



CODE OF CONDUCT

2012/2013

- Rights and Responsibilities
- Disciplinary Policy
- Rules of the School of Achievement



BELIEVING IS ACHIEVING

GLO IS PRESTREER

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SECTION A : RIGHTS AND RESPONSIBILITIES**1. INTRODUCTION**

School of Achievement is dedicated to providing quality education intervention for learners who cannot benefit optimally in mainstream education with barriers to learning and development (specifically learning disabilities.) Because these learners have average or **above** average intellectual abilities, they have the potential to experience success, develop a sense of caring, learn social skills and develop positive self-esteem. The ultimate aim is to equip them for life and for them to become supporting and contributing members of society.

In order to achieve this goal, we, the learners, parents and educators at the School of Achievement pledge to uphold the Code of Conduct as set out in this document as the democratically accepted basis for interaction at our school. We, as stakeholders of the School of Achievement, furthermore pledge that we will respect each other's *rights*. We acknowledge that *rights* place certain *responsibilities* on us which we accept as the basis of our Code of Conduct.

2. AS LEARNERS OF THE SCHOOL WE HAVE

- the *right* to high quality specialised education that is geared towards our unique needs. This right places on us the *responsibility* of committing ourselves to our school work by regular attendance, doing the assignments given to us, working with others on tasks assigned to us and not disrupting classes as this would infringe on our fellow students' right to quality education.
- freedom of speech and the *right* to voice our own opinions. We have the right to be heard, heard and grant others this same right. In exercising this *right* we accept that it places on us the responsibility of upholding the values of the school, of listening to others (our teachers, fellow students and other figures of authority), and respecting their feelings. We need to be truthful and honest and to be mindful of the way we express ourselves, not using any foul language.
- the *right* to be protected in a safe environment. This is not only the responsibility of teaching staff, parents or other figures of authority alone, but also our own *duty* to respect the property and lives of others, not to bring harmful or dangerous objects to school and to inform those who are in authority should we know that other learners are endangering the safety of our school environment.
- the *right* to personal dignity and privacy. This implies that we will respect the privacy of others and their individuality and we must be responsible in the way we treat others. We also accept that in claiming this *right* we cannot exercise this right as an excuse to contravene other responsibilities and therefore we are willing to assist teachers and authority figures in this regard by allowing the school principal or the person(s) appointed to search our personal belongings if there is any overt evidence (prima facie) that we have property belonging to the school or other students in our possession without prior approval, or items that may be harmful to other.
- the *right* to settle disagreements which may arise between ourselves and fellow students or teachers by means of discussion and arbitration with the help and guidance of authorities from the school and to refrain from the use of violence and/or vandalism of any form.
- the *right* to play, and exercise our bodies, but at the times and in the places designated by the school and those in authority. It is our duty to play and exercise in such a way that we don't endanger the safety of others, damage school or personal belongings and only use the equipment

and tools set aside by the school for the purposes of play and exercise.

- the **right** to experience education as fun. This places on us the **obligation** to approach our education with the correct attitude (keen and interested with a positive approach to learning and work), to be enthusiastic and to refrain from using this right as an excuse for unruly behaviour.

3. AS PARENTS OF THE SCHOOL OF ACHIEVEMENT

We recognise that we are important role-players in the education of our children and as such it gives us a number of **rights**, and **responsibilities** which we accept because of their importance to the quality of education we aspire to for our children. Therefore we accept that :-

