



**POLICY**  
**SAHETI Primary School**  
**Code of Conduct, Disciplinary Process and**  
**Positive Behaviour Acknowledgement**

It is a basic right of all pupils to receive their education free from humiliation and abuse and to learn in an environment free from fear that ensures their safety and security. SAHETI acknowledges and commits to this responsibility with utmost respect. The disciplinary process has been developed and implemented from an integrated, developmental, positive and pragmatic approach. The process embraces a collaborative attempt to confront disciplinary issues on a consistent, formative and continuous basis. This could include investigations, discussions, informal observations, workshops, surveys and using any other tool or engagement that the school might deem of positive benefit to the process.

The school follows certain procedures in terms of Sections 8 to 10 of the School's Act, Act No. 84 of 1996 as amended. All pupils and their parents are expected to respect the rights of others, adhere to their responsibilities and comply with the rules of the school.

**Code of Conduct: Pupil Rights and Responsibilities**

Pupils, have the right and responsibility:

- To acknowledge and respect the Greek ethos of the school and the values of Hellenism to which SAHETI subscribes.
- To be educated in a safe, controlled and structured environment.
- To allow for others to work in safety, without fear or hindrance.
- To be respected by other members of the school community, regardless of personal, religious or cultural differences.
- To respect the individuality of others.
- To behave in a polite, considerate and courteous manner at all times, both in and out of the classroom.
- To have freedom of speech and to voice their opinion in a mature, respectful and appropriate manner.
- To listen to and respect the opinions of others.
- To be treated with fairness.
- To treat others in a fair and just manner.
- To uphold honest behaviour in the school.
- To have the support of the school in their participation in cultural, sporting and academic activities.
- To uphold school spirit by participation in and support of cultural, sporting and academic activities.

- Where possible and when appropriate, to be involved in and to be informed about decisions taken in the school that will affect their learning and participation in the life of the school.
- To maintain a clean and litter free school environment.
- To ask for help and advice.
- To attend and to be punctual at all of their school commitments wherever possible.
- To respect the possession and property of others and of the school.
- To wear with respect the correct school uniform.

## Disciplinary Process

### Informal Disciplinary Process

Various forms of informal and formal disciplinary measures may be initiated by the pupil's responsible teacher, grade controller or management team member. Examples of some informal measures include:

- Discussion with staff member
- Verbal reprimand
- Silent break detention
- Restorative actions such as apologies etc.

Parents will not necessarily be contacted regarding informal disciplinary measures.

### Formal Disciplinary Process

In the event of an offence which warrants a formal disciplinary process, there will be communication with parents via email, telephone or a meeting. These formal disciplinary measures include:

- Documentation of the offence and the school's response and interventions.
- Formal written communication to the parent or parents of the offence and the school's sanction.
- Suspension
- Disciplinary hearing which could lead to expulsion.

The list of offences below, which is not necessarily all-inclusive, will result in a formal disciplinary process. Offensive behaviour includes all misconduct considered to be in conflict with the school rules and policies and the code of conduct.

- Breaking any law of the land.
- Repeated offences despite previous informal disciplinary measures.
- Academic dishonesty.
- Actions and/or conduct of a racist nature, whether provocative or not.
- Any action which may bring the school's name into disrepute.
- Wilful physical harm to others.
- Intimidation or threats to teachers and fellow pupils.
- Persistent disobedience and or truancy.
- Possession of any weapon, pornographic material, or anything which endangers the physical or moral wellbeing of the school and its pupils.
- Sexual harassment or assault.
- Smoking or possession of cigarettes/or use or possession of alcohol or any illegal substance, or distribution and or sale of these.
- Theft.
- Vandalism or graffiti.
- Vulgar or offensive language.

- Bullying. \*
- Aiding or abetting others in any of the above.
- Breach of school policy on electronic devices.
- Any electronic device brought on to the school property by pupils, may not have any application loaded on it which does not comply with the terms and conditions of the application vendor.

