



Holy Family College
PARKTOWN 1905

Policies and Procedures

November 2016

**These policies were all revised in July
and August 2016**

General policies



14 October 2013

Policy on policy development

1. Policy

- 1.1 A policy is a concise, formal and mandatory statement of principle which provides a framework for decision-making and a means by which the school reduces institutional risk.
- 1.2 Policies support the school's course for the foreseeable future and should therefore change infrequently.

2. Development of new policies and procedures

- 2.1 The need for new policies and/or procedures may be identified by:
 - the Board;
 - the school leadership; or
 - another stakeholder.
- 2.2 The triggers for a new policy and/or procedure may include:
 - changes to the external operating environment;
 - changes to government policy or legislation;
 - review of the strategic directions of the school;
 - new initiatives within or across academic or management areas;
 - need for consistency across areas of service delivery.
- 2.3 Policies need to be checked prior to policy development/review to ensure consistency and prevent any duplication.

3. Review of existing policies and procedures

- 3.1 Policies and procedures of the school must be reviewed on a regular basis. The review cycle may vary depending on the policy type and its scope, but three years would be typical, and there must be no more than five years between policy reviews.
- 3.2 Procedures are likely to be reviewed more frequently.
- 3.3 Review dates should be set to allow adequate time for revision and approvals processes.

- 3.4 Minor editorial updates that do not affect the title or substance of the policy (purpose, scope, policy statement) do not need to go through the formal approvals process. These include correction of typographical errors or changes to:
- stakeholders
 - policy owner
 - contact person/maintainer
 - key words and definitions.

4. Policy scope

- 4.1 The scope of a policy includes:
- the areas to which the policy applies.
 - the members of the school community to whom a policy applies.

5. Responsibility for implementation

- 5.1 The management are bodies responsible for implementation of the policy and procedures in their work.
- 5.2 The Board must monitor implementation of and compliance with the policy and its associated procedures.

6. Ultimate approval

- 6.1 The Board is the ultimate approval body of all policies, and as such must approve policies.
- 6.2 For policies under review, any recommendation from the penultimate body that no revision is required must be approved by the ultimate body. For existing policies, any recommendation to rescind must also be approved by the ultimate body.

Appendix 1: The following questions might be helpful to remember in the process of developing and implementing policies:

Mandate

Does the community agree that there is a need for this policy?
Should you establish a Policy Development Group for this policy?
Who should be members of the Group?

Process

What information do you need to gather?

Do you need to do research? Check the Constitution, SA School Act, Labour Law, practices in other schools?

Collect examples of similar policies from other schools?

Draft the actual policy

What content should be included in this policy?

How specific should the content be?

Finalising and publicising the policy

Has the school community been given an opportunity to contribute to this policy?

Have you taken steps to ensure that the school community understands and supports the policy?

Implementing the policy

In the day to day running of the school, is the policy actually working?

Is it adequate? Is it helpful?

Does it need revision?

As new problems arise, do you need to develop new policies?



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PARKTOWN 1905

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Vision and Mission

The College Vision

To prepare a child for life by unlocking their potential.

The College Mission

We will become men and women of God, men and women for others. We will develop active and creative minds, a sense of understanding and compassion for others, and the courage to act on our beliefs. We will strive for the total development of each person in our community – spiritually, morally, intellectually, socially, emotionally and physically.



20 September 2016

Admissions Policy

The Holy Family College is an independent school established in terms of Section 45 of the South African Schools Act 84 of 1996 read together with Section 29 (3) of the Constitution.

Holy Family College is based on the Catholic ethos and values. The College welcomes all pupils – regardless of race, colour, national or ethnic origin – to all rights, privileges, programmes and activities generally accorded pupils at the College, subject to the various criteria set out herein.

While the College does not discriminate on religious grounds in terms of admission, it is expected that those pupils who are enrolled for admission attend various religious activities specific to the Catholic faith that are practised by The School, such as assembly, Mass, religious classes and the celebration of the various feast days. However, non-Catholic pupils will not be expected to worship during these activities.

Education provided by the College is holistic and does not focus only on academics.