- our children have the **right** to specialised education geared towards their unique needs and that it is our **responsibility** to ensure that our children attend school regularly, do assignments given to them by teachers and we obtain additional educational support if advised to do so.
- we have the **right** to be informed about the education of our child/children and to know what they are taught. This right requires that we should also inform the school on all issues which may affect the quality of the education of our children (e.g. absenteeism, poor health, etc.) and to request information that may assist us in supporting the education of our child/children.
- we have the **right** to participate in the governance of the school through the elected school governing body. To exercise this right implies that we must be involved in the election of the governing body, participate in supporting the execution of its functions, if called upon, and to be available for meetings and functions where our input is required.
- we have the **right** to decide on the language of instruction at the school within the parameters laid down in the School Education Act and not to use this as the basis for unfair discrimination. It also implies that we accept the **responsibility** to create a supportive environment at home for that language (especially if that language is not the first language of the child).
- we have freedom of speech which grants us the **right** to air our views in a constructive manner and to afford others the same opportunity and to accept decisions reached through existing democratic processes.
- we and our children have the **right** to be treated with respect and dignity and we accept that it is our **duty** to treat others with the same respect and dignity This can only be achieved if we respect our children and teach them to respect others.
- our children have the **right** to a safe school environment which will be conducive to learning and it is our **duty** to make sure that our children do not take dangerous or harmful objects to school. We also accept the **responsibility** of making the school a safe place by providing the school with the necessary resources. This necessitates the paying of school fees.

4. AS TEACHERS AT THE SCHOOL OF ACHIEVEMENT

4.1 We are aware of the privilege of working with the learners placed in our care and we accept this humbly realising the immense responsibility it places on us. We therefore commit ourselves to:

- provide good quality education for the learners by ensuring that we constantly update and improve our knowledge and expertise with the aim of applying and putting the newly acquired knowledge at the disposal of the learners so that their learning opportunities are enriched.
- act in a professional manner that does justice to our profession (competence, skill, dedication, care, integrity, responsibility, confidentiality, etc.).
- frank and open communication with parents concerning problems, including any unacceptable or deviant behaviour which their child may experience or exhibit.

4.2 To fulfil the expectations placed on us we expect the following basic rights:

- to be treated with respect. We realise that respect must be earned and that we must lead by example. Therefore we will treat all learners, parents and employees with due respect and honour their rights.
 - to maintain discipline in the school in accordance with the accepted disciplinary code. As educators we pledge to be fair, reasonable, consistent and unbiased in administering the disciplinary code and to discuss deviant behaviour with parents.
 - to express our thoughts and feelings in a responsible manner and allow learners and parents to air their views and to respect their opinions and convictions if they differ from the beliefs we hold.
 - to be furnished with the necessary resources to provide the quality education expected of us, to appeal to parents for financial assistance, to attend courses offered by other institutions which are deemed beneficial by the school governing body to the educator and learners in the interest of better education, and to utilise all resources, placed in our care, judiciously.
 - to receive information about the learner, as this is essential to carry out our duties, but this places the responsibility on us to treat privileged information with the necessary confidentiality and discretion.
1. - to participate in decision-making that affects the proper management and organisation of our classes. We will therefore participate in the school governing body through our elected representatives, act responsibly in our decisions and put the interests of the learners first.
- to insist on the right to fair labour practices and to treatment which is in accordance with the stature of the profession. As the employees, we will carry out our responsibilities in a fair and dedicated manner and observe the conditions of service as laid down for us.

SECTION B : DISCIPLINARY POLICY**1. OVERVIEW**

All institutions require rules and regulations as a framework from within which to conduct their affairs. This promotes consistency, order and fairness.

The School of Achievement is an invitational remedial school which promotes a culture of learning and teaching (COLT). Structure helps to cultivate self-discipline, a healthy self-concept and a positive attitude. The School's Disciplinary Code is complementary to this.

The School's Disciplinary Code has been subjected to thorough research, a review of the relevant legislation, extensive consultation with all relevant stakeholders, and complies with the prescribed guidelines of Gauteng Department of Education (GDE).

