

Scope of this presentation

Rights of an Independent School

Defending the Nature and Culture of a Christian School

Gender Issues

Race Issues

Diversity

Crisis Management

Harassment

Protest Action

Human Rights Commission



Focus on “Who you are”
and “What you are for”
rather than focussing on
what you are against.



Be proactive

Be preventative

Be prepared



Rationale

Independent Schools

Contractual Relationship with Parents

Contractual Relationship with Employees

Contractual Rules apply



Education of Stakeholders is Essential

Employees

Pupils

Parents

Board

Sensitivity Training Programme

Standard theological responses

Race relations

Cultural

Scenario planning

Crisis planning

Communication strategy

Policy review



Rationale

Communication as the basis of efficiency

Clear reporting lines

Staff

Parents

Learners

Legal Representation



Rights of an Independent School

The following are some of the key defining characteristics of independent schools that make them different from public schools:

1. They follow their own distinctive missions (including particular ethos, faith or philosophy values);
2. They determine their own learner admission policies in line with the law;
3. They choose their own curricula and exit examinations that meet the prescribed outcomes of the National Curriculum Statement (NCS) and must be linked with the National Qualifications Framework (NQF) Act in terms of qualifications registered on the NQF;
4. They may determine their own promotion and retention policies in line with the Regulations Pertaining to the NCS Grades R-12; (the NCS Regulations), as long as they are not below the standards at comparable public schools.
5. Parents choose to send their children to independent schools.
6. They determine how they are governed, financed and staffed, within the boundaries of the law; and in line with good governance practice.



Clearly define the Nature and Culture of your school

Embedded in Policy and Guidelines.

Use as much scripture as possible.

Use definitions that explain your schools
understanding and position of certain
concepts, theology etc.

Be able to defend, through policy, who you
are and what you stand for.



Vision Statement

Christian School exists to serve the Christian family with whom we partner to train, educate and disciple young people in a biblical worldview to fulfill the Great Commission.

“But seek first the kingdom of God and his righteousness, and all these things will be added to you.”

Matthew 6:33



Mission Statement

As a school we will:

- Continually submit to the Sovereignty of God the Father, the Lordship of Jesus Christ and the guidance of the Holy Spirit.
*“Submit yourselves therefore to God. Resist the devil, and he will flee from you.”
James 4:7*
- Instil in our children a desire for Christian wisdom, to enable them to conquer the challenges of life.
“Do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what is the will of God, what is good and acceptable and perfect.” Romans 12:2
- Disciple children towards having a Biblical worldview and clear biblical values.
“Train up a child in the way he should go; even when he is old he will not depart from it.” Proverbs 22:6
- Develop and instil Godly character.
“But you are a chosen race, a royal priesthood, a holy nation, a people for his own possession, that you may proclaim the excellencies of him who called you out of darkness into his marvellous light.” 1 Peter 2:9
- Develop the whole child – physically, intellectually, socially, emotionally and spiritually within a Christian context.
*“And Jesus increased in wisdom and in stature and in favor with God and man.”
Luke 2:52*



Foundational Documents

Mission Statement

As a school we will:

- Maintain firm discipline with clearly defined standards of behaviour, inculcating a respect for parents, teachers, fellow pupils and country.
“Train up a child in the way he should go; even when he is old he will not depart from it.” Proverbs 22:6
- Provide an internationally recognized academic education that will serve as a foundation for tertiary studies.
- Provide a Biblically-integrated, quality education and enables pupils to fulfil their God-given purpose.
“The fear of the Lord is the beginning of knowledge; fools despise wisdom and instruction.” Proverbs 1:7



School Values Statement

CHRIST CENTERED

“Therefore be imitators of God, as beloved children. And walk in love, as Christ loved us and gave himself up for us, a fragrant offering and sacrifice to God.” Ephesians 5:1-33

We strive towards living according to God’s standards and not the standards of the world. To be Christ-like in every endeavour.

TRUTH

“All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness..” 2 Timothy 3:16

We submit to God’s Word as the absolute truth that governs life and disciplines people towards maturity in relationship with Him.

EXCELLENCE

“As you excel in everything—in faith, in speech, in knowledge, in all earnestness, and in our love for you—see that you excel in this act of grace also.” 2 Corinthians 8:7

We promote the striving towards the achievement of individual excellence in all facets of school and home life.



INTEGRITY

“Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.” Philippians 4:8

We promote an inherent character of honesty where individual honour themselves and their relationship with others.

SERVANTHOOD

“For even the Son of Man came not to be served but to serve, and to give his life as a ransom for many.” Mark 10:45

We strive towards the ideal of placing the needs of others before those of the individual.

DIGNITY

“So God created man in his own image, in the image of God he created him; male and female he created them.” Genesis 1:27

We promote the acceptance of all God’s created beings and will strive to accept all mankind’s differences of colour, race, ethnicity, culture or ability.

LOVE

“A new commandment I give to you, that you love one another: just as I have loved you, you also are to love one another.” John 13:34

We strive towards caring for all of God’s people as we would like to be cared for. There is no discrimination in sharing His love with others.



School Description

(NAME OF SCHOOL) exists as a biblically based religious organisation that supports families who choose to give their children a Christian education based in the Christian worldview and moral convictions that are expressed in the School's:

- Vision and Mission statement
- School Values
- Philosophy of Education
- Statement of faith
- Family values

The school welcomes children from families that do not hold onto these beliefs under the clear understanding that:

- Every child will be taught all aspects of the school curriculum including the beliefs outlined in the above documents.
- No family will actively seek to alter or undermine the teachings of the school.
- Each child will be encouraged to receive Jesus Christ as Lord and Saviour, but no child will be compelled to do so.
- The school will respect all parents, including those whose beliefs are contrary to those of the school yet will promote and practise religious practices that support the nature and culture of (School).

(SCHOOL) was establishment with the primary aim of providing a quality Christ Centred education in support of the Christian family. The ultimate target is for the child to develop a healthy and mature worldview from which positive attitudes are developed and from which life choices are made. We have no doubt that this value system needed is based on a deep-rooted faith, built on biblical truth and teaching.



Philosophy of Education

(SCHOOL) endeavours to fulfil its mission and realise its vision through the philosophy of education is characterised by the following commitments and that the Bible's teachings are absolute, dependable and unchanging:

We believe that God existed before the universe was created and that He holds all creation together (Col. 1:17). We believe that all people are created by God, in His image and for His purpose. "For everything absolutely everything, above and below, visible and invisible, ... everything got started in Him and finds it's purpose in Him" (Col. 1:16). We believe that our life purpose, identity and significance are only revealed in God. The purpose of education is to assist children to discover their purpose and identity and to equip them with the necessary skills to fulfil this purpose in a meaningful way.

We believe that all truth is found in God and is revealed to us in His Word, the Bible. The bible is the only inspired and infallible authoritative word of God. Education then is the process by which truth, including wisdom, knowledge, skills and Christian values and attitudes are taught, discovered, learnt and applied. (2 Timothy 3:16)

We believe in the sinful nature of God and that as the Holy Spirit brings conviction of sin, the child will readily and with guided understanding, accept Jesus Christ as their Saviour. We shall provide a nurturing environment to facilitate the children's recognition of their need for salvation and provide opportunities to grow in their relationship with Him.



Foundational Documents

Philosophy of Education

We believe that God's handiwork is evident in all His creation and it is our desire to assist children to discover and enjoy His creative design.

We believe that there should not be a separation between intellectual and character education. Jesus Christ is the full and complete revelation of the character of God and He is worthy to be imitated. Our aim is to support a balanced personality with a proper understanding and acceptance of a person's role in life at home, at work, at play and at worship. This is founded and grounded in the Christian concept of love.

We believe in the value of children and that we need to love them unconditionally. Children are a blessing from God with unique talents, gifts, potential and purpose.

We believe in maintaining a rigorous and deliberate integration of Biblical Worldview and learning in all academic disciplines. We promote high academic standards while helping children achieve skills in creative and critical thinking.

We believe in educating the whole child, encompassing the spiritual, mental, intellectual, physical, social and emotional dimensions of the individual. The spiritual dimension permeates all areas of life and learning.

The concept of life-long learning is applicable for the school staff through professional development, the children through education for life and the parents through active parental guidance.



Foundational Documents

Philosophy of Education

We believe that our Christian Teachers are the living curriculum and must strive to consistently be dynamic and authentic expressions of Biblical principles. They teach not only by what they say and do but by who they are. They need to model humility, integrity, transparency, a serving heart and self-discipline and encourage these values in the children they teach. We believe that our teachers are called of God to represent Christ at our school.

We believe in the value of family. The family and school should partner with meaningful engagement and support. We desire for parents to be actively involved in their children's education experiences and the broader life of the school community.