Criteria for admission

The Governing Body has adopted the following selection criteria:

1. Admission is based on availability.
2. Pupils already attending our Primary School will be placed first, provided that they meet the minimum criteria.
3. Thereafter, the applicants that meet the minimum criteria will be placed on a first-come, first-served basis.
4. Applications received first will be processed first. Applications that cannot be accepted due only to lack of availability will be placed on a waiting list in order of date of application.
5. Admission is conditional on ability to pay the prescribed school fees and levies. Those parents who apply for admission of their children will be subject to a fees check. The applicant's school fees due at his/her previous

school must be paid in full before any application for admission will be considered.

6. While The School does not have a policy of retaining only pupils with high academic potential, only those applicants who meet minimum academic criteria will be considered for admission.
7. As per the application procedure listed below, applicants may be subjected to a placement test or, in the case of Primary school candidates, a school readiness exam.
8. The purpose of such tests is not to rank candidates academically but to ensure that the College is in a position to educate pupils to matriculation level. Whilst the College will endeavour to accommodate pupils with physical disabilities, it does not have the capacity to educate pupils with mental disabilities.
9. As noted above, successful applicants must undertake to attend morning assemblies, religious education classes, Mass and special feast days.
10. Successful applicants must also agree to submit to The School's Code of Conduct.
11. Only applications for Grades R to 10 will be considered.
12. The applicants must have **passed their previous grade** or be prepared to repeat the grade.
13. **The age of the child** is taken into consideration, particularly in the Foundation and Intermediate Phases. In principle, the child should be no more than 12 months older or younger than the norm age.
14. Under exceptional circumstances, 4-year olds may be taken into Grade R on condition that the parent accepts that the child may have to repeat the grade.
15. Under exceptional circumstances, more often in the High School, older or younger pupils will be accepted, provided that this is not to the detriment of other pupils or the new applicant.
16. In general, any pupil wishing to enter Grade 10 must show proof that they are able to cope with their subject choice.
17. No new pupils are accepted into Grade 11 and 12.
18. If the number of applications is higher than the school's capacity, preference may be given to siblings, Catholics, academic achievers, leaders, and sports achievers, in that order.

Admission of non-citizens

19. Pupils whose parents are in possession of a temporary permit or permanent residence issued by the Department of Home Affairs will be admitted.
20. Pupils who entered the country on a study permit must present the study permit on admission.

21. Persons classified as illegal aliens must, when they apply for admission for their children, show evidence that they have applied to the Department of Home Affairs to legalise their stay in the country.

Admission procedures

22. A R300.00 non-refundable administration fee is charged on receipt of a completed application form.
23. The following documents must accompany the application:
- Birth certificate
 - Latest school report (and transfer card, if issued)
 - Immunisation certificate (Foundation Phase only)
 - Copy of parents' / guardians' IDs or passports
 - Proof of residence
 - 3 months bank statements
 - latest pay slip of the fee payer
24. All applications follow the same verification process. The following checks are completed:
- School fee payment record (all previous school fees must be fully paid before the application will be processed)
 - School Conduct record
 - Parent's employment
 - Credit check.
25. Any fraudulent information would result in the automatic disqualification of an applicant.
26. On "Provisional Acceptance", a R5 000.00 non-refundable deposit must be paid. The balance is transferred into the school fee account.
27. As final acceptance, the parent or guardian must sign a contract with the school (copy attached).

Class sizes

28. The maximum number of pupils in a High School class should be 30, the maximum number of pupils in an Intermediate Phase class should be 25.
29. The maximum number of pupils in a Foundation Phase class should be 25, the maximum number of pupils in a Grade R class should be 25.



15 September 2013

Language Policy

1. Background

Holy Family College recognises that South Africa has eleven official languages and that each of these languages has equal status according to the Bill of Rights in the Constitution. All pupils have the right to be educated in the official language of their choice and we would like our pupils to be proud of and proficient in their mother tongue. However, we acknowledge that the school community has the right to choose a language for learning and teaching.