## **Progression from informal to formal disciplinary process**

Discipline must, wherever feasible and effective, be applied progressively. Informal action for minor offences is generally applied at the level of the teacher without a formal investigation being necessary. Repeated committing of a minor, similar or related offence will result in progressively more serious and formal action being taken, as outlined below.

Notwithstanding the principle of progressive discipline, a serious first offence may justify a formal sanction, and mitigate against the imposition of a lesser form of action.

Where related offences are committed by a group of pupils, a collective disciplinary process may be followed. An informal investigation will initially be conducted, and the outcome of this investigation will determine whether the school will follow an informal or formal disciplinary process. Should the alleged offences be considered to be of a serious nature, a single disciplinary hearing procedure may be conducted with all the pupils concerned and their parents present.

### **\*Definition of Bullying**

***‘A pupil being exposed, repeatedly and over time, to intentional injury or discomfort inflicted by one or more pupils. Bullying also implies an imbalance of power or strength in which one child is victimized by another’ Olweus (1993). Bullying is thus deliberate, unprovoked, hurtful behaviour by one or more children against another repeated over a period of time and meant to cause harm.***

*This may include but is not limited to the following:*

#### **Physical:**

- *Physical contact: hitting, tripping, pushing, choking, hair pulling, biting.*
- *Making obscene gestures or facial expressions; deliberately ignoring.*
- *Intentionally excluding or ostracising another pupil from the peer group.*
- *Stealing of money and or possessions or damaging property or possessions.*

#### **Verbal:**

- *Verbal assault, taunts, insults, name calling, put downs, ridiculing, teasing.*
- *Prejudiced remarks (racial or sexist).*
- *Blackmailing.*
- *Threats and intimidation.*
- *Spreading of rumours, graffiti, slander, playing nasty jokes, mimicking, damaging of social reputation.*

#### **Sexual:**

- *Inappropriate behaviour/comments of a sexual nature.*
- *Homophobic insults/comments.*

### **Cyber:**

- *Harassment using any form of electronic media.*
- *Posting anything on social media or any other digital/electronic forum which could be considered defamatory, hurtful or compromising.*
- *Sending threats, intimidation, hurtful comments or compromising pictures or videos via electronic media.*
- *Taking or distributing pictures or videos of a person without their consent.*

### **Process of reporting offences for pupils and or parents, and procedures school will follow:**

#### **Phase One**

- Any pupil and or parent who feels their child is bullied or who witnesses bullying or inappropriate behaviour at school needs to report the incident to their class teacher.
- At this point, discussion will be with the class teacher who may consult with grade controller and, if need be, with the phase psychologist.
- All reports will be treated sensitively, investigated thoroughly and dealt with promptly by the class teacher.
- All parties involved will be provided with an opportunity to express their experience of the circumstance.
- The type and extent of intervention will be dependent on a number of factors, including the severity of the event and the intervention and sanction will be decided on by the class teacher in discussion with the grade controller and, if necessary, the phase psychologist.
- If a formal process needs to be followed, a record will be kept and parents will be notified by the class teacher. The sanction will be explained to the parent.
- If a group dynamic is identified, the phase psychologist will be informed and a psycho-educational support intervention may be organised, should this be deemed necessary. This type of intervention forms part of the school's educational process.

#### **Phase Two**

- If a pupil and or parent feels that bullying or inappropriate behaviour which has been previously reported has continued, they should report this to either the class teacher or the grade controller.
- This further report will be treated sensitively, investigated thoroughly and dealt with promptly by the class teacher and grade controller.
- The class teacher, grade controller, and H.O.D. or Vice-Principal of Student Affairs and, if necessary, the phase psychologist, will meet to discuss the offence or grievance.
- The grade controller and teacher will call the relevant parents in to discuss the offence/grievance and the appropriate sanction that has been determined by the above panel. In addition, the pupil could be required to attend consultations with the phase psychologist and or the school priest. These sessions will be initiated once the parent or parents' consent has been provided in writing.
- Appropriate feedback will be given by the grade controller to the pupil or parent who reported the issue.

