearing Chairperson’s decisions having been provided to the pupil/parents, so as not to delay review proceedings.

- 6.5 The School will be responsible for appointing an appropriate person, or review panel, to conduct an appeal review, or a re-hearing if this is considered necessary. It is common practice for an appropriate School Board member to be appointed as the Reviewer, subject to his/her not having been consulted or involved in the matter to be reviewed.

- 6.6 After reviewing the appeal motivation submitted by the appellant, and investigating any aspects of the disciplinary process considered necessary, the



Reviewer will make a decision based on his / her findings, relative to the grounds for appeal submitted by the appellant.

- 6.7 When a final decision has been made by the Reviewer (or rehearing chairperson / panel as the case may be), a written Appeal Review Finding must be provided to the pupil / parents by the Reviewer, wherever possible within a 5 (five) school days. A copy of the Review finding must also be placed on the pupil's file for recording purposes.
- 6.8 The communication of the Reviewer's appeal decision marks the conclusion of the School's appeal process, and is the final step in the School's Disciplinary Procedure.

The pupil / parents will have to resort to external authorities should they wish to pursue an appeal to a further level.

7. Collective / Group Misconduct

The above-described disciplinary procedure is principally designed to deal with instances of misconduct by individual pupils. Alleged misconduct by a group of pupils, where the infringement(s) are of a similar nature or with a related intent, is considered as being "collective misconduct".

- 7.1 Generally, collective misconduct is more effectively dealt with on a collective basis. An informal investigation into the alleged group misconduct is generally conducted initially by the educator or head of dept. This investigation will normally include a discussion with the pupils involved, to attempt to get to the facts of the matter and to get the pupils' perspective before deciding on the best way forward.
- 7.2 Dependent upon the outcome of this initial investigation, informal or formal disciplinary action may be considered appropriate by the responsible school official for the individual pupils involved.
- 7.3 Should the alleged infringement be considered to be of a serious nature, a single disciplinary hearing procedure may be conducted with all the pupils concerned, with their parents present.

The same procedures as provided for in section five above (Disciplinary Hearing) are generally also followed in a collective disciplinary hearing.

- 7.4 Despite the use of a collective hearing procedure, individual pupils must still be provided with the opportunity of demonstrating that their own circumstances may be different from that of the group, or other pupils, and for showing why they should be treated differently.
- 7.5 The same provisions set out in section six above regarding appeal review procedures will apply in the case of collective disciplinary matters.

The School reserves its right to initiate a separate or collective / group appeal review process, to deal with any appeals lodged by any pupils affected. Similarly, a decision by the School to rehear any evidence against an individual pupil involved, will not prejudice the School's rights to only conduct appeal reviews with other pupils.

8. Disciplinary Code

The School's disciplinary code for pupils is attached, and is ONLY intended as a guideline for assessing and determining appropriate disciplinary measures for various types of infringement or misconduct by pupils. As indicated previously, the circumstances of a particular case, especially mitigating considerations, may justify a less severe penalty than that indicated in the Code.

Similarly, aggravating considerations relevant to a particular case may justify a more



severe penalty than that recommended in the Code.

- 8.1 The various infringements set out in the Code are not intended to be an exhaustive or full listing of possible infringements or misconduct by pupils, but are rather to be interpreted as indications of the broad types and severity of offences by pupils, and the appropriate sanctions if the pupil is found to be guilty by the School.
- 8.2 The Code makes provision for 'progressive' or accumulative penalty i.e. the imposition of a more severe penalty for a repeated and similar infringement by the same pupil.

9. Practical Application Notes

9.1 PENALTY AND CONSISTENCY

The penalties set out in the attached disciplinary code indicate the recommended penalty that could be imposed for a particular infringement. Obviously, a lesser penalty may be applied, should mitigating considerations indicate that the indicated penalty is not appropriate in the circumstances.

While the application of disciplinary measures should be consistent, due consideration of factors relating to each case is of equal importance. For this reason, the Code should be viewed as a guideline, and the penalties reflected therein need not be slavishly followed. It is important to note that being absolutely consistent, every time, may well demonstrate UNFAIR application of disciplinary measures!

9.2 CUMULATIVE AFFECT

Cumulative action for a repeated offence i.e. imposing a more serious penalty for misconduct than that imposed previously for misconduct, is only appropriate if the second infringement is of a "similar nature" to the previous type of misconduct. The nature and type of offence should therefore be the same, and any warnings issued previously for the related offence should also not have expired.