We believe that God created man in His own image, both male and female as described in Genesis 1:27. The Biological/chromosomal sex of a person means the biological condition of being male or female as determined at birth based on physical difference or, when necessary, at the chromosomal level. We understand that people's views on sexual orientation and gender identity may contradict the biblical beliefs of the school, yet every effort will be made to teach and support a biblical view of identity.

We believe in active community engagement with the aim of developing our children to be mission-minded, compassionate and proactive in support of others.

We believe that we have been commissioned by God to extend His Kingdom on earth by effective and responsible stewardship of what He has given us. We strive to maintain an eternal perspective in teaching and daily operational procedures.



Foundational Documents Philosophy of Education

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Foundational Documents Philosophy of Education

We believe and support the aim of the school to be a community that has transformed and serving a diverse South African people. SCHOOL believes in the value of human dignity, equality, anti-racialism and anti-sexism as stipulated in the Constitutions of South Africa. The school will also act intentionally and deliberately to heal the division of the past and to promote unity. All people must be allowed to express their identity appropriately.



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Statement of Faith

Based on our traditional Biblical understanding, we believe:

BIBLE

We believe in the Scriptures of the Old and New Testaments in their original writing as fully inspired of God and accept them as the supreme and final authority for faith, life and the governance of this Church. (2 Timothy 3:16)

GOD

We believe in one God, eternally existing in three Persons - Father, Son and Holy Spirit. (John 10:30)

JESUS CHRIST

We believe that Jesus Christ was begotten of the Father, conceived by the Holy Spirit, born of the virgin Mary and is true God and true man. (John 1:14)

MAN, SIN & DEATH

We believe that God created man in His own image; that man sinned and thereby incurred the penalty of sin which is death, physical and spiritual; that all human beings inherit a sinful nature which issues (in the cases of those who reach moral responsibility) in actual transgression involving personal guilt. (Romans 5:12)

IDENTITY

We believe that God created man in His own image, male and female. (Genesis 1:27) The Biological/chromosomal sex of a person means the biological condition of being male or female as determined at birth based on physical difference or, when necessary, at the chromosomal level.



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FORGIVENESS

We believe that the Lord Jesus Christ died for our sins as a substitutionary sacrifice according to the Scriptures and that all who believe in Him are justified on the grounds of His shed blood.

NEW LIFE

We believe in the bodily resurrection of the Lord Jesus, His Ascension into Heaven, and His present life as our High Priest and Advocate.

VICTORIOUS RETURN

We believe in the personal bodily return of the Lord Jesus Christ.

SALVATION

We believe that all who repent of their sin and receive the Lord Jesus Christ by faith are born again of the Holy Spirit and thereby become children of God.

HOLY SPIRIT

We believe in the baptism in the Holy Spirit, empowering and equipping believers for service, with the accompanying supernatural gifts of the Holy Spirit; and in fellowship with the Holy Spirit.

MINISTRY

We believe in the divinely ordained ministries of Apostle, Prophet, Evangelist, Pastor and Teacher.



FOREVER...

We believe in the resurrection of both the just and the unjust, the eternal blessedness of the redeemed and the eternal banishment of those who have rejected the offer of salvation.

MARRIAGE

We believe in and subscribe to the Biblical principle of heterosexual relationships between a natural man and a natural woman and that this is the only marriage relationship that constitutes holy matrimony.

CHURCH

We believe that the one true Church is the whole company of those who have been redeemed by Jesus Christ and regenerated by the Holy Spirit, that the local church on earth should take its character from this conception of the Church and therefore that the new birth and personal confession of Christ are essentials of church membership.

BAPTISM AND COMMUNION

We believe that the Lord Jesus Christ appointed two ordinances - Baptism in water and the Lord's Supper - to be observed as acts of obedience and as perpetual witnesses to the cardinal facts of the Christian faith; that Baptism is the immersion of the believer in water as a confession of identification with Christ in burial and resurrection and that the Lord's Supper is the partaking of the emblems symbolic of the Saviour's broken body and shed blood, in remembrance of His sacrificial death, 'till He comes.



MARRIAGE

We believe in and subscribe to the Biblical principle of heterosexual relationships between a natural man and a natural woman and that this is the only marriage relationship that constitutes holy matrimony.



HEALING

We believe that divine healing was provided for in the Old Testament and is an integral part of the Gospel.

HOLINESS

We believe the Bible teaches that without holiness no man can see the Lord.

CHRIST-LIKENESS

We believe in the doctrine of sanctification as a definite, yet progressive work of grace, commencing at the time of the new birth and continuing until the consummation of salvation.

REVELATION

The Church is open to any further truth, which the Holy Spirit may illuminate from the Scriptures.



Statement of Family values

All members of the Board, Administration and Staff of (NAME OF SCHOOL) believe that the Bible is the Word of God and without error in all its teachings. Because of our understanding of the Old and New Testaments, our school believes in and teacher these Core Family Values:

- That it is unacceptable for Christians to teach hatred against any group or individual.
- That every human being, and, therefore, every member of the School community (parents, staff and learners) has inherent and inviolable dignity and worth and are to be treated as such.
- That human life begins at conception and that an unborn child at any stage of development is fully human and should be treated as such.
- That extramarital sexual intimacy is morally wrong.
- That marriage is an exclusively heterosexual institution involving one man and one woman.



Student Outcomes

These expected outcomes are intended to imply age/grade appropriateness with the students' abilities at exit grade levels. As we strive to attain our vision and mission, we believe it imperative that strategies and methodologies within the context of Biblical principles aim to produce students with a Christian worldview and lifestyle who:

ACADEMICALLY

- are well prepared in all academic disciplines and are skilled in reading, writing, speaking, listening and thinking.
- are proficient in Mathematics and Science.
- have a knowledge and understanding of people, events and movements in history (including church history), and the cultures of other peoples and places.
- appreciate literature and the arts and understand how they express and shape their beliefs and Values.
- know how to utilize resources including technology to find, analyse and evaluate information.
- have the skills to question, to solve problems and to make wise decisions.
- understand, value, and engage in appropriate social (community) and civic activities.
- value intellectual enquiry and are engaged in the mutual and open exchange of ideas.



- have an appreciation for the natural environment and practice responsible stewardship of God's creation.
- are prepared to practice the principles (physical, moral, spiritual, social and psychological) of healthy family living.
- are good stewards of their finances, time (including discretionary time) and all other resources.

WORLDVIEW

- have a critical appreciation of languages and cultures of other peoples, dispelling prejudices, promoting inter-ethnic harmony, encouraging biblical hospitality for the 'stranger'.
- are committed to lifelong learning.
- understand the worth of all humanity as created in the image of God.
- believe that God created man in His own image, male and female as outlined in Genesis 1:27. The identity of every believer relates to a personal relationship with Jesus Christ and is supported in and through God's stated (biblical) view of each individual.
- can articulate and defend their Christian world view while having a basic understanding of opposing worldviews.
- will possess apologetic skills enabling them to defend their faith.
- embrace and practice justice, mercy and peacemaking in family and society.
- understand that work has dignity as an expression of the nature of God.



Foundational Documents

Student Outcomes

- believe that God created man in His own image, male and female as outlined in Genesis 1:27. The identity of every believer relates to a personal relationship with Jesus Christ and is supported in and through God's stated (biblical) view of each individual.



SPIRITUAL FORMATION

- personally respond to carry out the Great Commission locally and around the world in a culturally sensitive manner.
- understand and commit to a personal relationship with Jesus Christ.
- know, understand and apply God's Word in daily life.
- are empowered by the Holy Spirit and pursue a life of faith, goodness, knowledge, self-control, perseverance, godliness, brotherly (and sisterly) kindness and love.
- treat their bodies as temples of the Holy Spirit.
- are actively involved in a church community, serving God and others.
- respect and relate appropriately with integrity to people with whom they work, play and live.



(THE NAME OF THE SCHOOL)
CONSTITUTION

1. DEFINITIONS

The following words in this constitution will have the following meanings ascribed thereto:

- 1.1 “School”
(Name of Christian School)
- 1.2 “Church”
(Name of overseeing church, if applicable)
- 1.3 “Elders”
(The Elders of the overseeing church, if applicable)
- 1.4 “Board”
The policy-making body of the School
- 1.5 “Executive”
The management body of the School
- 1.6 “Finance Committee”
The financial advisory body to the Board
- 1.7 “Parent Association”
The parent body of the school
- 1.8 “Parent Association Executive”
Parents elected from and by the parents of the Parents Association



2. NAME

The name of the School shall be '_____ CHRISTIAN SCHOOL'

3. MAIN PURPOSE

The main purpose of the school is to conduct and maintain a private school for formal pre-primary, primary and secondary education, based on Christian principles. The School was established with the aim of providing quality Christ Centred Education for the Christian family.

The purpose of the School is outlined in the following documents which may only be altered as prescribed in point 7:

- Vision and Mission
- School Values
- Philosophy of Education
- Statement of Faith
- Statement of Family Values
- Student Outcomes
- Admissions Policy

4. REGISTRATION

The School is, in terms of the Act on Private Schools (Act 104 of 1986) and the Private Schools Amendment Act 60 of 1990, registered with the Department of Education as a private school.