2. Policy

- 2.1 The South African Schools Act, 1996 states that the governing body of a public school (at our school we are governed by a Board of Governors) may determine the language policy of the school – subject to the Constitution, the South African Schools Act and other provincial laws.
- 2.2 The College has chosen to use English as the medium of instruction at the school, but acknowledges the other ten official languages and strives to be transparent in all language matters.
- 2.3 Holy Family College is sensitive to the needs of the community and therefore:
 - English is offered as the language of teaching and learning
 - Afrikaans, and isiZulu are offered as first additional languages.
 - French is offered as a second additional language to foreign pupils who qualify to study it as a second additional language.
 - French is also offered to pupils who choose to do it as a second additional language.
 - Intermediate Phase pupils study Afrikaans as the additional language.
 - The Foundation Phase offers Afrikaans as an additional language to Grade 3 pupils.

- 2.4 Holy Family College is committed to developing competent English usage, while respecting language diversity. We endeavour to develop language skills across the curriculum and all teachers will be language teachers in their areas of specialisation. All four language skills: reading, writing, listening and speaking (along with grammar) will be taught, ensuring a high level of oral and written communication.
- 2.5 The language for oral communication with parents and pupils is English, however should they wish to have an interview conducted in English and their mother tongue a translator will be used.
- 2.6 All newsletters, reports and notices are sent to the parents in English and the language of written records at the school is English.

3 Policy review

- 3.1 Holy Family College realises that the needs of our community regarding language preferences may change over time and will therefore review the policy to reflect the changes.
- 3.2 Staff will also be encouraged to develop the necessary language skills to meet with these changes.



18 February 2014

Religious Education Policy

1. Introduction

Religious Education (RE) is at the heart of the curriculum of the Catholic school and is designed to confirm and deepen understanding of faith. RE should be firmly based on the gospel and on sound educational principles. Such a programme needs to be well resourced and staffed by teachers trained to implement it. A holistic approach develops a language of prayer in which children can express their search for God. Prayer and liturgy lay the foundation for life-long growth in spiritual perspective and hope.

While the College does not discriminate on religious grounds in terms of admission, it is expected that those pupils who are enrolled attend various religious activities specific to the Catholic faith that are practised at the College such as assemblies, Eucharistic celebrations, religious classes, retreat days and the celebration of the various feast days.

2. Rationale for teaching RE

The aim of religious Education at Holy Family College is to:

- *Encourage pupils to explore their own beliefs* (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith, how these impact on personal, institutional and social ethics; and to express their responses. The school will also offer pupils the opportunity, in conjunction with the Parish, to prepare for first Holy Communion and Confirmation.
- *Enable pupils to build their sense of identity and belonging* which helps them flourish within their communities and as citizens in a diverse society.
- *Teach pupils to develop respect for others* including people with different faiths and beliefs, and help to challenge prejudice.
- *Enable pupils to consider their responsibilities* to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

- *Provoke challenging questions* about the meaning and purpose of life, beliefs, self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.

3. The contribution RE makes to the curriculum

All pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people helps individuals develop moral awareness and social understanding.

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful pupils, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs.

4. Approaches to teaching RE

RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning through locally agreed syllabuses, taking into account the need to offer breadth of content.

In order to make religious education a lively, active subject the College employs a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

Wherever possible pupils will have opportunities to meet other local faith communities. This will be done through visits to local places of worship as well as visits from members of other faith communities.

The school uses the CORD and Lifebound materials as a basis for curriculum planning.

Lessons:	Two periods per week guided by the CORD curriculum.
Liturgy:	Confession - during Lent and Advent, Retreats, First Communion if necessary, Eucharistic celebrations, Special Celebrations.
Paraliturgies:	Lenten and Advent Services and special Feast Days.
Scripture and Prayer	Class Eucharistic celebrations, assembly, class prayer and meditation.
Sacraments:	Confirmation Grade 11
Retreats:	These are an integral part of this programme and all pupils are expected to attend.
Community Service:	Several outreach projects - through the YCS and class.

5. Resources

Religious Education resources are controlled and provided by the RE co-ordinator in consultation with colleagues. All staff are invited to make suggestions for purchases. Assembly books, other religious reference books and visual aids, as well as age-appropriate Bibles, religious artefacts, statues and any relevant reference, prayer and story books are distributed throughout the school.