2. GLOSSARY

- **assignments** : a specific task
- **compensation** : payment for losses or damages incurred
- **civilized** : socially refined and educated
- **Code of Conduct** : set of norms by which we regulate our behaviour in a socially acceptable fashion for the appropriate circumstance.
- **corrective** : to set right
- **discipline** : system of rules for conduct
- **“due process”** : prescribed procedure to be followed in case of a formal hearing of a learner
- **expulsion** : not allowed back on School of Achievement premises ever again permanent removal,
- **Governing Body** : representatives of the parents/guardians and also of the staff of the School of Achievement
- **misdemeanour** : transgression of rules, misdeed, offence
- **privacy** : freedom from intrusion, observation
- **stakeholders** : all parties who have a legitimate interest in the school and its activities
- **suspension** : temporary (for a specified period of time)

- **teacher** : not allowed on the School of Achievement premises - a facilitator of learning
- **team** : a group of involved educators from selected disciplines e.g. Speech and Language Therapist, Occupational Therapist, Psychologist, Remedial Teacher, Teachers, Parents/Guardian, Learners, etc.
- **therapist** : a member of staff who is qualified to provide specialised treatment / strategies of remediating specific problem areas that inhibit learning
- **tribunal** : consists of three members designated by the governing Body

3. PHILOSOPHY OF DISCIPLINE

3.1 The **philosophy of invitational education**, as implemented at the School of Achievement, recognises that

3.1.1 The education process and its outcomes influence, and are influenced by the perceptions of participating learners. These perceptions have a direct bearing on self-concept and will either facilitate or inhibit the development of a positive self concept among learners.

3.1.2 An approach that consciously maintains and develops the self-esteem and self-concept of the learner (and all parties involved in the education process) will be more meaningful, satisfying and empowering in the long term (referred to as an *Invitational Approach*).

3.1.3 A successful invitational approach to education regards people, and therefore learners, as

- able, valuable and responsible, and
- as possessing relatively untapped potential in all areas of human development.

3.1.4 A successful invitational approach to education considers learning as a collaborative activity (a journey) undertaken by the facilitator of learning and the learner.

3.1.5 Learner potential will best be realised through

- an invitational environment, which entails policies, processes, programmes and places [venues] specifically designed to invite development, and
- people who are professionally and personally inviting to others and themselves.

3.2 The School of Achievement believes that :

3.2.1 An invitational approach to education should provide both the foundation and context for the practise of discipline in the School. Consequently the view of people and therefore learners, as being valuable, able and responsible, should permeate all actions and activities of a disciplinary nature.

3.2.2 Discipline in general and the Disciplinary Policy in particular, is a positive and constructive instrument with which to facilitate and/or maintain an optimal learning environment.

3.2.3 The *purpose* of discipline is to identify, correct and direct or guide, inappropriate behaviour of learners towards achieving the learning and related objectives of the school. Discipline is also employed to prevent the spread and recurrence of deviant behaviours which are contrary to the stated objectives and interests of the school and which are, or could be, detrimental to maintaining an environment conducive to optimal learning and development.

4. SPECIFIC OBJECTIVES

The practise of discipline is generally aimed at cultivating acceptable attitudes in the learner that will have a positive effect on life and promote mutual respect between individuals.

The objectives of discipline are to :

4.1 Enhance the learner's self-esteem.

4.2 Encourage learners to develop self-discipline and self-control.

4.3 Enable learners to be goal directed.

- 4.4 Encourage accountability for behaviour.
- 4.5 Affirm co-operation as well as responsible independence.
- 4.6 Promote the values of honesty, fairness and respect for others.
- 4.7 Enable effective conflict-resolution.