The purpose of the School is outlined in the following documents which may only be altered as prescribed in point 7:

Vision and Mission
School Values
Philosophy of Education
Statement of Faith
Statement of Family Values
Student Outcomes
Admissions Policy

- 7.2 The constitution may, subject to clause 7.3 hereof, be amended after the approval of the Elders and by way of a resolution taken at an Annual General Meeting or a Special Meeting of the School, of which at least 14 days written notice has been given. Such notice shall include the text of the proposed alteration.



ADMISSIONS POLICY

2. PREAMBLE

The Admissions Policy is in line with the South African Constitution, South African Schools Act (Act No 84 of 1996) and the National Education Policy Act (Act No 27 of 1996). Thus, no learner may be denied admission based on his or her race.

The Admissions Policy of this school is determined by the School Board, who in turn delegates the administration of the admission of learners to the principal.

The school will seek to admit children where, in the opinion of the school, it can firstly reasonably be expected of the school to meet the educational needs of the child and secondly to partner with parents to help disciple their child in the acquisition and development of Christian values (spiritual formation), deepen their faith and train the child to become fully devoted followers of Christ.

3. FUNDAMENTAL BIBLICAL PRINCIPLES FOR THIS ADMISSION POLICY

School exists to educate with excellence and ensure that parents and learners are aware and accept that the school is committed to following Christian principles and a biblical worldview. Therefore, the school will, through the admission process that it follows,

3.1. Set out to attract like-minded families to the school. Such families would more easily commit to the values, ethos and discipline promoted by the school as well as be united with the school community in following a Godly lifestyle. (Philippians 2:2-3)



3.2. Select families who are fully supportive of the need to train learners to understand more about God’s kingdom, salvation and how to live a holy life through authentic Christian education.

“Hold on to instruction, do not let it go; guard it well, for it is your life.” Proverbs 4:13

“ children off on the way they should go, and even when they are old they will not turn from it”

Proverbs 6:22

3.3. Embark on preparing learners for the future – for work and serving in God’s Kingdom.

“Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth.” 2 Timothy 2:15

5. **ROLES AND RESPONSIBILITIES**

School staff responsibility allocations during the Admissions Process

- 5.1. The process of admission will be run by the principal and office administrator. Admission interviews and assessments with prospective learners and parents are required.
- 5.2. The principal and/or teachers of phases will conduct admission interviews with parents and learners.
- 5.3. The principal can make recommendations to the School Board who will have the right of refusal.
- 5.4. All learners will be fee-paying
- 5.5. The principal is responsible for the implementation, review and updating of the admission policy.



Parents

- 5.1. On application, the parents and or guardians have an obligation and responsibility to:
 - present all documentation such as a valid birth certificate, visa, permits etc. as required by law.
 - pay school fees and other school-related costs as laid out in the parent/financial contract.
 - Accept the nature and culture of the school as outlined in its foundational documents, and make no effort to attempt to change these to suit individual culture and or beliefs.
 - support their child/children in their education
 - ensure that their child/children attend school regularly
- 5.2. Parents are expected to make a written application or to contact the school personally should the situation arise that affects the payment of school funds after the admission process has taken place.
- 5.3. Parents and learners must undertake to abide by all the rules and policies outlined and provided by the school and provided
- 5.4. School has the right to deny or admission or suspend a learner if any of the information supplied by the applicant is found to be incorrect or fraudulent.



Administrative Policies

Admissions Policy

- Accept the nature and culture of the school as outlined in its foundational documents, and make no effort to attempt to change these to suit individual culture and or beliefs.



6. **ADMISSION PROCEDURES**

The school will follow a standard procedure for all applicants. Submission of application forms does not entitle the parents/learners a place in the school. The full procedure must be followed before final acceptance may be granted.

Registration forms are submitted to the admissions office. Applications for places in the school will be considered throughout the school year where spaces are available. Applications should ordinarily reach the admission office by the end of June for enrolment in the following year.

- 6.1. For admission to the school, the age norms as stated in this policy apply. A parent of a prospective learner who falls in these age groups fills out an application form for the grade that complies with the age norms.
- 6.2. Where applicable to the age and grade, prospective learners will do entrance assessments for placement purposes. These assessments are arranged by the school on set dates or by appointment. The school principal may request that further assessment of the child, by an educational psychologist, take place.
- 6.3. Based on the learner's school reports, assessment and interview, the application is considered by the selection committee and the principal who will give a ruling regarding the admission of a learner to the school.
- 6.4. The parents are interviewed by the principal and/or phase leader following the entrance assessment. Both parents / legal guardians must attend the interview with the child.



Administrative Policies

Admissions Policy

- 6.5. After the interview, within a reasonable time, parents/guardians will be notified as to the outcome of their application. The decision of the selection committee is final and there is no leave to appeal. The committee is not obliged to provide reasons for their decision to applicants.
- 6.6. A learner who needs more academic support than that delivered by the class/subject teacher, may be admitted. The cost of extra support or one-to-one tuition will be borne by the parents who will assume the responsibility for the cost and attendance at extra lessons.
- 6.7. A learner may be admitted with terms and conditions. In such a case, academic progress is linked to final acceptance once these conditions have been fulfilled. Reviews will take place at regular intervals to ensure that parents meet their obligations.
- 6.8. On written acceptance, parents are required to pay the deposit by the set date, prior to the child starting at the school. The deposit is equal to one term's school fee.
- 6.9. The Contract of Enrolment is completed by the parents and submitted to the school. The contract is signed by the principal and a copy returned to the parents.
- 6.10. Registration is complete only when proof of payment of the non-refundable registration fee. If registration takes place during the year, registration is only complete once the non-refundable registration fee, cost of learning material as well as fees for the next month have been received.
- 6.11. When a class or grade is full, the names of applicants will be placed on a waiting list and allocated a number on this list.



- 6.5. After the interview, within a reasonable time, parents/guardians will be notified as to the outcome of their application. The decision of the selection committee is final and there is no leave to appeal. The committee is not obliged to provide reasons for their decision to applicants.



7. **Admission Procedure for pre-primary**
8. **Admission Procedure from pre-primary to primary school**
9. **Admission Procedure for Learners with Special Needs**
10. **Admission Procedure for Learners who are retained/repeating a year**
11. **Procedure for Removal of Learners from the Admission Register**

12. CONDITIONS FOR ADMISSION TO SCHOOL

12.1. School is a Christian school and exists as a biblically-based religious organisation that supports parents who choose a Christ-centred education. The purpose and aim of the school is clearly outlined in the following documents:

- Vision and Mission Statement
- School Values
- Philosophy of Education
- Statement of Faith
- Statement of Family Values

Parents need to be fully informed of the Christian values of the school, understand, consent and support these values.

12.2. School believes in the philosophy of a child's right to education yet is a registered Independent School without subsidy from the Department of Education. Whilst a provision is made for bursary allocations to children (See separate Bursary Policy), the school is not obligated to educate children where fees are not being paid because the school is a fee-paying school.



12.3. School believes in the dignity, acceptance and tolerance toward every individual and will endeavour to extend love and understanding to all people. The school does, however, choose to subscribe to the traditional biblical understanding of faith, of marriage, of relationship and of sexual orientation/identity. Whilst the school may not discriminate against any choice that a learner, parent or staff member may make, the school will not accept the practice of any behaviour contrary to the biblical understanding of marriage and sexual identity in the context of the school.

13. General Conditions for Admission

14. Conditions of Admission for Parents

The Parents or legal guardians, as the applicant, commit to the following:

- The parents acknowledge, understand, and accept the nature, chosen culture and independence of the School as reflected in policy and Foundational documents.
 - Notwithstanding the fact that the parents may or may not support the chosen nature and culture of the school if the parents still choose to send their child/children to School they commit to not attempting to change the Christian ethos, values and culture of the school.
- * The parents will ensure that they are fully aware of all school policies prior to accepting a position at the School. Parents acknowledge and accept the school policies and procedures and commit to supporting the school in the implementation of these.



- Parent involvement with the school is a prerequisite for the school to function effectively. Parents are required to attend school functions, Parent/Teacher meetings and Parents' Evenings.
- Before registration parents must disclose all relevant information regarding any previous disciplinary or behavioural problems that the learner may have had.

Conditions of Admission for the Learner

The learner, at the appropriate age of understanding, commits to the following:

- The learner acknowledges, understands, and accepts the nature, chosen culture and independence of School as reflected in the documents referred to in point 1 above. Notwithstanding the fact that the learner may or may not support the chosen nature and culture of the school, if the parents still choose to send their child/children to School the learner commits to not attempting to challenge the ethos, values and culture the school.
- Parents will ensure that their child, of an age where the child is able to understand, is fully aware of all school policies prior to accepting a position at School, especially the policies relating to the Disciplinary Code/Code of Conduct for learners. The child acknowledges and accepts the school policies and procedures and commits to supporting the school in the implementation of these.
- The learner will endeavour to refrain from any form of discrimination.
- On acceptance, the learner will be placed on probation for two full terms.