In order to highlight the importance of Religious Education and the Catholic ethos of the school, displays of a religious nature must be established in each classroom throughout the year. An RE prayer focus area forms an essential part of the classroom. These areas should have appropriate liturgical colour, a crucifix and a candle. Statues, artefacts and posters should be prominently displayed wherever possible and changed on a regular basis.

Assessment and Recording

Each teacher will be responsible for the regular assessment of his or her pupils through marking work set. Four times a year each pupil will complete an agreed key assessment task that will form part of his or her work done in RE.

6. Arrangements for monitoring standards of teaching and learning in RE

The Principal and the RE Co-ordinator will monitor RE within the school through analysis of this assessment data and other means.

7. Service to the wider community

Throughout the school year the children are made aware of their responsibility to care for one another and to be actively involved in helping those less fortunate than themselves.

8. Responsibilities for RE within the school

The Board and the Principal will make sure that:

- all pupils make progress in achieving the learning objectives of the RE curriculum;
- the subject is well led and effectively managed. Standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation;
- those teaching RE are suitably qualified and trained in the subject, and teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion;
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion;
- clear information is provided for parents on the RE curriculum and the right to withdraw; and
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress.



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22 January 2013

Ethos of the School

The Holy Family College ethos

The purpose of the Catholic school is to provide a good all-round education in the spirit of the gospel of Jesus, aspiring in particular to live out its central message and challenge: to worship the God who loves us, to love and help our fellow human beings, and to learn to exercise responsibility for the world around us.

Founded on that teaching, the school maintains a Catholic ethos – that is, a set of lived values and attitudes – which influences all aspects of the school's life. These include activities in and beyond the classroom, relationships among staff members, parents and pupils, and disciplinary procedures. An indispensable aspect of Catholic ethos is a strong and vibrant Religious Education programme, drawn up in accordance with *Fostering Hope*, the policy of the SACBC. The ethos entails therefore a development of the spiritual capacity for faith, hope and love. It also requires the upholding of the dignity of the human person, of all beings, and of all creation, with a special concern for the poor and the marginalised. Outreach to others, pastoral care for all, and celebration of the school's religious character are of the essence of this ethos.

The College is concerned to prepare pupils to take their place in society as responsible, honest and compassionate citizens. While classroom teaching is compliant with the objectives of the National Curriculum, the search for excellence and depth in teaching and learning is shaped by a Catholic vision of life. This means that all curriculum areas are integrated in a meaningful way and infused with this particular vision. Qualified, competent personnel who give witness to the school's values and help to foster its special ethos staff the school.

The College strives to be relevant to and welcoming of all persons, irrespective of gender, race, culture or religion. It welcomes teachers, parents and pupils who may not be Catholic but who respect the Catholic ethos and seek its values. Respect is accorded to the faith of all members of the school community, to their different religious identities, backgrounds and traditions. Openness and

dialogue are encouraged and practised as a means of intellectual, moral and spiritual development.

The College works in cooperation with parents, the local church, the wider community and the institutions of civil society.

Holy Family College - a Catholic organisation

Holy Family College reflects the ethos of the Catholic school; and celebrates its Catholic heritage, but imposes no creed. The school requires a commitment to the ethos, in conformity with its mission and aims, and to the continued pursuit of the mission. Those who work in the school create the institutional ethos. The school expresses this Catholic ethos by:

- engaging discussion of the Catholic faith, its intellectual tradition, and its social teachings;
- promoting the discussion of religious and spiritual ideas;
- offering opportunities to reflect, pray, worship, and celebrate the Eucharist;
- placing Catholic/Christian signs and symbols in the school;
- promoting respect for and supporting others who want to learn about and express their religious beliefs, regardless of faith tradition;
- promoting an organisational climate that is hospitable, respectful, compassionate, and open to people holding diverse opinions about how to advance the common good.

In reviewing our Catholic ethos we need to reflect on what we do in our classrooms and work spaces in relation to our core values.

Pupil policies



17 July 2013

Anti-Bullying Policy

The purpose of this policy is to set out the school's stance to bullying, and outline how the school will respond to incidents of bullying.