9.3 BURDEN OF PROOF

As the onus generally rests with the School to prove the reasonableness and fairness of disciplinary action taken against a pupil, care must be taken to follow all the procedural steps outlined in this procedure and code. Any material and unjustified deviation from the recommended procedures set out in this procedure may well result in the actions of the School being challenged.

9.4 MISCONDUCT OFF THE SCHOOL PREMISES

Imposing disciplinary action against a pupil for misconduct that took place "off-site" (e.g. after hours and/or off the School's premises) requires that the School clearly demonstrate the negative impact of that misconduct on the School / pupil relationship.

9.5 CRIMINAL MISCONDUCT AT SCHOOL

Should a pupil admit to, be suspected of or be found guilty of a criminal offence (such a theft of a cell phone or School property for example) at School or on the School premises, it is recommended that the School conduct the appropriate disciplinary procedures as a matter of urgency. The disciplinary procedures applied by the School are not directly dependent upon any possible or later criminal proceedings that may be initiated by the State or other parties against the learner.

The procedures that may be applicable in accordance with criminal law have no



direct bearing upon the School / pupil relationship. It is not prudent for the School to wait until criminal / court proceedings have run their course (or not as is more often the case) before initiating any disciplinary steps against an offending pupil. The imposition of disciplinary measures against a pupil after investigation by the School, such as expulsion for serious misconduct, will not be nullified or viewed as “double punishment” should the pupil also be sentenced, if found guilty by a court of law.

9.6 SUSPENSION (Two forms of Suspension)

9.6.1 As a penalty:

In exceptional cases, extended suspension from class or from School activities may be acceptable (and possibly appropriate in certain limited circumstances) as a severe form of punishment, and ONLY as an alternative to expulsion of a pupil by the School. Such a suspension is also conditional upon this form of penalty being requested / agreed to by the pupil's parents, and a final warning also being imposed in conjunction with the suspension.

Suspension as a penalty can therefore only be agreed upon once a disciplinary hearing has been conducted, and the learner has been found guilty of serious misconduct. In addition, an extended period of suspension should not be of such duration as to jeopardise the educational interests of the pupil. Such an extended and prejudicial suspension may then well lead to (justifiable) challenge on Constitutional rights grounds.

9.6.2 Pending a hearing:

Suspension of the pupil from School activities pending the conducting of a formal hearing (i.e. if expulsion is being considered) should ordinarily not be of a duration that would prejudice the educational rights of the pupil.

The disciplinary hearing should therefore be conducted as soon as possible after the suspension of the pupil takes effect. It should also be clearly indicated to the pupil / parents that this suspension is not a form of punishment, and is a practical arrangement to remove the pupil, temporarily and in the best interests of the School, the pupil and other pupils.

9.7 EXPULSION AS A LAST RESORT ONLY

Expulsion should ONLY be effected after conducting a formal disciplinary hearing. The procedural requirement of conducting a hearing prior to expulsion, even if the pupil admits guilt, should not be flouted.

Justice must be seen to be done, and expulsion without a hearing will almost certainly result in legal challenge. The penalty of expulsion is a last resort, if no reasonable alternative or lesser form of penalty is considered appropriate.

The School may well be called upon to motivate why a less severe penalty than expulsion was not imposed, and to even provide information on why alternatives to expulsion were not considered appropriate.



Disciplinary Code: Learners
Examples of Infringements and Recommended Sanctions

Type or nature of infringement or learner misconduct	Guideline: Recommended Penalty		
	First Offence	Second / Repeated Offence	Subsequent Offence
VERY SERIOUS MISCONDUCT ("Zero Tolerance Offences")			
<p>1 Violent, abusive or threatening behaviour (verbal or physical)</p> <p>Fighting, battery or assault (threatened or actual)</p> <p>Victimisation, premeditated and perpetual targeted bullying or initiation of any sort</p> <p>Transferring, using or being in possession of a dangerous weapon, fireworks, explosives or any object that may be considered as being potentially dangerous (at School or at School events)</p> <p>Intimidating or willfully interfering with others (attempted or actual)</p> <p>Inciting, advising or rewarding others to perform violent, offensive or threatening acts</p> <p>Any "gang" related activity that may threaten the safety or welfare of others (at School or at School events, or in relation to School)</p> <p>Harassment (sexual, racial or religious)</p> <p>Issuing a bomb threat or arson (attempted or actual)</p> <p>Behaviour that may pose a danger to the safety and welfare of others (at School or at School events, or in relation to School)</p>	<p>Counseling/ Final Warning / Parental Contact / Suspension</p>	<p>Suspension and Hearing / Expulsion</p>	
<p>2 Being in possession of, or under the influence of alcoholic, hallucinogenic or dangerous / prohibited substances, or distributing, storing or consuming any of these substances (at School or at School events)</p> <p>Strong suspicion of habitual use (abuse) or regular use of medication, drugs or alcohol at School or at School events</p>	<p>Counseling/ Suspension and Hearing / Expulsion</p>		