Documentation Requirements for Admission

Additional Documentation required for the Admission of Foreign Learners

Conditions for Admission – Foreign Learners

Admission Age Norms for Grades

- Grade 0000 must be 2 turning 3
- Grade 000 must be 3 turning 4
- Grade RR must be 4 turning 5
- Grade R) must be 5 turning 6
- Grade 1 must be 6 turning 7
- Grade 2-12 may not be more than 2 years above the Grade age.
(at the Principal's discretion)

Class Capacity

- Pre-Primary (0000-Grade RR) 20 learners per class
- Grade R-7 25 learners per class
- Grade 8-12 25 learners per class



Code of Conduct – Learners

1. PREAMBLE

The discipline policy seeks to apply Biblical principles to the correction of children, in order to develop Christ-like character with an eternal perspective. We believe that the root word for discipline is disciple and that our discipline should always carry a central emphasis on mentoring young children to develop strong character that assists in right decision-making.

*“Train up your child in the way he should go, and when he is old, he will not depart from it.”
(Proverbs 22:6)*

- The Code of Conduct of (SCHOOL) acknowledges the Holy Scriptures as paramount in the training and educating of our children.
- The Code of Conduct of (SCHOOL) acknowledges the Constitution of the Republic of South Africa (Act No 108 of 1996), the National Education Policy Act, 1996 (Act No 27 of 1996), the South African Schools Act, 1996 (Act No 84 of 1996), as well as (SCHOOL) Vision and Mission Statement, Statement of Values, Statement of Faith, School Values and the Philosophy of Education.
- The Code of Conduct of (SCHOOL) informs learners of the way in which they should conduct themselves at school in preparation for their conduct and safety in civil society. In order to achieve this objective we acknowledge that the following is important:



Administrative Policies

Code of Conduct- Learners

- self discipline and obedience
- responsible behaviour
- mutual respect and self respect
- basic rights of educators to teach
- basic rights of learners to learn

This Code of Conduct aims to promote godly behaviour, to correct wrong-doing and to deter unacceptable behaviour as it:

- prepares learners for adulthood;
- provides the basic structure for a happy school community;
- aims to establish a safe and secure environment;
- ensures disciplined behaviour which is essential for the well-being of the school and the successful achievement of the school's objectives;
- endorses the basic rights of teachers to teach and to maintain an orderly learning environment, as well as the rights of learners to learn in a secure, non-threatening environment;
- aims to promote a climate of mutual self-respect, self-discipline and responsible behaviour;
- ensures that disciplinary action will be fair, appropriate and consistently applied;
- ensures that in changing times the school is able to maintain a high standard of discipline, in keeping with Biblical principles and standards.
- Ensures respect for the child, whilst not tolerating action or behaviour that contravenes the nature, values and codes / policies of the School.



Desired Pupil Outcomes

Pupils of (SCHOOL) will aim to live according to Biblical principles and seek to live a godly life in and out of school in order that Jesus Christ will be glorified in everything they do. Pupils will aim to live a life of:

- **Integrity.** Maintaining a lifestyle that is above reproach (Titus 1:8, Job 27:5, Proverbs 11:3, 20:11, 1 Kings 9:4)
- **Respect.** An attitude that highly esteems those in properly placed authority (Romans 13:1-7, Hebrews 13:7)
- **Obedience.** The outworking of the attitude of respect (John 14:21, Ephesians 6:1-4, Rom 13:1-7)
- **Self-Discipline.** The ability to control one's thoughts and actions (Gal 5:22-26, Job 5:17, Proverbs 16:32)
- **Godly Living.** A lifestyle that exhibits the fruit of the Spirit and flees from the acts of our sinful nature (Gal 5:16-26, Tim 2:22, 1 Peter 1:13-16)
- **Wisdom.** Understanding what is true from God's perspective and doing what is right (Proverbs 1:7, 2-33)
- **Responsibility.** Being dependable and accountable in all relationships and tasks (1 Cor 13, Matt 18:15-17, Gal 6:1-5)
- **Thankfulness.** Developing an attitude of gratefulness (Phil 4:6-7, Thess 5:18, Col 2:7, Ephesians 5:20)
- **Service.** A spirit of humility in focussing on the needs of others (Eph 5:21, Phil 2:3-11)
- **Eternal values.** A godly focus (James 4:14, Matt 6:22, Matt 6:19-21)



PARENT ACCOUNTABILITY

1. It is primarily the parents' responsibility to ensure that their children conduct themselves, both within and outside of the school situation, according to Christian principles of controlled, courteous and correct behaviour. The school will work in partnership with parents to develop godly character in the children.
2. The school will contact parents whenever a child's behaviour becomes a cause for concern and will endeavour, in a spirit of constructive partnership, to resolve the problem. The parents, however, remain the persons ultimately responsible for ensuring that their child meets the disciplinary standards required by the school and the parent body as a whole (as represented by the Board)
3. Parents must, on seeking admission for their child at the school disclose all relevant information regarding any previous disciplinary, learning or behavioural problems. If this is not done and subsequent problems arise, the school reserves the right to request that the learner be removed.
4. Parents realise that from time to time children take issue with actions that they do not agree with and they are prone to criticise statements out of context. This being normal for children, parents undertake then to familiarise themselves with all necessary details, and where appropriate correct their child and support the staff. Parents undertake to approach the correct staff members to obtain all the necessary details.



Administrative Policies

Code of Conduct- Learners

5. Parents understand that building strong relations with the child's teachers to aid in the training of their child is as much the parent's responsibility as it is the school's. Parents commit to pray for the staff and the school programme and then co-operate with them in the discipline, accepting that the staff will attempt to display fair judgment in all matters.
6. Parents will lay a spiritual foundation through Godly example in the home and support the spiritual training in the school.
7. Parents will follow through with any work, assignments or communications to be signed.
8. Parents will undertake to ensure that their child abides by the school's times.
9. Parents will undertake to ensure that they will co-operate in training the child to respect the school property and pay for irregular abuse of same.
10. Parents will send written reasons for absence or tardiness.
11. Parents will attend all parent functions, and see to it that my child's appearance conforms with the school regulations.



GENERAL SCHOOL RULES

The rules of the school may be summed up in the following FUNDAMENTALS which should govern the conduct of (SCHOOL) pupils:

1. Have respect for others

1.5. Pupils will not discriminate on the grounds of race, gender, religion or ethnic origin (culture) in any form or manner. Pupils will endeavour to associate with others from the parameters of acceptance and love.

1.6. Pupils will honour the schools beliefs on sexual orientation and gender identity and whilst their personal choices may differ from that reflected in these beliefs, no action by the pupil may be in contravention of this stance. A pupil may not promote his/her gender or sexual identity within the school community

2. Be regular and punctual in attendance

3. Be aware of social responsibilities

3.6. Pupils will adhere to the School Dress Code

4. Take academic work seriously

5. Participate fully in the life of the school

6. Adhere to set procedures in designated areas

6.1. Bathrooms. Toilets for learners, changerooms and showers that are designated for one biological/chromosomal sex shall only be used by members of that biological/chromosomal sex. In any other school facilities or settings where learners may be in a state of undress in the presence of other learners (eg. changing costumes during productions etc), school staff shall provide separate, private areas designated for use by learners based on their biological/chromosomal sex.

7. Show respect for property



Administrative Policies

Code of Conduct- Learners

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OFFENCES and CONSEQUENCES

LEVEL 1	Handled by:	Potential action taken
<p>Social offences occurring during break, period changes and assembly periods.</p> <ul style="list-style-type: none"> * Minor disturbances * Shouting in the vicinity of classrooms * Running in corridors, verandas, walkways * Littering * Caps not removed when addressing adults * Talking in assembly and in line-up areas * Late for line-up/for school * Tardiness * Fooling around in the toilets/ablution block * Eating in the Auditorium/foyer * Food taken into the Auditorium/foyer * Chewing gum <p>Etc.</p>	<p>School Prefect Teacher</p>	<ul style="list-style-type: none"> * Verbal warning * Correction slips * Extra work (provided it is constructive) * Small manual tasks * Break detention * Afternoon detention * Conference with learner