Policy

Holy Family College does not tolerate bullying in any form, and all members of the school community are committed to promoting a safe, caring environment.

Definition

Bullying happens when one pupil or group of pupils tries to upset by doing, or saying, hurtful things to another pupil again and again. Sometimes bullies hit or kick people or force them to hand over money. The pupil being bullied finds it difficult to stop this happening and is worried that it will happen again.

Bullying includes the following:

- name-calling
- teasing
- threatening
- abuse of power
- forms of exclusion
- hurting physically / emotionally
- extortion
- damaging property
- spreading rumours
- cyber-bullying - using the internet / cellular telephones to bully another pupil - this includes: sms, mms, Facebook, mxit, Twitter and email.

Pupils who are bullied can feel embarrassed, angry, frightened, unsafe or unfairly treated. They might not be able to sleep, feel confused and not know what to do.

Prevention of bullying at school

As a school community we will report all cases of bullying and deal with them.

Staff

Staff will:

- adequately supervise school activities;
- arrive at class on time and move promptly between lessons;
- be role models in word and action;
- educate pupils and parents about bullying;
- be observant of signs of distress or suspected incidents of bullying;
- help victims of bullying and ensure that they are not placed at further risk;
- report suspected incidents of bullying to the appropriate staff member.

Pupils

Pupils will:

- refuse to be involved in any bullying situation;
- report any incident or suspected incident of bullying.

Parents and guardians

Parents and guardians will:

- watch for any signs of unhappiness in their child's life;
- take an interest in their child's social life;
- inform the school if there is any suspicion that their child is being bullied;
- refrain from telling their child to retaliate;
- seek to address the situation if their child is found to have abused another pupil.

1. Procedures when investigating and reporting bullying:

- All investigations and reports will remain confidential where practical.
- Make a note of the date, time and place where the incident occurred.
- Write down the names of the people involved.
- Write a brief report of the details of the incident.
- Report the incident to a Grade co-ordinator, HOD, Principal or Deputy Principal.
- The victims and bullies will be interviewed separately, and minutes recorded in writing.
- The parents of those involved will be telephoned or contacted in writing.
- The parents and pupils may be called to a parent meeting or, in serious cases, a disciplinary hearing. Minutes will be taken in writing.
- A disciplinary hearing will be conducted according to the procedures as set out in the Code of Conduct and according to the ethos of the school.

2. Disciplinary sanctions:

- removal of privileges
- community service
- suspension from school and a disciplinary hearing which may lead to expulsion.



November 2014

Assessment Policy

1. Background

Assessment is a process of collecting, analysing and interpreting information to assist teachers, parents and other stakeholders in the school in making decisions about the progress of pupils. Assessment should provide an indication of pupil achievement.

This policy provides guidance to pupils, parents and teachers on the procedure for class tests, school based assessment (SBA) assignments, SBA tasks and examinations.

The assessment procedure must ensure that the results obtained are a fair and true reflection of the ability of the pupil. The policy sets out to ensure that all parts of the school community, parents, pupils and teachers take responsibility for the academic progress of the pupil. Through this policy we wish to promote academic excellence throughout all areas of the school.

The assessment policy is informed by the following legal frameworks:

- 1.1 *Section 6 of SASA.*
- 1.2 *National Policy on the Conduct, Administration and Management of the National Senior Certificate: A qualification at level 4 on the National Qualifications framework (NQF). Department of Education (2009).*
- 1.3 *The Language-in-Education Policy, 1997.*
Question papers must be set in the Language of Learning and Teaching (LoLT). Unless otherwise directed in the examination question paper, pupils must answer all questions in the Language of Learning and Teaching (LoLT) applicable to the pupil.
- 1.4 *Education White Paper 6 on Special Needs Education:*
Building an inclusive Education and Training System that provides a policy framework for the transformation of practices related to assessment and examinations in general with a view to achieving enabling mechanisms to support pupils who experience barriers to learning;

1.5 The CAPS documents for all subject areas.

2. Purpose of the policy

2.1 To promote academic excellence. It is important that pupils know what knowledge and skills are being assessed and feedback should be provided to pupils after assessment to enhance the learning experience.

