



Better Beginnings College

English Pre-Primary, Lower Primary, Combined Private School (Gr RR – Gr 9)

Telephone: 066 206 9307

Email: info@betterbeginnings.co.za

Website: www.betterbeginnings.co.za

BETTER BEGINNINGS COLLEGE – CODE OF CONDUCT FOR LEARNERS

Education is not only the responsibility of the Government, but also of the educators, the learners and the parents.

1. At Better Beginnings College we aim to focus on the effective management of learner behaviour by developing and managing positive relationships between children and between children and adults.

Focal points are:

- a) A climate of trust and understanding of each other,
 - b) Mutual respect,
 - c) Caring,
 - d) Integrity,
 - e) Consideration of others,
 - f) Knowledge of each other's feelings,
 - g) An "I belong" feeling,
 - h) Willingness to take responsibility for own actions and deeds,
 - i) Differentiating between acceptable and unacceptable behaviour,
 - j) Ongoing development of insight and learning.
 - k) Continual teaching and practising of Christian values
 - l) School rules instrumental to the whole development of the learner,
 - m) A positive school situation where breaking of school rules is not only negative action towards the school, but also negative action towards fellow learners and teachers and the disruption of mutual relationships.
 - n) Whole school development with a focus on a culture of positive behaviour.
 - o) School rules that are clear, fair and reasonable, and which can be enforced.
2. No learner is exempt from the duty of complying with the Code of conduct.

The Code of conduct is applicable:

- a) On the school premises before, during and after school hours,
 - b) During all school activities – on or off the school premises,
 - c) Outside the school premises when the learner is identifiable because of school uniform or other means as a learner of the school.
3. The principles, philosophy and ethos found in the SA Schools Act are upheld by Better Beginnings College. This includes values such as:
 - a) Respect (for fundamental human rights, for educators)
 - b) Tolerance
 - c) Reconciliation,
 - d) Acceptance of multiculturalism and diversity
 - e) Respect for the environment and school facilities



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4. Learner infringements are divided into 4 levels as follows:

LEVEL 1.

These infringements fall under the responsibility of the Class educator/Learning area educator who is the first line of discipline, and the Classroom rules. Peer help programmes can be implemented.

The Level 1 infringements include (but are not restricted to):

- a) Not doing homework,
- b) Copying of homework,
- c) Late for school, class, lines, assemblies, etc.
- d) Being disruptive and/or talking in lines, assemblies, during announcements,
- e) Not following reasonable instructions, eg does not work in class,
- f) Neglecting/damaging/disfiguring of school books,
- g) General untidiness,
- h) Vandalism (this includes littering),
- i) Misuse and unauthorised use of school equipment (fire extinguishers, taps, bell, etc),
- j) Leaving the school grounds or classroom without permission,
- k) Use of humiliating and suggestive language and signs and swearing,
- l) Disrespect towards educators,
- m) Deliberate disruption of class,
- n) Absence without leave/truancy,
- o) Flouting of class rules and school rules,
- p) Inciting fighting, bullying behaviour (needling).

LEVEL 2

These infringements fall under the Senior Management team, and can make use of *relevant advisers in the community, *advice from the Circuit inspector's team, *parent involvement re learner support, community development programmes, *corrective measures by a disciplinary committee, *an individual education support plan, *using an Educator as mentor for learners.

The Level 2 infringements include (but are not restricted to):

- a) Repeated Level 1 infringements,
- b) Repeated/serious disruption of class,
- c) Racist, sexist and discriminatory comments and behaviour,
- d) Fraud (falsification of documents, cheating in exams/tests, etc)
- e) Vandalism: graffiti, writing on desks, damaging school furniture, breaking windows, etc.
- f) Fighting and causing injuries,
- g) Gambling,
- h) Smoking cigarettes and possession of cigarettes, matches, lighters,
- i) Refusal to submit to corrective measures,
- j) Bullying (see Definition of Bullying)



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LEVEL 3

These infringements fall under the Management team and the Senior teachers, and can make use of *relevant advisors in the community, *parental involvement (informing parents and support of learner), *development orientated programmes, *an Educator as a mentor, *reference to Departemental (WCED) policy relating to suspension and expulsion, *School Governing Body, *suspension or expulsion.

The Level 3 infringements include (but are not restricted to):

- a) Repeated Level 2 infringements,
- b) Repeated serious misconduct eg bullying,
- c) Theft of a serious nature/burglary,
- d) Arson,
- e) Serious vandalism,
- f) Possession and/or distribution of pornographic, racist, sexist material,
- g) Sexual abuse (harassment of peer learners)
- h) Sexual misconduct (such as flashing)
- i) Physical assault of peer learners (fighting/throwing objects, etc)
- j) Sexual misconduct in which learners are the perpetrators,
- k) Threatening of peer learners or educators,
- l) Involvement in gang-related activities
- m) Disruption of school programme through rebellion and demonstrating,
- n) Trespassing on school grounds while suspended,
- o) Making serious threats to the school (eg bomb threats)

LEVEL 4

These infringements fall under the School Governing Body (consisting of the Owners of the school, the Management team, and the Senior Teachers) and can make use of *The South African Police Service, *Parent involvement for support of learners, *Social work Service providers, *advice from the Circuit Team, *Expulsion Committee (The School Governing Body), *suspension, *expulsion

Level 4 infringements include (but are not restricted to):

- a) Repeated Level 3 infringements,
- b) Refusal to attend development-orientated programmes
- c) Dangerous weapons: bringing weapons onto school grounds/ threatening people with a weapon/ deliberate assault of persons with a weapon,
- d) Possession of drugs on school grounds/ distributing drugs to fellow learners,
- e) Dealing in drugs on school grounds,
- f) Possession of alcohol on school grounds/ drinking of alcohol on school grounds/ distributing alcohol to fellow learners,
- g) Serious assault,
- h) Sexual assault (rape)



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The Definition of Bullying:

- Bullying behaviour is: When a child or group of children misuse their power to hurt other children or exclude them.
- The following three essential elements are always present in bullying behaviour, namely: - deliberate use of aggression, - unbalanced power relationship between bully and victim and - the causing of physical pain and/or emotional anxiety.

5. The School Governing Body reserves the right of admission to the school, and can at their discretion suspend or expel any learner who is guilty of a Level 3 or 4 offense which compromises the values of the school, or endangers other learners or Educators. This will only be done after a thorough investigation. Parents will be supplied with a full report after the incident.

Suspension will be limited to a period of one week.