OFFENCES and CONSEQUENCES

LEVEL 2	Handled By:	Potential Action Taken
<ul style="list-style-type: none"> * Frequent repetition of LEVEL 1 offences where disciplinary action taken by class teacher/learner leader is deemed ineffective. * Cheating in tests / exams * Truancy of several classes * Leaving school without permission or without signing out * Repetitive use of abusive/profane language * Possession or use of tobacco. * Engaging in excessive displays of mutual affection * Verbally threatening the safety of another person * Injury to another person * Premeditated/deliberate interruption of education in the classroom * Discriminatory behaviour * Lying * Cheating * Stealing (minor theft) * Vandalism * Disrespect towards another person (or his/her property) * Severely disruptive behaviour <p>ETC</p>	<p>Head of Department or Deputy Principal</p>	<ul style="list-style-type: none"> * Any of the above in Level 1 * Demerits/written warnings * Conference with learner * Conference with learner and team of teachers * Conference with parents of learner * Behavioural contracts * Daily/weekly report * Afternoon detention (repeat) * Manual tasks which contribute to the school environment or equipment. * 1 Suspension Mark



OFFENCES and CONSEQUENCES

LEVEL 3	Handled By:	Potential Action Taken
<ul style="list-style-type: none"> * Frequent repetition of LEVEL 2 offences where disciplinary action by the school leadership is ineffective. * Possession and use of alcohol or being under the influence of alcohol * Possession and/or distribution of pornographic material * Distribution of offensive material * Possession/use of/threatening with dangerous weapons * Possession/use/distribution of narcotic substances or being under the influence of such * Theft * Vandalism * Deliberate injury to another person * Physical abuse of teachers and other learners * Sexual abuse/harassment * Serious action that brings the name of School into disrepute. * Insubordination <p>ETC</p>	<p>School Principal</p>	<ul style="list-style-type: none"> * Any of those previously listed above for Level 1 and 2 * Suspension from some school-related activities (sport, extra-mural activities etc.) * Denial/loss of privileges * Denial/loss of leadership position * Referral to outside agency <p>1-3 Suspension Marks Disciplinary hearing which may result in:</p> <ul style="list-style-type: none"> * Suspension * Expulsion



Dress Code

Boys and Girls winter and summer uniform

Boys and Girls Hair rules

Boys and Girls sports uniform

JEWELLERY: No jewellery other than watches or medical identification may be worn. Any form of bracelet, religious items and/or cultural items may not be worn on any part of the body. Girls may wear plain studs or sleepers (silver or gold only) in the ear lobe (one earring per ear in the lowest hole only). No other body piercing is permitted, including tongue rings / bristles or nose rings etc. No decorated or oversize watches will be permitted.



Parent Contract

Agreement of Tuition
School Fees
Duration of agreement
Tuition of Learner
Undertaking of Parent
Disciplinary Matter
Indemnification
Breach
POPI
General Administration



Parent Contract

The Parent undertakes:

- 4.1 to ensure that the Learner is at school on time each day;
- 4.2 to ensure that the Learner complies with the school uniform requirements, and that his/her appearance is neat and in compliance with the guidelines set down;
- 4.3 to abide by the School's policies and guidelines as described in the Policy document provided and available on the School website;
- 4.4 to understand and support the culture and nature of SCHOOL as described in the following documents:
 - Vision and Mission Statement
 - Statement of Faith
 - School description
 - Philosophy of Education
 - Statement of Family values
- 4.5 to make no effort to intentionally change or challenge the nature and culture of the school even if these may differ from personal and family values, beliefs and/or culture to keep open lines of communication with the School and staff;
- 4.6 generally to do all the Parent can to ensure that the Parent's association with the School is a healthy and happy one.



Parent Guidelines Document

Index

Vision and Mission	Values and School Motto
Core values	School Description
Philosophy of Education	Student Outcomes
Statement of Faith	Statement of Family values
Staff List	Management Team
Governing Body	School Term Dates
School Hours	School Rules
Pupil Discipline Code	Homework
Drug Testing Policy	Language Policy
Progress Reposts and Consultations	Policy on cell phones and IT
School Attendance Policy	Pupil Grievance Policy
Parent Grievance policy	Plagiarism Policy
Pupil Driving Policy	Social Media Policy
School Uniform	Administration
Compulsory Pupil Attendance	Stationary Requirements
Tuckshop	Communication
Extra Mural Activities	Community Service
Class Care Moms	School Fee Structure
Bursary Application Policy	Conditions for Enrolment
School Promotion Policy	



Parent Grievance Procedure

DEALING WITH PARENT COMPLAINTS

A school should have a formal parent complaint/grievances procedure. This procedure should be communicated to parents and a copy of the policy should be readily available.

Informal Complaints

Evaluate everyday communication channels with parents for informal parent complaints

1. Phone Calls: Can a parent complain by phoning the school? How are these complaints dealt with? Is the person answering the phone courteous, friendly and helpful? If the caller leaves a message does the call get returned promptly?
2. Parent Meetings: How often are meetings held with parents? Are parents and community members notified of the meetings well in advance? Is time allowed for audience discussion?
3. Parent Appointments: Are parents able to schedule meetings with the school management team to discuss complaints or grievances?
4. What channels are used in communicating with parents? WhatsApp, Facebook, Newsletters, Website, D6? Is the information timely and relevant? Are parents able to comment using these channels? Who monitors these channels?
5. It is possible that the learners aren't accurately relaying information to parents about what is going on at school? Do parents received printed notices or letters?



Parent Policies Grievance procedure

6. Encourage a partnership approach with parents and other community members, as principal, and speak directly with any community members involved when any concerns are raised.

Formal Complaints

This formal grievance procedure should ensure that:

1. The Parent/complainant has written down the details of the complaint
2. That the complaint is raised in a timely manner preferably as soon as the issue is identified.
3. The teacher has also had the opportunity to write a report regarding the complaint.
4. There should be a timeline communicated regarding the feedback on the complaint.
5. If a meeting/consultation is held between the parent and school management. Record the interview in writing and follow up with a letter to the parent summarizing the key aspects of the meeting.
6. Ensure that future escalation of the complaint through the correct authoritative channels is correctly communicated.
7. If the issue isn't resolved, that further responses, expectations and actions regarding the complaint are communicated.



Parent Policies

Grievance procedure

Grievance Procedure

1. The parent should complete all sections of the Grievance Form. This will enable the school to follow up on the grievance. An example of such a form is included below. Annexure A
2. The School Management must then initiate an investigation of the parent's grievance, and take the appropriate steps to attempt to resolve the grievance, in the interests of the school and the learner/parent.
3. The parent/complainant should make themselves available for an enquiry into the complaint, or a meeting with a member of the management of the school or the Principal.
4. Should the grievance not be resolved to the satisfaction of the parent, a more formal process of reconciliation/mediation may be appropriate to bring the matter to a conclusion.
5. Before the commencement of further reconciliation/mediation, all educators involved with the learner concerned must complete a confidential report. The purpose of the confidential report is to gain a complete perspective of the breadth of the problem, before the parent interview takes place.
6. Whilst parents may not agree with every decision by the school, in most cases the parent and school will find enough common ground to continue a mutually respectful relationship.
7. Should the breakdown in the relationship between the school and parents (or the learner) be considered to be irreparable, or should the school and the parents be unable to agree on a positive way forward to resolve the impasse, the Principal may need to consider instituting cautionary measures against the parents.



Staff Contract

3. **CONDITIONS OF EMPLOYMENT**

- 3.1 The employee must subscribe to the following Policies that reflect the Nature and Culture of the School
- Vision and Mission Statement.
 - School Description
 - School Values
 - Statement of Family Values
 - Philosophy of Education
 - Lifestyle Statement
- 3.2 The employee must sign, accept and subscribe to the following employee policies:
- Staff Code of Conduct.
 - Staff Grievance Procedure and Staff Disciplinary Procedure
- 3.3 The employee will comply with the School Policies and Procedures as outlined by the School which may be amended from time to time.
- 3.4 The employee will adhere to the processes as described in the Staff Manual.
- 3.5 The employee will adhere to the requirements stipulated in the Job Description.
- 3.6 The employee must be a member of a Christian (Protestant) church, worshipping regularly.



Staff Contract

PROBATION PERIOD

CODE OF CONDUCT

REMUNERATION

WORKING HOURS

ACCREDITATION

SACE Registration

PDP (as required)

Sexual Offenders Register

Police Clearance

LEAVE

TERMINATION OF EMPLOYMENT

CONFIDENTIALITY

ADDITIONAL EMPLOYMENT

IT and INTELLECTUAL PROPERTY

DOCUMENTATION

GENERAL PROVISIONS



Staff Application Form

PERSONAL INFORMATION

HEALTH

CRIMINAL RECORD

<p>Sex Offenders Register. Are you in possession of a Sexual offenders clearance certificate (not older than 24 months), or other proof that you do not qualify for inclusion in the register?</p>	Yes	No
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QUALIFICATIONS

EXPERIENCE

CHRISTIAN FAITH BACKGROUND

CHRISTIAN EXPERIENCE & BELIEFS	
What is your definition of a Christian?	
Give a brief account of your Christian conversion and experience.	
What is your understanding of salvation?	
What are your views about the authority, historical accuracy and inerrancy of the Bible?	