5. GENERAL PRINCIPLES

- 5.1 The intention behind all acts of discipline will at all times be constructive i.e. preventative, corrective and educative.
- 5.2 The offence and corrective measure (punishment) should at all times be compatible.
- 5.3 Regardless of the offence and subsequent corrective action applied, each and every learner and all parties involved, will be treated with dignity and respect. The self-esteem of all parties involved will be maintained at all times.
- 5.4 All disciplinary actions will as far as possible be prompt, be fair, consistent and in accordance with established and agreed procedures.
- 5.5 All disciplinary actions will be preceded by a clear establishment of the facts pertaining to the situation and careful consideration of the circumstances surrounding the case.
- 5.6 The practise of discipline is the responsibility of every staff member.
- 5.7 The practise of discipline will at all times be aligned with and in support of the objectives of the School of Achievement - notably in terms of compliance with the philosophy of invitational education.
- 5.8 The practise of discipline will take into consideration the frequency and intent / intention of the offence.
- 5.9 Learners must experience the consequences of positive and negative behaviour.
- 5.10 Focus is to be placed on recognition of positive behaviour.

- 5.11 Depending on the seriousness of the offence, suspension should only be considered after every effort has been made to correct the behaviour of the learner.
- 5.12 Problematic learners will be enrolled in rehabilitation programmes. Such programmes should be a team effort between the teacher, therapist, parent and learner and should be aimed at rehabilitation. Expulsion from the school should be the last resort. Very serious offences could however, lead to an immediate recommendation for expulsion, after “Due Process” has been followed.
- 5.13 While it is not possible to define every possible rule or transgression, the general norms of civilized behaviour and decency always apply. Unacceptable behaviour not covered specifically, must be judged according to such norms and the general intention conveyed by the philosophy and principles of discipline as contained in this document.

6. CLASSIFICATION OF OFFENCES AND CORRECTIVE MEASURES

This list of violations is not exhaustive and any other cases of misconduct should be classified by comparison to the list.

6.1 MINOR OFFENCES AND CORRECTIVE MEASURES

6.1.1 OFFENCES

- late arrival at class
- failing to complete assigned homework
- books (class/textbooks) not at school
- failing to comply with instructions of educators
- minor violation of general class rules
- violation of dress code and/or hair rules

6.1.2 CORRECTIVE MEASURES

In case of minor offences the following corrective measures apply. These measures could include one or more of the following:

- a verbal warning or written reprimand by an educator or a principal;

- supervised school work that will contribute to the learners progress at school, e.g. detention, the improvement of the school environment, provided that the parents are timeously informed and the security of the learner is assured and the learner is under supervision;
- performing tasks that would assist the offended person;
- agreed affordable compensation;
- replacement of damaged property;
- suspension from some school activities, e.g. sport, cultural activities; detention.
- disruptive behaviour of any kind in the classroom will be monitored by the class-teacher. However, should this behaviour have a repetitive pattern, or if the learner is unresponsive to the procedures, further intervention through the following channels will take place :
 - ▶ **Standard tutor**
 - ▶ **Head of Department of School of Achievement**
 - ▶ **Deputy principal**
 - ▶ **Principal**
 - ▶ **Governing Body**

6.2 SERIOUS OFFENCES AND CORRECTIVE MEASURES

6.2.1 OFFENCES

- truancy from classes
- leaving class without permission
- plagiarism
- cheating in class tests
- frequent repetition of minor violations where disciplinary action by class teacher is deemed ineffective
- possession or use of tobacco
- leaving school without permission
- using abusive or profane language
- engaging in excessive displays of mutual affection
- verbally threatening the safety of another person
- interruption of education in the classroom
- disrespect towards another person
- graffiti
- theft

- injury to another person
- gambling
- limited sexual harassment e.g. nasty remarks
- sexual conduct or sexual contact by mutual consent
- extortion of another person's property e.g. asking money from peers

6.2.2 CORRECTIVE MEASURES

In case of serious offences, in addition to corrective measures as in 6.1.2, a written warning may also be issued. A learner may receive only a maximum of three written warnings for the same offence. Depending on circumstances and/or offence a learner may receive a first and final written warning. Depending on the severity of the offence a written warning may stand against the name of the learner for his entire school career at School of Achievement.

Written warnings may only be issued by the relevant deputy or the principal of the school.

