



CODE OF CONDUCT

1. Introduction

This policy document is compiled to protect and support the Ethos, values and traditions of Knysna Primary School.

2. Code of Conduct

The Governing Body of Knysna Primary School accepts this code in consultation with the learners, parents and teachers of the school. The code complies with the Education Act of 15 November 1996 and is binding on all learners at the school.

3. Definitions

In this code of conduct, the following definitions apply:

“Governing Body”: A Governing Body as defined in article 16(1):(v) of the Education Act of 15 November 1996.

“Principal”: The head of Knysna Primary School.

“Educator”: An employee of Knysna Primary School who, in accordance with the Act of the employment of educators 1994, is in service at Knysna Primary School.

“Department Head”: The head of an internal department of Knysna Primary School.

“Learner”: Any person receiving education at Knysna Primary School.

“Foundation Phase”: Refers to learners in Grade 1 to Grade 3.

“Intermediate Phase”: Refers to learners in Grade 4 to Grade 6.

“Senior Phase”: Refers to learners in Grade 7.

“Class Educator”: Is a person teaching all learning areas in one class.

“Learning Area Educator”: Refers to a person teaching one or more learning areas to different classes.

“School Management Team” : Refers to the committee responsible for managing Knysna Primary School and is made up of the principal, deputy-principal, heads of departments and elected persons.

“WCED”: Western Cape Education Department.

4. Approach to the Policy

4.1 **Philosophical grounding**: We consider each learner as a unique being, who should fully realise his/her positive God-given potential. In our school, these talents are explored and developed with the guidance of an adult educator in an orderly and structured environment.

4.2 **Educational approach**: The school’s approach to discipline is conducted in a spirit of kind heartedness, love, and support. Children are encouraged to learn from their mistakes. This implies the following:

4.2.1 Learners will be subject to the enforcement of rules and regulations with the necessary sensitivity and understanding. Disciplinary action should only be necessary when it appears that a learner’s attitude or behaviour does not conform with the values and rules of the school.

4.2.2 Sympathetic authority will be applied at all times to the learner who has the right to be heard.

4.2.3 The dignity of the learner and the specific circumstances in which he/she finds himself/herself shall receive high priority throughout.

4.3 **Religious approach**: The Principal and staff of Knysna Primary School believe that every learner has a calling from God to achieve certain goals in his/her life. It is the aim of this school to ensure that every learner will be assisted to achieve this goal.

4.4 **Restorative approach**: The aim is to repair emotional or material damage. To make right. The focus is on repair, apology and reparation. The needs of those affected are addressed and taken into account.