Employment Policies Application Form

How do you believe the Christian faith relates to education?	
What are your views on discipline in a Christian school?	
What is your view on the theory of evolution?	
What is your view on gender identity ?	
What is your view and belief on sexual identity ?	
Do you practice any other form of religion alongside your faith in Christ? Eg. Animism, ancestral worship, dress etc.	

PRINCIPLES OF CHRISTIAN EDUCATION PERSONAL AFFIRMATION

1. If I am appointed to the staff of (SCHOOL), I undertake to uphold the Christian ethos of the school, as well as to instill in the pupils, true Christian values and principles. I also affirm that I believe, and live by, the principles of Christian education stated in the following (SCHOOL) documents:
 - Vision and Mission Statement
 - Statement of Values
 - Philosophy of Education
 - Statement of Family values
 - Statement of Faith
2. MORE



Staff Lifestyle Statement

(SCHOOL) is a religious, non-profit organisation representing Jesus Christ throughout the evangelical community worldwide.

(SCHOOL) Christian School requires its employees to be born-again Christians, living their lives as Christian role models (Rom. 10:9-10; I Tim. 4:12; Luke 6:40). Employees will conduct themselves in a way that will not raise questions regarding their Christian testimonies. A Christian lifestyle should reflect the biblical perspective of integrity and appropriate personal and family relationships, business conduct and moral behaviour. An employee is expected to demonstrate a teachable spirit, an ability to share love for others, a willingness to live contentedly under authority and a commitment to follow the school grievance procedure when an issue arises with fellow employees or management.

The (SCHOOL) Statement of Faith expects employees to maintain a lifestyle based on biblical standards of moral conduct. Moral misconduct, which violates the bona fide occupational qualification for employees to be Christian role models, includes, but is not limited to, promiscuity, homosexual behaviour and/or sexual orientation, bisexuality, polygamy, transgender identity, or any other violation of the unique roles of male and female. (Exodus 20:14; Leviticus 18:7–23; 20:10–21; Deuteronomy 5:18; Matthew 5:27–28; 15:19; Romans 1:21-27; 1 Corinthians 6:9-20).



Employment Policies Staff Lifestyle Statement

(SCHOOL) believes that the term “marriage” has only one meaning: the uniting of one man and one woman in a single, exclusive covenant union, as delineated in Scripture (Gen 2:18-25) and that God intends sexual intimacy to occur only between a man and a woman who are married to each other and that God has commanded that no intimate sexual activity is engaged in outside of marriage between a man and a woman. (Genesis 1:27–28; 2:21–24, Matthew 19:4–9; Mark 10:5–9; Ephesians 5:22–33).

Staff will not discriminate on the grounds of race, gender, religion or ethnic origin (culture) in any form or manner. Staff will endeavour to associate with others from the parameters of acceptance and love and support the diversity values of the school

(SCHOOL) believe that God created man in His own image, male and female. (Genesis 1:27) The Biological/chromosomal sex of a person means the biological condition of being male or female as determined at birth based on physical difference or, when necessary, at the chromosomal level.

That to preserve (SCHOOL)’s function and integrity its employees must be born-again Christians, living their lives as Christian role models (Rom. 10:9-10; I Tim. 4:12), maintaining a lifestyle based on biblical standards of conduct. Failure to do so may result in a reprimand or, in some cases, dismissal from employment. It is the goal of (SCHOOL) that each employee will have a lifestyle where "...He might have the pre-eminence." Col. 1:18.



Staff Contract and Conditions of service

Contract must include: working hours, duties, remuneration, benefits, deductions.

Pre-emptive clauses:

Transfers, training

Security and safety (searches, intoxicating substances, surveillance

Conflicts of interest / confidentiality

Warranties – health, true information, legal status

Consents / undertakings – adhere to policies, standards, overtime, holiday

Probation, termination, notice period, retirement

POPI

Staff Policy

Policies must align but not to be incorporated in contract

Staff Manual –

Code of Conduct – Disciplinary code and procedure

Grievance procedure and forms

Policy on Harassment and unfair discrimination

Whistleblowers procedure

IT policies

POPIA – privacy policy/ manual. PAIA manual

Diversity and inclusion policy

Financial policy – reimbursement, increases, bonuses

Other



Staff Code of Conduct

Staff appointed to (SCHOOL) commit to upholding the following:

South African Council of Educators

1. Staff recognize the standards set out in the SACE Code of ethics and will abide by these, understanding that a breach of these expected standards of behaviour may lead to disciplinary action by the School and if applicable, referred to SACE for disciplinary action.

The Nature and Culture of (Name of School)

1. Staff acknowledge, understand and agree to comply with the contents of the following documents that reflect the nature and culture of the School:
 - Vision and Mission Statement
 - Description of the School
 - Statement of Values
 - Philosophy of Education
 - Statement of Family Values
 - Statement of Faith
 - Lifestyle Statement
2. The recognition of Jesus Christ as the centre of (Name of School) and the responsibility of all staff in striving towards this ideal. Staff are expected, through their life-style, to demonstrate their faith and relationship with Jesus Christ.



Employment Policies Code of Conduct

3. Where there may be aspects of the nature and culture of the school that differ from personal beliefs and/or choices, staff will support the stance of the school as outlined in the school literature. Staff may, in no way, attempt to change the stance of the school or intentionally speak out or display behaviour contrary to this stance/belief.
- 4.. Staff are to participate in all spiritual activities as arranged within the daily life of the school. This includes all staff meetings, devotions, assemblies, mentor groups etc.
5. Staff are to be supportive in achieving the aims of the school, even if these differ from their personal philosophies and agendas.
6. Staff are to maintain a code of confidentiality with respect to staff, parents and learners.

Relationship with the Staff Team

Relationship with Parents

Relationship with Learners

Teaching

Professional Conduct

Staff Grievance



Disciplinary and Grievance Procedures for Staff

PRINCIPLES: The Matthew 18 Principle for Solving School Problems

In Matthew 18:15-17, KJV, Jesus gives His formula for solving person-to-person problems.

"Moreover, if thy brother shall trespass against thee, go and tell him his fault between thee and him alone; if he shall hear thee, thou hast gained thy brother. But if he will not hear thee, then take with thee one or two more, that in the mouth of two or three witnesses every word may be established. And if he shall neglect to hear them, tell it unto the church; but if he neglect to hear the church, let him be unto thee as an heathen man and a tax collector."

There are several clear principles that Jesus taught in solving people-to-people problems:

One: Keep the matter confidential. The very pattern of sharing the problem only with those directly involved establishes the principle of confidentiality. The Bible has much to say about those who gossip or malign others with their words. "An hypocrite with his mouth destroyeth his neighbor; but through knowledge shall the just be delivered" (Proverbs 11:9, KJV).

Two: Keep the circle small. "If thy brother shall trespass against thee, go and tell him his fault between thee and him alone...." The first step and most often the only step needed in solving a person-to-person problem is for one of the two people involved to initiate face-to-face dialogue. Most problems are solved at the two-people level.



Employment Policies Discipline / Grievance

Three: Be straightforward. "Tell him his fault." Jesus tells us to be forthright and to love honestly. Sometimes it is difficult to be straightforward and tell someone the very heart of the matter. But restoration and improvement can only come when the issues are lovingly, yet clearly, presented. The Scripture says "Faithful are the wounds of an friend" (Proverbs 27:6, KJV).

Four: Be forgiving. "If he shall hear thee, thou has gained thy brother." This implies that once the matter is resolved, we should wholeheartedly forgive and restore the person whose fault has offended us. Galatians 6:1, KJV, reads "If a man be overtaken in a fault, ye who are spiritual restore such an one in the spirit of meekness, considering thyself, lest thou also be tempted."

Five: The staff member should agree to share the matter with the school Principal. At this stage the counsel of Jesus would be "Take with thee one or two more, that in the mouth of two or three witnesses every word may be established." Both staff members should rehearse their version of the issue or issues with the school's administration. Each person should come to the meeting in a spirit of prayer and humility, willing to submit to the Lord's will in the matter and also willing to submit to reproof and correction if needed. An open and honest discussion among people who are sensitive to Godly principles will most often reach an amiable solution.

Six: The school principal should explain the problem to the chairman of the school board. Depending on the complexity of the problem, it may be appropriate for the board chairman to request that all persons involved be present at a school board meeting. The goal of such a high-level meeting is 1) a clear understanding of the problem; 2) solving the problem; 3) reproof and correction if necessary; and 4) forgiveness and wholehearted restoration of those who have made amends.



Disciplinary and Grievance Procedures for Staff

STAFF GRIEVANCE PROCEDURE:

Grievance is defined as any feeling of dissatisfaction or injustice experienced by a staff member in their work situation or the actions (or inaction) of the school. The following procedure should ordinarily be followed by the aggrieved staff member.

