

# THE GROVE PRIMARY SCHOOL



## DISCIPLINE POLICY AND CODE OF CONDUCT

ADOPTED BY THE SCHOOL GOVERNING BODY ON: 30 APRIL 2019

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## ACRONYMS

MCED	METRO CENTRAL EDUCATION DISTRICT
EST	EDUCATOR SUPPORT TEAM
SASA	SOUTH AFRICAN SCHOOLS ACT
SGB	SCHOOL GOVERNING BODY
SMT	SENIOR MANAGEMENT TEAM
WCED	WESTERN CAPE EDUCATION DEPARTMENT

## **INTRODUCTION and PURPOSE**

The Grove recognises The Bill of Rights as declared in the SA. Constitution<sup>1</sup> and in line with the South African Schools Act (SASA)<sup>2</sup>, this Discipline Policy has been developed for quality teaching and learning to take place in a community and that is aligned with the vision of our school.

The Grove believes that discipline plays an important part in meeting the educational needs of the learners, serves as an educational tool for personal development, supports a positive teaching and learning environment and that learners will be taught sound values and through a system of rewards and consequences become accountable for their actions.

This policy applies to all learners while they are on the school premises, attending any school function or representing the school in any form. An educator at the school shall have the same rights as a parent to control and discipline the Learner according to the Code of Conduct during the time the learner is in attendance at the school, any classroom, school function or school excursion or school related activities.

Section 8(4) of the SASA provides that all learners attending a school are bound by the Code of Conduct of that School. All learners attending the school are expected to sign a statement<sup>3</sup> of commitment to the Code of Conduct. The administration of this policy is the responsibility of all staff and stakeholders of the school.

This policy will enable stakeholders to a supportive, open and trusting community that facilitates the exercising and protection of the rights of all.

The Discipline Policy and Code of Conduct serves to inform all stakeholders of the rules regarding learner behaviour, their rights, responsibilities, expectations, functions and operations within the framework of the school and participation in consistent and informed decision-making regarding behaviour. The procedures that must be followed, aim to ensure that children are guided to develop good values and self discipline to function well in a positive society. The Grove believes in using restorative discipline as an educational tool for the personal development of our children and supports a positive teaching and learning environment for all.

The implementation of this policy should ensure the correct handling of discipline issues, good governance within the school and at the same time foster a restorative culture of accountability and transparency. The outcome would result in nurturing respectfully open and trusting relationships between stakeholders, promoting confidence in the establishment, development of self-disciplined and respectful behaviour through timely and appropriate intervention, mediation and teaching of both communication and life skills, whilst educating stakeholders in their constitutional rights and appropriately responsible behaviours.

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<sup>1</sup> Constitution of the Republic of South Africa Act 108 of 1996

<sup>2</sup> South African Schools Act 86 of 1994 and amendments.

<sup>3</sup> Appendix 1: Learner Commitment Statement

## **POLICY AIMS**

### **THE GROVE PRIMARY SCHOOL VISION AND MISSION**

*Striving for excellence in an integrated, nurturing, dynamic environment*

The Grove is committed to:

- building a visionary, supportive, vibrant and creative school community
- empowering children to be independent, innovative, critical thinkers and to developing their unique potential
- offering a holistic and relevant education while fostering accountability to the community and the natural environment
- embracing difference, promoting diversity and rejecting all forms of prejudice and discrimination.

## **BELIEFS**

The Grove believes that:

- all children must be treated with dignity and respect
- children should be taught values, skills and behaviours by adults
- motivation and responsibility should be encouraged
- positive interaction and relationship building are essential.
- misbehaviour offers a teaching opportunity and counselling should be provided
- due process must be followed to safeguard all.

## **THE GROVE SCHOOL VALUES<sup>4</sup>**

The following focus values and related behaviours were identified by the community. They are, however, not the only values addressed by the school:

RESPECT  
RESPONSIBILITY  
KINDNESS  
INTEGRITY  
PRIDE

## **RIGHTS AND RESPONSIBILITIES**

Based on our Vision and core values members of The Grove community should thus enjoy the following rights and responsibilities.