<p>3 Smoking or being in possession of tobacco or cigarettes (on the School premises or at School events)</p>	<p>Counseling/ Suspension and Hearing / Expulsion</p>		
<p>4 Being in possession of another's property without their knowledge or consent, or attempting to remove another's property without consent or their knowledge Theft or attempted theft Sale of another's / stolen property</p>	<p>Counseling/ Final Warning / Parental Contact / Suspension</p>	<p>Suspension and Hearing / Expulsion</p>	
<p>5 Serious dishonesty (actual or intended) Cheating, copying or tampering with test or exam results, reports or assignments Being in possession of or distributing material or information that may give an advantage in a test or an exam Extortion, bribery, corruption or fraud (attempted or actual) Being an accomplice to, colluding, conspiring, assisting / abetting or instigating dishonesty, fraud, or theft Inciting, advising or rewarding others to be dishonest or to cheat Serious breach of School security procedures, unreasonably refusing to submit to a search Off-site criminal misconduct that disrupts or substantially damages the School/pupil relationship and the educational process</p>	<p>Counseling/ Final Warning / Parental Contact / Suspension</p>	<p>Suspension and Hearing / Expulsion</p>	
<p>6 Obscene, indecent or sexually explicit behaviour or gestures, or attempts to make unwanted physical contact Sexual harassment, inappropriate sexual innuendos or graphic comments Intentional and offensive, insulting, abusive, racist or lewd behaviour Storage, creation, sale or distribution of pornographic, obscene or offensive material, publications, symbols, email, text / SMS / MMS, cartoons or objects</p>	<p>Counseling/ Final Warning / Parental Contact / Suspension</p>	<p>Suspension and Hearing / Expulsion</p>	



<p>7 Sabotage, malicious or willful damage to School or others' property</p> <p>Unauthorised occupation of any School property or facility, or having the effect of depriving others from using this property or facility. Preventing or seeking to prevent free assembly by others on the School's property, without School permission</p> <p>Blocking off any entrances or exits to or from the School premises, with the intention or effect of interfering with free access / egress by others</p> <p>Participating in or supporting industrial or protest action, preventing pupils from attending School activities</p>	<p>Counseling/ Final Warning / Parental Contact / Suspension</p>	<p>Suspension and Hearing / Expulsion</p>	
<p>8 Actions that expose others to serious danger or injury, or expose the School to potential accidental loss or damages - whether due to willful, grossly negligent or unintended acts</p> <p>Unsafe acts or behaviour that endangers the safety and welfare of others</p>	<p>Counseling/ Suspension and Hearing / Expulsion</p>		
<p>9 Serious misconduct or actions that may bring the reputation of the School, learners or other stakeholders into disrepute</p>	<p>Counseling/ Final Warning / Parental Contact</p>	<p>Counseling/ Suspension and Hearing / Expulsion</p>	
<p>10 Any other misconduct considered to be very serious and possibly justifying expulsion as a first offence.</p>	<p>Counseling/ Suspension and Hearing / Expulsion</p>		
SERIOUS INFRINGEMENTS			
<p>11 Playing of obscene, insulting or demeaning games</p> <p>Dangerous horseplay</p> <p>Malicious teasing</p>	<p>Counseling/ Headmaster Detention</p>	<p>Final Warning / Parental Contact</p>	<p>Suspension and Hearing / Expulsion</p>
<p>12 Inappropriate behaviour or comments in public or at School events that brings the School into disrepute</p> <p>Abuse of School privileges or seniority / status, abuse of position of authority</p>	<p>Counseling/ Headmaster Detention</p>	<p>Final Warning / Parental Contact</p>	<p>Suspension and Hearing / Expulsion</p>