LEVEL ONE: INFORMAL ACTION

1. A Staff member with any grievance should, in the first instance, address the responsible person directly. If this is not possible for any justifiable reason (fear of reprisal etc.) the staff member must take a witness with them directly to the responsible person.

or

If the grievance is directed to the action or inaction of “the school” and not an individual, the staff member must direct his/her grievance directly to his/her immediate senior – HOD, Grade Principal, Deputy.

2. If the matter is not resolved the grievance must be lodged in writing to the relevant Principal of department. The grievance should clearly state:
 - The nature of the grievance/ issue concerned
 - The seriousness or impact of the grievance
 - The steps taken prior to this step
 - The desired resolution or preferred outcome to the issues concerned



Employment Policies Discipline / Grievance

3. The Head of the Department will have a verbal meeting, within a reasonable time of receiving the written grievance, with both parties concerned (separately or jointly). If the matter can still not be resolved, the written grievance, together with the head of department's comments/recommendations will be referred to the Principal further action, including formal action.

LEVEL TWO: FORMAL ACTION

1. The grievance must reach the principal within a reasonable time of the decision to refer. The principal must have a grievance hearing within a reasonable time period from receiving the grievance. Both parties must be advised of their right to call witnesses or provide evidence to substantiate their case. Both parties may be represented by a co-worker if they so wish.
2. The Principal may:
 - Resolve the grievance between the parties to the satisfaction of both parties. If the staff member is satisfied with the resolution, this should be recorded on the grievance form and the employee should sign the grievance form confirming that he or she is satisfied. In such a case it must be clearly stated that there will be no prejudice of rights. All documentation, including recommendations, must be filed on both employees' personal files. The Principal is to take every reasonable effort to engage, counsel and support with the aim of satisfactory resolution.
 - Decide to call a disciplinary hearing, in which case the procedures for a disciplinary hearing must be followed.



LEVEL THREE: APPEAL

1. If the staff member is not satisfied with the principal's final response, the written grievance must be submitted to the school board. The grievance is to be heard by the appointed Board members.
2. The board must follow fair procedure in this hearing allowing for fair representation if requested.
3. The board's decision/recommendation/sanction is final.
4. If, for whatever reason, the staff member feels that the matter is not resolved for reasons that include illegal action and/or unfair practice, he/she may choose to refer the matter to a labour court. This may only take place once the process as described above has taken place.

STAFF DISCIPLINE PROCEDURE

LEVEL ONE.

In cases where the seriousness of the misconduct is of a less-serious nature and where the misconduct is simply addressed through counselling, the representative of the school must:

1. Bring the misconduct to the staff member's attention;
2. Determine the nature of the misconduct and give the staff member an opportunity to respond to the allegations;
3. After consultation with the staff member, decide on method to remedy the conduct;
4. Take steps to implement the decision as contemplated in the point above.
5. Record the misconduct and resolution as prescribed by the school.



Employment Policies Discipline / Grievance

Guidelines:

The typical categories of misconduct that generally apply at level one may include the following:

- Punctuality
- Dress Code
- Attendance at school functions

LEVEL TWO

In cases where the seriousness of the misconduct is of a more serious nature that may warrant the issue to the staff member, a written warning. The following provisions apply to the written warnings:

Guidelines:

The typical categories of misconduct that generally apply at the level two may include the following: repeated level one offences

- Insubordination
- Not following direct policy instructions

LEVEL THREE

In cases where the seriousness or extent of the misconduct warrants it, the school must give the staff member a final written warning. The following provisions apply to a final written warning:

Guidelines:

The typical categories of the misconduct that generally apply at the level three may include the following:

- repeated level 2 offences
- Dereliction of duties
- Serious insubordination



Employment Policies Discipline / Grievance

LEVEL FOUR:

In cases where the seriousness or extent of the misconduct warrants it, the school may conduct a formal disciplinary hearing. The following provisions apply to a formal disciplinary hearing:

1. The procedure of the discipline hearing is prescribed by law and must be followed by the school accordingly. This procedure is outlined in the staff disciplinary procedure document.
2. The school board must be informed of the discipline hearing.
3. The school will appoint a neutral chairperson to conduct the hearing

Guidelines:

The typical categories of misconduct that generally apply at level four and the procedure of a disciplinary hearing may include the following:

Repeated misconduct after final warning issued

Gross dereliction of duties

Gross insubordination

Verbal and/or physical abuse

Hate speech

Theft

Bringing the name of the school into disrepute

Sexual harassment

Behaviour / non-action that expressly contradicts the nature and culture of the school

LEVEL FIVE. APPEAL OF DISCIPLINARY HEARING FINDING

In the case where the staff member wishes to appeal against the disciplinary hearing



Staff Manual

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STAFF DRESS CODE

- Staff are required to be professionally and appropriately dressed at all times.
- No jeans may be worn to school (except on days agreed on)
- No slip slops
- No takkies with formal wear
- School tracksuit must be worn in full and not paired with other casual items
- Staff who coach or represent the school at sports matches must wear the School Staff golf shirt or tracksuit
- Friday is formal day for all staff – ties for men and smart wear for women
- If female staff wear tights, long length tops must be worn
- All skirts and dresses must be of an appropriate length
- No strappy tops or plunging neck lines for the women
- Sport wear must be appropriate for the sport being coached, managed



SPECIAL FUNCTIONS

Compulsory staff attendance is expected for all full time staff at the following activities :

- Staff development afternoons / evenings /days
- Parents' evenings
- Staff socials
- Inter House Gala / athletics / soccer
- School Fun Run
- Games Evening
- Open Day
- Joyful Noise
- Prize Givings
- School Productions



Protection from Harassment Act (Act 17 of 2011).

Framework for the Development of School Policy on Educators: Harassment

1. **What the institution strives to create.**

A safe environment in which:

- self-worth and respect can thrive
- diversity is embraced and 'difference' can be exercised
- individual and collective safety is a priority
- the process of teaching and learning is maximised

2. **The effects of Harassment:**

Harassment militates against all the above and results in:

- low morale and troubled relationships
- lack of respect
- low productivity
- compromised health – physical/mental/emotional distress
- absenteeism
- resignations/drop-outs

3. **What is Harassment?**

- Harassment includes both direct and indirect conduct that either causes harm or that inspires the person complaining of harassment ("the complainant") to reasonably believe that harm may be caused;
- Such conduct includes following, watching, pursuing or accosting of the complainant;



Preventative Policies Harassment Policy

- Unhappiness and disputes handled on a one-to-basis; maintenance of strict confidentiality and proper storage of all documentation.
- Support to both staff and/or learner (including the offender) where this is deemed to be necessary.

6. **What is harassment NOT?**

(This applies specifically to personnel and is based on the not unreasonable assumption that a teacher is a professional person.)

- Being directed to fulfil the duties for which one was appointed.
- Being required to operate according to the general education policy of the school.

7. **Process**

How does one go about reporting/addressing a case of harassment?

The process will be determined by the complainant within the parameters of the school's policy and the formally established legal prescripts.

- Informal
- Mediation
- Formal. This process requires:
 - written statements
 - thorough investigation
 - Record-keeping and safe-keeping of such records
 - Careful consideration and appointment of the person to head the investigation



Preventative Policies Harassment Policy

- Harassment also includes contact through verbal communication and/or electronic communication aimed at the complainant that causes harm or makes the complainant feel in danger of being harmed;
 - Several forms of written communication such as letters, packages and e-mails are also able to be used for the purposes of harassment.
 - It also includes sexual harassment, which means “any unwelcome sexual attention from a person who knows or who reasonably knows that such attention is unwelcome”. Such sexual attention includes unwelcome behaviour, suggestions, messages or remarks of a sexual nature that have the effect of “offending, intimidating or humiliating” the complainant.
4. **Harassment categories in the school environment:**
- Humiliation in respect of age, gender, race, religion, disability;
 - Victimization by means of physical or verbal threats, aggressive, destructive remarks;
 - Bullying may be physical (including all sexually oriented bullying), verbal, by means of gestures, rejection, social isolation.
5. **What can be expected from school management in response to incidents of harassment at both learner and staff level?**
- Consistency, reasonableness and fairness.
 - Awareness of results of decisions especially where they may be deemed to be undemocratic.



Social Media Policy

Scope

Responsibilities

Monitoring

Social Media behaviour

Abuse of social media

Use of Images

Personal use

Staff

Learners

Parents / Alumni

- Parents may not use any social media platforms to lay any grievance against the school and/or staff, learners or parents represented within the school community.
- Parents must follow the Parent grievance procedure and policy to address any grievance related to (School).
- Any conduct on social media that contravenes the Cyber Crimes Bill 2017 will be taken seriously and may reported to the respective authorities for legal action.



Cyber Safety Policy

Policy Guidelines

“Cyber safety” refers to the safe and responsible use of the internet and ICT equipment/devices, including cellular phones.