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<sup>4</sup> See Appendix 2 for the: Value statement

## RIGHTS

- Mutual respect and dignity.
- Tolerance: freedom from racism, sexism, ageism, religious and political bigotry.
- Freedom from exploitation and neglect, and from emotional, verbal or physical abuse.
- Information concerning the education process and freedom to express opinion on matters affecting the educational process.
- A fair hearing following due process.
- The best holistic education possible in a caring, safe and comfortable environment.
- The best working conditions possible for teachers and learners, with parental and management support.
- Should there be reasonable cause, the school has the right to randomly search, without a warrant, any person entering or on the property.

## RESPONSIBILITIES

- To adhere to the Code of Conduct and school rules.
- To respect and maintain school resources.
- To respect one's own and each other's property.
- To establish and maintain good communication with one another, while respecting confidentiality where necessary.
- To fulfil commitments punctually.
- To acquire and maintain self-discipline, and encourage it in others.
- To use socially acceptable language and pay attention to the person who is speaking.
- To be considerate of others.
- To attend meetings and gatherings and abide by the decisions of such meetings.
- learners should wear the correct Grove uniform.
- learners should be adequately prepared for each school day.
- Parents should support their school-going children by ensuring that they have the necessary marked clothing and equipment; that they observe reasonable bedtimes and have adequate food for each day.
- Learners should be empowered to inculcate the school mission statement and set of core values.
- learners should take responsibility for their own learning.

## INTERVENTIONS AND CONSEQUENCES

At the start of each year, and thereafter if and when necessary, class teachers must explain and discuss the Code of Conduct with the learners and establish by agreement expected behaviour, work norms and procedures. Rewards and interventions are also agreed upon. All teachers, including specialists, must take ownership of their own class discipline.

Over and above every teacher's commitment to seek out and verbally acknowledge positive aspects in the children's lives at school, there is in the school a system of rewards to promote and reinforce good behaviour and academic achievement.<sup>5</sup>

Teachers are encouraged to acknowledge and report good behaviour to the relevant stakeholders.

Letters of commendation<sup>6</sup> to learners for exceptional behaviour can be sent to parents.

To this end The Grove has specified different expected levels of behaviour for different age groups and disciplinary measures have been formulated considering the WCED Discipline Guidelines. Colour coded levels<sup>7</sup>, as recorded below; have been created with related consequences pertaining to the different phase groups.

LEVEL 1 = GREY

LEVEL 2 = YELLOW

LEVEL 3 = ORANGE

LEVEL 4 = RED

RED LEVEL misdemeanors should be dealt with by SMT members immediately

The Grove has specified different consequences<sup>8</sup> that can be used at the discretion of the House Head should the child not follow the code of conduct of the school, remembering that for restorative discipline to take place we believe that 5 steps must always be followed in terms of levels grey, yellow and sometimes orange for restorative discipline to take place.

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<sup>5</sup> Appendix 3: Reward Systems

<sup>6</sup> Appendix 4: Letter of Commendation format

<sup>7</sup> Appendix 5: Graded tables for related age groups.

<sup>8</sup>

**THE FIVE STEPS**<sup>9</sup> See appendix 6 for expanded version

Step 1- Remind child which rule they have broken and the reason for the rule.

Step 2- Give the child time out (3-5 minutes) away from his seat to consider the rule broken.

Step 3 - Behaviour Journal/verbal reflection to:

1. Note the rule broken.
2. Suggest other behaviour options that could have been chosen.

Step 4- Contact parents telephonically to inform and include them, allow child to explain his continued behaviour directly to them.

Step 5- Send offender/s to one of the designated members of SMT / School Counsellor / Pastoral Deputy / discipline Committee.

Depending on the misdemeanor and the age of the learner, demerits can be given at any stage, remembering that at all levels mediation and teaching of communication and life skills should form part of the intervention.

Should the five step programme prove to be insufficient or the offence very severe, formal disciplinary procedures will follow in accordance with Section 8 of SASA and WCED Progressive Discipline Protocol.

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<sup>9</sup> Appendix 6: Guidelines to 5 Steps