2.2 To ensure that assessments are conducted in a fair manner for the pupils to achieve the best results.

2.3 To ensure the integrity of the assessment and the results.

2.4 To ensure that all classes follow the same procedure with regards to tests, examinations and SBA to ensure that the system is fair and transparent.

2.5 To provide regular and insightful feedback to parents on the academic progress of their child.

2.6 To identify possible barriers to learning timeously, which will then inform the intervention strategies required to assist the pupil.

3. Intervention

3.1 Comments/feedback are to be given by teachers to individual pupils either in writing (e.g. on the pupil's work or in the pupil's book) or verbally.

3.2 Problems are to be communicated to parents on a regular basis through:

- Parent/Teacher evenings;
- special meetings with parents or a specific grade;
- letters of concern requesting specified parents to meet with their child's teachers;
- daily report forms.

3.3 Parents are encouraged to communicate with teachers to express concerns regarding their child's progress whenever the need arises.

3.4 Teachers, Heads of Department, and the School Counsellor are to give support where necessary and/or appropriate.

4. Control of tests and test procedures

4.1 Class tests must be undertaken on a regular basis and form part of the informal assessment. The cycle test is written on the day designated on the cycle test calendar. This is available to pupils and parent via the school's communicator.

- 4.2 Pupils must be given at least two days' notice before a class test. The content for both the class test and cycle test must be clearly set out for the pupil. The pupil must write the content to be tested and the date of the test in their homework diary.
- 4.3 The test must be typed by the teacher and be given in for printing as stipulated in the photocopy procedure of the school. The test must be kept in the safe once printed.
- 4.4 Ensure that there are enough copies for the whole class and a few extra.
- 4.5 Any pupil who requires an enlarged copy, or any other aid due to a barrier to learning, must be identified before the test day and be catered for appropriately.
- 4.6 The class test and cycle test must be marked within two weeks of it being written.
- 4.7 The mark must be recorded in the teachers' record books and on the computer system.
- 4.8 The test may be sent home to be signed by the parent. This is to ensure that parents remain informed and assist with the learning process of their child.
- 4.9 The teacher must go through the test with the pupils and provide the correct answers. This is to ensure that the pupil can correct any misconceptions he/she has and improve on their results in the next assessment. The memorandum can also be posted on the notice board.
- 4.10 No other class test may be scheduled on the day that a cycle test is being written.

5. Exam procedures

- 5.1 An accurate register should be taken and recorded in the teacher's record book or on the brown folder if it is an examination or a control test.
- 5.2 All pupils have to be seated in their desks (preferably in alphabetical order).
- 5.3 Only the stationery needed for the test/exam may be on the desk. Pencil bags and calculator covers have to be placed in the pupils' school bags. The bags have to be closed and placed under the desk or left outside the venue.
- 5.4 Pupils are to check that there are no notes, cell phones or other materials that could aid them, on their person. Cell phones have to be off and placed in the school bag. Cell phones may not be in matric examination venues.
- 5.5 The test/exam has to be handed out face down.
- 5.6 Once each pupil has a test/exam, they can be asked to turn it over. Each page of the test must be checked with the pupils. Read the first and last

line on each page to ensure that each pupil has every page before the test is started. Pupils should be given the stipulated reading time.

- 5.7 Ensure that the pupils adhere to the time indicated for the test. Do not give any extra time for the test/exam, unless a pupil has a card indicating that they have been approved for extra time.
- 5.8 The teacher must be vigilant and walk around the class while the test/exam is being written.
- 5.9 All pupils must remain seated and silent until all the scripts have been collected.
- 5.10 The teacher has to count the tests to ensure that all the pupils have handed in, and place these in a sealed envelope.

6. Emergencies

- 6.1 Pupils must be discouraged from going to the bathroom during a test or examination. If a pupil urgently needs to go to the bathroom during a test or examination (in an emergency), the teacher should call the office for assistance. Another teacher will be sent to assist.
- 6.2 Pupils may not go to the bathroom during the first hour and the last half hour of an examination. Pupils that have medical conditions and need to go to the bathroom more regularly must be in possession of a permission slip.
- 6.3 If an emergency evacuation commences during the test, follow the policy as set out for emergency drills.