6.3 VERY SERIOUS OFFENCES AND CORRECTIVE MEASURES

6.3.1 OFFENCES

- conduct which endangers the safety and violates the rights of others
- possession, threat or use of a dangerous weapon
- possession, use, transmission, selling or visible evidence of narcotic or unauthorised drugs, alcohol or intoxicants of any kind as per drug policy
- fighting, assault or battery
- immoral behaviour or profanity
- wilfully supplying false information or falsifying documentation to gain an unfair advantage
- graffiti, hate speech, sexism, racism
- theft or possession of stolen property including test or examination papers prior to the writing of tests or examinations
- unlawful action, vandalism, or destroying or defacing school property
- disrespect, objectionable behaviour and verbal abuse directed at educators or other school employees or learners
- repeated violations of school rules and/or the Code of Conduct
- criminal and oppressive behaviour such as rape and gender based harassment
- victimisation, bullying and intimidation of other learners
- infringement of examination rules
- disruption of entire school e.g. boycotting, picketing

- practising of harmful religious activities(See Rules of School 5.8)
- sexual harassment

6.3.2 CORRECTIVE MEASURES

- Written warning/final written warning, as explained in 6.2.2.
- Suspension and a recommendation for expulsion. “*Due process*” to be followed.

7. DUE PROCESS

Any learner alleged to have violated any rule that may require suspension or expulsion, must be brought to the principal. The principal shall hear the evidence and then decide on the action to be taken. Such action must include that the principal must inform the parents in writing of the proposed action and arrange for a fair hearing by a small disciplinary committee (tribunal) consisting of members designated by the governing body. This tribunal must not be intimidating to the learner. In the case of very young learners special arrangements must be made for the hearing and the parents/guardians could represent the learners.

In the case of a recommendation for expulsion by the Governing Body of the school, the South African Schools Act requires that the prescribed process be followed. This ensures a fair hearing of a learner. The details of this process will be made available to all parties involved when necessary.

8. SERIOUS MISCONDUCT AND THE LAW

Serious misconduct which has a legal connotation must be investigated by the police and referred to the Court if necessary. Serious misconduct must be handled in terms of the government notice and regulations promulgated by the Member of Executive Council in the Government Provincial Gazette concerned.

**SECTION C : BEHAVIOUR GUIDELINES
OF SCHOOL OF ACHIEVEMENT****2. SCHOOL GROUNDS**

We are extremely proud of the appearance of our school and grounds. It is the responsibility of each and every learner to maintain this appearance.

- 1.1 Littering is an offence.
- 1.2 The following areas are out of bounds before school, during breaks and after school hours: Swimming pool, combi area, garages around the factotum's house, car parks, roof, behind sport fields, school hall and corridors.
- 1.3 Only learners of the Foundation Phase (Grade 1-3) and Intermediary Phase (Grade 4-6) may use the toilets behind the tuck shop.
- 1.4 All vehicles entering the school premises must adhere to the speed limit of 20 km/h and will only be allowed to park in the designated parking areas.
- 1.5 Learners being transported in vehicles other than school transport must be picked up/dropped off in the designated area inside the lower gate. Learners waiting to be collected must remain inside the gates. Learners **are not** allowed to walk home. Any learners waiting longer than an hour for their transport, must notify the teacher on duty /front office.
- 1.6 For hotel functions learners must be dropped off/picked up at the hotel. On arrival they must report to the teacher on duty.
- 1.7 Only learners who possess valid driver's licences may bring a motor vehicle or motor cycle to school. Permission to do so must be obtained from the transport co-ordinator or deputy. These vehicles must be parked in the designated areas. Learners who opt to use their own/parents' transport on a permanent basis forfeit the right to use school transport.
- 1.8 Motor cycles are only allowed with special written permission from the transport co-ordinator or deputy principal: transport.