#### **Phase Three**

- If a pupil and or parent feels that the bullying or the inappropriate behaviour which has been previously reported more than once, has continued, they need to report this to the HOD (Grade 1 - 3) or Vice Principal of Student Affairs (Grade 4 -7).
- The HOD or Vice Principal will ensure that this reported, continued unacceptable behaviour is fully investigated.
- If the investigation shows that repeated bullying or inappropriate behaviour has occurred, the relevant parents will be notified of the offence which the pupil or pupils have committed and they will be

requested to attend a disciplinary meeting with the HOD or Vice-Principal of Student Affairs, Grade Controller and or Class Teacher and, if necessary, the Phase Psychologist, to discuss the offence and the school's response.

- Appropriate feedback will be given by the HOD (Grade 1 - 3) or Vice Principal of Student Affairs (Grade 4 -7) to the pupil or parent who reported the issue

## Disciplinary Hearing Process

- Should the school determine that, due to the severity of an offence, or to repeated offending that has already been dealt with as part of a formal disciplinary process, the following Disciplinary Hearing Process will be adhered to:
  - A formal letter from the Vice-Principal of Student Affairs co-signed by the Principal will be issued to the parents of the pupil informing them of time, date and venue for the called Disciplinary Hearing, at least two days before the hearing.
  - The parents and pupil will be advised of the serious nature of the allegations, and the possibility of strong disciplinary action being taken should the pupil be found guilty of the allegations.
  - The pupil and parents will be advised that non-attendance at the hearing may prejudice the pupil's case, and the hearing may even be held in their absence.
  - The pupil may be suspended pending the hearing only if this is considered appropriate bearing the seriousness of the alleged offence and his/her continued exposure to others in mind. This should be indicated in the notification of the hearing to the parents.
  - The Disciplinary Hearing will be conducted promptly and according to procedurally fair process.
  - The formality of the actual hearing process will depend upon the nature of the offence, and the age of the child. A less formal hearing is more appropriate for foundation phase pupils. A highly formalised process is not a pre-requisite to demonstrate a proper procedure and fair decision making.
  - A record of the hearing proceedings will be kept.
  - The final decisions in the matters both of guilt or innocence, and on the imposition of disciplinary action, will rest with the Disciplinary Hearing Chairperson, and will be formally communicated with the parents, preferably within five school days of the completion of the hearing. At this point, parents will be reminded of their right to appeal the Chairperson's decision. This appeal should be made in writing to the Principal and Executive Head within five school days of communication of the outcome of the hearing.
  - The onus rest on the parent or pupil to justify an appeal and the grounds for the appeal must be clearly and comprehensively set out in the appeal request.
  - Consideration of the appeal will be conducted according to procedurally fair process.
  - The communication of the outcome of the appeal will be within five school days of the decision, and marks the conclusion of the school's appeal process, and is the final step in the school's disciplinary process.
  - In the event that a group disciplinary hearing is held, individual pupils will still be provided with the opportunity of demonstrating their own circumstances may be different from that of the group, and of showing why they should be treated differently. The school can decide whether to consider appeals individually or collectively following a group hearing.

## **Acknowledgement of Positive Behaviour Choices**

At SAHETI, positive behaviour choices are encouraged and may be acknowledged informally, at the level of a class teacher, or formally, by a grade controller or by a member of the management team. This formal acknowledgement will normally be given in the context of a grade assembly or a whole school assembly. Some of the behaviour choices that will be consciously acknowledged include:

- Kindness
- Consideration
- Helpfulness to peers
- Handling conflict or difficult situations responsibly
- Self-regulation
- Consistency of effort
- Enthusiasm in class and or extra mural activities
- Perseverance
- Compassion
- Service to the school and or the community, and or the environment

**Mr Brett Nicolson**  
**Vice-Principal: Student Affairs & Sport**

**Mrs Sophia Zachariou**  
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**Mr Warwick Taylor**  
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