Acceptable use Agreement Staff

Acceptable use Agreement Learners

Acceptable use Agreement Parents



Media Policy

Preamble

Objective

The objectives of this policy could be summarised as follows:

1. To plan a professional approach to the engagement of the Media.
2. To ensure that the School responds to and deals with the general communication to the Media.
3. To assure the Media that we listen, take issues seriously and take action where appropriate.
4. To ensure that Media engagements are dealt with in a consistent manner.
5. To ensure that crises communication is fully and fairly considered and addressed.
6. To create a framework in which Media engagements are dealt with in a manner that all parties involved are treated fairly and with dignity and that serves the best interests all associated with the School.
7. Any Media interaction is/are to portray a positive view of the School.

WHO, WHAT, HOW, WHERE, WHEN.

Social Media



Transformation and Diversity

- Transformation refers to the continued renewal of an organisation in response to a changing environment.
- Diversity refers to the inherent differences between people.

This document aims to reflect the foundations which will contribute to the role of SCHOOL, with respect to the transformation and diversity of our community. This document must be read in conjunction with the School's Employment Equity Policy.

Principles

1. The school is guided in two ways: By scripture, and by the constitution of the Republic of South Africa.
 - * Scripture makes it clear that all people are created in the image of God. (Genesis 1:26) "Image" can be more clearly understood as "likeness". All people are endowed with divine likeness, and all human rights belong to them. These rights have corresponding responsibilities.
 - * The constitution of our country gives four obligations, which must be applied in our school.
 - * We are required to heal the divisions of the past.
 - * We must lay the foundations for an open and democratic society.
 - * We must improve the quality of life of all citizens.
 - * We must build a united and democratic South Africa.



Preventative Policies Transformation & Diversity

2. There are three levels at which our school must respond to these issues:
 - * The institutional structures and operations must be correctly aligned;
 - * Teaching on transformation and diversity should form part of the teaching programme;
 - * Opportunities must be given for parents, staff and pupils to seek a common understanding.
3. The social cohesion across racial barriers depends on a concerted effort being made to encounter each other so that an emotional settlement can be reached.

Transformation

Transformation, in the wider context, refers to the renewal of an organization in response to change.

In the South African context, transformation is narrowed down to mean the way in which an organisation recognises that we have been shaped by a colonial and apartheid past, and how it can become relevant and part of the aspirations of a new dispensation, as described in the preamble to the constitution.

Diversity

The diversity of all people within any organisation needs to be recognized and used as a strength. Diversity comes in many forms: “a wide range of abilities, experience, knowledge and strengths due to its heterogeneity in age, background, ethnicity, culture, physical abilities, political and religious beliefs, gender, and other attributes.”



Preventative Policies Transformation & Diversity

In the past, there was an attempt made to stereotype people according to race and ascribe certain characteristics to each group. This has meant that, in South Africa, the word “diversity” has come to refer mostly to racial composition or demographic makeup. The school must assume the responsibility to ensure that all who attend the school must accept the fundamental essences of the institution (such as our statement of faith). Everyone must feel welcome, appreciated and valued for who they are. The school must also act intentionally and deliberately to heal the division of the past and to promote unity. All people must be allowed to express their identity appropriately.

SCHOOL is an equal opportunity employer, as per the Employment Equity policy. The Transformation and Diversity Sub Committee of the School Board will not only be tasked with guiding the school’s progress in implementing transformation and diversity, but will also advise on all matters of racial conflict, and will make recommendations to the Board.



Crisis Management Planning

Helping children and the school community after a disaster/crisis

Response and recovery suggestions following a disaster

Roles and responsibilities

- Principal

- Crisis co-Ordinator

- Staff

- Children

- Communication structures

 - Pupil contact details

 - Parent Liaison

 - Media Liaison

Recovery following a natural disaster

- Immediate

- Medium Term

- Long term

RAPEWISE



Identify and Plan for different Scenarios

Fire

Injury at School

School bus accident

Death of person at school

Political Party Interference

Relationship with local Police

Social Media breach / attack

Parent Issues

When to refer to a lawyer

Race relations

Sensitivity training

Key parents / Board members able to train, engage



Right to Protest

Section 17 of the Constitution protects the right to freedom of assembly and protest. The Regulation of Gatherings Act sets out how protests should take place and applies only to gatherings in public places with 15 or more people.

Act assumes all gatherings are allowed, and won't be stopped because of technicalities

- Requires that local authority is notified 7 days before protest is to take place, if possible.
- If less than 48 hours before protest, it may be prohibited.
- This ensures that local authorities are able to ensure the protest remains peaceful
- Without notice, it is not automatically illegal to take part in a protest, as long as the spontaneous nature of the gathering was genuine
- It is a criminal offence:
 - To convene and plan protests without notice
 - To carry weapons such as sticks, guns or rocks, and
 - To incite hatred or violence
- Where people spontaneously gather to protest, the police must negotiate with the leaders to ensure that the protest remains peaceful



Guidelines Right to Protest

- Whenever a protest happens, with or without notice, police may require that practical, reasonable conditions are met, such as those that will reduce traffic disruption, ensure access to work for people, prevent injuries and damage to property
- Protests can only be banned in the most extreme cases, for instance when there is reliable information that the police cannot protect the public through reasonable restrictions, and the protest will cause serious disruptions, injury or damage to property.

GUIDELINES

- Have a plan in place in the event of a protest (whether by an individual, small group or big group of people).
- Ensure that the rules and procedures for who is allowed access to your property and on what basis are sufficient and in place. Protestors may only be in public spaces.
- Be prepared to enforce these rules against protestors who gain access to your property without permission.
- Ensure that security measures are in place and working order.
- Communicate the plan and prepare your staff, (as well as the students?)
- When a protest happens if the police are not already on site, inform them of the protest.
- If at any time the protestors come on to your property and act in a threatening way or make use of violence, report this to the police immediately, even if they are already on site.



Guidelines Right to Protest

- Do not engage, respond or debate with the protestors
- Consider whether it is advisable to make alternative arrangements for your staff and students for the day.
- Make use of alternative entrances, and access points to the property.
- If possible and safe to do so, record any behaviour that violates the expectations of a peaceful protest.
- If you engage the services of a private security company, have them send personnel as a security presence on the property.
- If you have a lawyer or are in the position to seek legal advice, enquire about what your rights are in terms of the specific situation. Remember that the protestors also have legal rights.
- Protestors intend to attract the attention of the media. Prepare a simple statement for the media, using short declarative sentences. Prepare your message beforehand if you are to be interviewed. Write down two to three key points and stick to them.



Political Party Engagement

- Intimidation and Fear Factor.
- Political agenda.
- Refer to Legal representative if at all possible to mediate.
Refer to Board member responsible and trained to manage this engagement.
- School has the right and responsibility to protect the rights of Teachers and Learners.

Demand for Independent Investigation.
Board Investigation



The South African Human Rights Commission (SAHRC)

Mandate of the SAHRC

SAHRC is

- An independent institution (not a government department)
- Not a political party, and does not support or advance any view of any political party
- Accountable to the Constitution and the law and to the National Assembly of the Parliament of South Africa.

The SAHRC derives its mandate from the Constitution wherein Section 184 of the Constitution provides that the Commission must:

- Promote respect for human rights and a culture of human rights
- Promote the protection, development and attainment of human rights and;
- Monitor and assess the observance of human rights in the Republic.

In terms of the Act the SAHRC has powers necessary to perform its function, including the power to:

- Investigate and report on the observance of human rights;
- Take steps and secure appropriate redress where human rights have been violated;
- Carry out research, and
- Educate



Guidelines Human Rights Commission

General Guidelines

- Ensure that all required policies and guidelines are in place and kept up-to-date and that the documents reflect policies and guidelines that ensure that the rights of all children and all staff under the school's care are protected and valued.
- Ensure that all policies and guidelines in place are adhered to and that all processes and procedures are followed.
- Keep a written record of all situations. Ensure that all communication is in writing, making written notes of all verbal communication that has taken place.
- Be consistent with the adherence to all policies and guidelines, and with the expectations, you have of all students, staff, parents and the public.

When being investigated by the SAHRC

- If approached by the SAHRC, remain calm.
- Carefully review any communication that has been sent/delivered.
- Seek legal counsel/assistance (help for those who can't afford it?)
- Provide the Commission with any particulars and information that they request in connection with the investigation
- Comply when notified in writing with reasons, to appear before the Commission, and/or to produce articles or documents in connection with the investigation to the Commission.
- Transparency is important. Clear and concise presentation of facts.
- Try and remove the fear factor



Guidelines Human Rights Commission

- The Commission does have the right to search the property, by virtue of a search warrant, if it believes that there is evidence on the property that has bearing on the investigation, and which has not been able to reasonably be obtained in any other manner.
- If a person is implicated in the investigation, the Commission must afford said person an opportunity to be heard, to provide evidence and submissions, and to question witnesses who have appeared before the Commission, through the Commission. Legal representation is strongly advised.

South African Human Rights Commission Act, Act No.40 of 2013

Complaints Handling Procedures – SAHRC – Public – 1 January 2018