2. SCHOOL UNIFORM

The correct school uniform and hair style, as described in the rules for school uniform, must be followed at all times. The uniform must be clean and neat and promote the image of the school.

It is the responsibility of the parents to make sure that they are in the possession of such a policy and are familiar with the contents thereof.

3. ABSENCE FROM SCHOOL

3.1 Excessive and unnecessary absence and truancy may result in the institution of legal proceedings against the parents/guardians.

3.2 The learner must submit a letter from the parent/guardian indicating the period of absence and the reason for the absence (Once the learner is able to return to school).

3.3 Should a learner be ill or unable to attend a hotel function, the hotel teacher must be informed telephonically by his/her parents/guardians.

Only doctors' letters will be accepted for not attending the functions.

A nil assessment for not attending the function will be given.

Hotel duties which have been missed must be made up by working at another function in order to obtain the practical marks and make up the required hours.

When a learner misses hotel duties, follow up functions are not always available, which means that practical marks are forfeited.

3.4 In cases where a learner is frequently absent from school, the school may request the parents/guardian to submit a medical certificate/letter giving a full explanation as to the cause of this absenteeism.

3.5 In the event of the learner being ill for a period of more than three consecutive days, a medical certificate must be submitted by the parents/guardian.

3.6 Written proof, of periods of absence from the school, is needed for control and indemnity purposes. Should a learner fail to produce a letter of explanation for a period of absence, the principal or designated person may request that a parent/guardian submit such a letter.

3.7 Should a learner be absent from school during examinations or a test/evaluation period, a medical certificate must be submitted. **Non-submission will result in a nil assessment.**

4. PUNCTUALITY

- 4.1 Learners must report for school not later than **07:40**. Late coming will be regarded as an offence and will be registered as such in a diary to be kept by the register teacher. **Late comers must report to front office before going to class.**
- 4.2 Parents/guardian of learners who make themselves guilty of repeated late coming, will be informed telephonically by grade tutors and will be requested to submit a letter of explanation. Continued late coming may result in disciplinary action.
- 4.3 No learner will be allowed to leave the school premises during school hours without the written permission of the school principal or deputy principal. Any learner who leaves the premises without written permission makes him/herself guilty of an offence. Parents taking learners out of school during school hours must sign the register kept in the front office / reception.

5. BEHAVIOUR DURING SCHOOL AND AFTER HOURS

- 5.1 A student of the School of Achievement will be polite and well mannered at all times and behave in accordance with the Code of Conduct set out for them. The learner is an ambassador for the school and his/her behaviour outside the school premises is a reflection on the school. The Code of Conduct is therefore applicable not only during school hours, but also after hours. This implies that any misconduct, irrespective of whether during any school activity, on or outside the school premises, during or outside school hours, in or out of school uniform, will be dealt with.
- 5.2 No dangerous activities will be allowed on the school premises. This includes throwing or shooting objects. Such activities will be regarded as offences.
- 5.3 The possession of tobacco and/or smoking is forbidden on the school premises, in combi's and buses and in a school uniform outside the school grounds.
- 5.4 It is an offence to be in the possession of tobacco, alcohol or any other drugs, intoxicants or under the influence of any such substances. The principal or an educator, upon reasonable suspicion (sufficient information), has the legal authority to conduct a search or physically search any learner or property in possession of the learner for a dangerous weapon, firearm, drugs, or harmful, dangerous substances, stolen property, or pornographic material brought on to the school property. A search may be performed in terms of the following Acts of general application :

Act No. 53 of 1985. Control of Access to Public Premises and Vehicles

Act 140 of 1992; ; Drugs and Drug Trafficking

Act No. 75 of 1969). Arms and Ammunition Act.

During a search human dignity shall be observed and learners shall be searched in private by persons of their own gender, preferably in the presence of at least one other person. A record must be kept of the search proceedings and the outcome.

If a learner is found to be in possession or under the influence, of such a substance it will be treated as a serious offence and it will be dealt in such a manner.