13	Forgery or falsification of School documents and reports Lying and unfair behaviour (with less serious initial consequences)	Counseling/ Headmaster Detention	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
14	Vandalising property or equipment (School or others), improper use or not taking due care of property or equipment Accidental damage to property	Counseling/ Headmaster Detention	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
15	Acts or behaviour designed to create a hostile or threatening school environment, or that may reasonably have resulted in such an environment Willful disruption of School activities, interference with School authorities Conduct designed to be prejudicial to good order or discipline at the School	Counseling/ Headmaster Detention	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
16	Any misconduct by the pupil that is considered by School authorities to warrant more than a Counseling, verbal reprimand or an ordinary warning.	Counseling/ Headmaster Detention		
LESS SERIOUS INFRINGEMENTS				
17	Disregard for rules, directions, instructions or for any persons in authority Defiance or disrespect towards School authorities, parents, visitors or peers Being discourteous towards School authorities, adults or peers, or displays of insolence Being unreasonably intolerant of others, and their personal beliefs, traditions, appearance or of diversity Persistent violation of School rules (with less serious initial consequences)	Counseling and Reprimand Warning / Detention or Another suitable punishment	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion
18	Use of excessive force when playing games or during sporting events Playing games in an area where others may be injured or where property may be damaged Riding skateboards, wheelies, bicycles or motorbikes in areas where such activities are prohibited, or in such a manner as may cause injury to others or damage to property	Counseling and Reprimand Warning / Detention or Another suitable punishment	Final Warning/ Parental Contact	Suspension and Hearing / Expulsion



<p>19 Noisy or disruptive behaviour, disturbing the activities of others</p> <p>Highly disruptive or unruly classroom behaviour</p> <p>Trespassing or entering School premises without permission or without supervision, and/or after school hours</p> <p>Refusing to identify oneself upon request by a School authority</p>	<p>Counseling and Reprimand</p> <p>Warning / Detention or</p> <p>Another suitable punishment</p>	<p>Final Warning/ Parental Contact</p>	<p>Suspension and Hearing / Expulsion</p>
<p>20 Swearing and use of vulgar, profane (foul) language</p>	<p>Counseling and Reprimand</p> <p>Warning / Detention or</p> <p>Another suitable punishment</p>	<p>Final Warning/ Parental Contact</p>	<p>Suspension and Hearing / Expulsion</p>
<p>21 Tardiness, littering and poor housekeeping</p> <p>Poor grooming, unhygienic personal habits, improper use of school facilities or ablutions</p> <p>Hair, dress or apparel that is not in accordance with School standards or rules</p> <p>Eating or drinking during class or School events / activities when consumption is not permitted</p>	<p>Counseling and Reprimand</p> <p>Warning / Detention or</p> <p>Another suitable punishment</p>	<p>Final Warning/ Parental Contact</p>	<p>Suspension and Hearing / Expulsion</p>
<p>22 Tampering with the possessions or equipment of others</p> <p>Use of School equipment without permission (with no serious consequences)</p>	<p>Counseling and Reprimand</p> <p>Warning / Detention or</p> <p>Another suitable punishment</p>	<p>Final Warning/ Parental Contact</p>	<p>Suspension and Hearing / Expulsion</p>
<p>23 Regular refusal or failure to complete homework or assignments</p> <p>Refusal to deliver or return reports, reply slips or letters to parents or to the School</p> <p>Unreasonable and unexplained refusal to attend or participate in School activities or compulsory events</p> <p>General uncooperativeness and / or being willfully obstructive</p> <p>Poor application to studies, schoolwork or assignments</p>	<p>Counseling and Reprimand</p> <p>Warning / Detention or</p> <p>Another suitable punishment</p>	<p>Final Warning/ Parental Contact</p>	<p>Suspension and Hearing / Expulsion</p>



<p>24 Truancy, poor timekeeping practices</p> <p>Unexplained absences from classes or from compulsory events or activities</p> <p>Leaving class or School premises without permission</p> <p>Persistent late-coming or early unauthorised departure from class / School.</p>	<p>Counseling and Reprimand</p> <p>Warning / Detention or</p> <p>Another suitable punishment</p>	<p>Final Warning/ Parental Contact</p>	<p>Suspension and Hearing / Expulsion</p>
<p>25 Persistent misuse of personal communication devices during School activities</p>	<p>Counseling and Reprimand</p> <p>Warning / Detention or</p> <p>Another suitable punishment</p>	<p>Final Warning/ Parental Contact</p>	<p>Suspension and Hearing / Expulsion</p>
<p>26 Any other infringements that may be considered serious enough to warrant the implementation of corrective action and taking of disciplinary measures.</p>	<p>Counseling and Reprimand</p> <p>Warning / Detention or</p> <p>Another suitable punishment</p>	<p>Final Warning/ Parental Contact</p>	<p>Suspension and Hearing / Expulsion</p>