No learner of School of Achievement may use alcohol when attending a school function/attending a function on the school grounds/or working at a school function.

- 5.5 Pornographic or offensive material/magazines is not acceptable within the framework of the school environment, and possession of such material may lead to disciplinary action. A written warning may be issued.
- 5.6 No indiscreet contact of any nature e.g. holding hands, arms around the waist etc., will be tolerated while involved in any school activities e.g. camps, outings, hotel functions, sport meetings, etc or during school hours.
- 5.7 In the event of a learner falling pregnant, the policy on pregnancy will be implemented.
- 5.8 The practice of any religion or religious activities which may be harmful to any person will not be tolerated, in any form.
- 5.9 It is a serious offence to deliberately damage school property, personal property of any learner or staff or any vehicles and will be severely dealt with.
- 5.10 No student may inflict or be involved in the planning of any form of bodily or psychological harm on a fellow student. Any action that violates another person's dignity (e.g. initiation, bullying, racist remarks, gender based fighting) will be treated most seriously. In the case of a life threatening situation the learners will be removed from the scene and may be suspended by the principal with immediate effect. Disciplinary steps as for very serious offences will follow.

- 5.11 In the case of a learner being found in the possession of a dangerous weapon, it will be confiscated, locked away in a safe place, and returned to the parents. Depending on the severity of the situation and the intention of the person in possession, disciplinary steps will be taken as for serious/very serious offences.
- 5.12 No toys or valuable objects of any description will be allowed on the premises as the school can not be held responsible for the loss or theft of these articles.
- 5.13 Theft of any kind will not be tolerated and will be treated as a serious offence. Although the school cannot be held liable for personal losses it will do all in its power to eradicate crime. The committing of the crime of theft may lead to immediate disciplinary action and criminal prosecution may be instituted.
- 5.14 Any lost property must be handed in at reception.
- 5.15 All forms of deviant behaviour (e.g. intimidation, victimisation, vandalism, theft, etc.) should be reported immediately. All information given by a student, will be treated confidentially as far as legally possible.
- 5.16 School transport is a privilege and the transport policy must be adhered to.
- 5.17 Falsely identifying oneself, false information or falsifying documentation to gain advantage at school is regarded as a serious and/or a criminal offence.
- 5.18 Learners found guilty of a serious or very serious offence will forfeit the opportunity to be elected as a council member and / or a member of the RCL. Council members and / or members of the RCL found guilty of a serious or very serious offence, will be suspended immediately from the position he / she occupies.

6. LEARNING AND TEACHING

The goal of our school is to enable each learner to experience success. This requires commitment and dedication from all. The learner, teacher, therapist and parents/guardians all have a role to play.

- 6.1 Disruption of any school activities by learners is not acceptable and will be treated as a very serious offence. It inhibits other learners realizing their goals and compromises the establishment of a culture of learning which is important for success.

- 6.2 Failure to do homework, class work or other assignments will not be tolerated. Reasons for such behaviour must be qualified. Homework books left at home will result in this being considered as not having been done. Repetition of such behaviour will be considered in a serious light. Work which is not completed will not be assessed.
- 6.3 Changing of classes should be quick and orderly and in accordance with the prescribed plan. No running, bumping or boisterous behaviour will be allowed.
- 6.4 Teachers (in collaboration with the learners) will make their own class rules to supplement the general rules outlined in this document. Class rules must be sanctioned by immediate manager and can not contravene school rules.
- 6.5 Class leaders and monitors will help to maintain order in classes and during class changes.
- 6.6 Learners are expected to adhere to the specific rules in the various educational centres e.g. computer centre, kitchen, hotel, paired reading room and media centre.

7. CELL PHONES

Cell phones must be switched off and put away securely during school time. Learners are fully responsible for the safety of their cell phones.

Under no circumstances will the School of Achievement accept liability for lost, damaged or missing cell phones.