7. Irregularities

- 7.1 Irregularities concerning pupils must be dealt with in terms of paragraphs 47, 48 and 49 of the policy document: National Policy on the Conduct, Administration and Management of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).
- 7.2 If a pupil is suspected of cheating:
 - remove the answer sheet and write the time on the page;
 - issue another answer sheet/folio paper. The pupil continues to write the test on the new answer sheet/folio paper;
 - at the end of the test, take the pupil and the sheet to the deputy in charge of academics;
 - the irregularity will be dealt with in accordance to the policy of the irregularities committee.

7.3 Suspected internal irregularities involving teachers constitutes an act of misconduct and will be dealt with in accordance to the *Employment of Teachers Act* and *SACE* regulations.

8. Submission of work by pupils

8.1 Pupils must adhere strictly to deadlines.

8.2 Deadlines may be negotiated between teacher and pupils, but they must be the same for all classes in that subject area.

8.3 Deadlines or interim deadlines are to be clearly indicated as an integral part of the instructions for the task, and progress should be monitored accordingly.

8.4 Procedure for work not handed in on time:

- 10% of the total mark is to be deducted for each day that the assignment, project or task is late.
- After one week (5 school days), an assignment, project or task will no longer be awarded marks for that assessment period. The task receives a zero (0) mark for that assessment period.
- The task referred to above must be marked. The mark, less 50%, will then be used for the final mark calculation at the end of the year.

9. Submission of group work

9.1 In order to discourage 'passengers', peer assessment in group work will count heavily to determine the amount of input of individual group members, i.e. a pupil should not be awarded the average mark for the group when she has played little or no part in the research or preparation of the assignment.

9.2 Oral group presentations: pupils absent for presentations must submit a medical certificate and the assessment will be rescheduled where possible.

10. Originality of work

10.1 Copying of work from others and/or intrusive parental or other assistance does not contribute to a pupil's development of skills and competence.

10.2 Plagiarism in any form is a serious offence and will not be tolerated. Zero marks will be awarded for work copied from resources or from other pupils, or for information downloaded or copied from the internet.

10.3 All sources used in assignments have to be acknowledged in a properly constructed bibliography or reference list.

- 10.4 Work that has been plagiarised or copied from another pupil must be referred to the Head of Department. The work and pupil concerned will be referred to the irregularities committee.
- 10.5 If a pupil is found guilty of plagiarising or copying work they may be given zero and may be punished in terms of the code of conduct. The pupil may be given an opportunity to redo the work and the mark will then only be calculated in the final SBA at the end of the year.

11. Pupils who are absent from an assessment

- 11.1 If a pupil misses an assessment with a valid reason the permission letter or doctor's certificate must be kept with the pupil's record of assessment.
- 11.2 A mark is not estimated for the task. The pupil's mark is indicated as an incomplete on the report and a comment is written by the class teacher indicating that the pupil did not write the test in the particular subject, and so has not met the requirements for that subject for the term and the report is incomplete.
- 11.3 The pupil's final SBA mark is to be adjusted with the revised total for the SBA mark for the year. At the end of the year, in order to calculate the final mark, the tasks that had not been written, are not assessed, but the total marks are scaled up to the correct total for the SBA.
- 11.4 This adjustment is done at the end of the year only.
- 11.5 If a pupil misses an SBA task without a valid reason, the pupil is given zero (0) for the task and the intervention form must be completed and added in place of the task in the pupil's record of work.
- 11.6 The parent must be contacted telephonically and a note made of the date of the telephone call on the intervention document. "Valid reason" in this context includes the following:
- illness supported by a valid medical certificate, issued by a registered medical practitioner;
 - humanitarian reasons, which includes the death of an immediate family member, supported by a death certificate;
 - the pupil appearing in a court hearing, which must be supported by written evidence; or
 - any other reason as may be accepted as valid by the Head of the Assessment body or his or her representative.

12. Appeals procedures

- 12.1 Where the pupil disagrees with the assessment given he or she must explain the reasons for this to the assessor concerned as soon as possible.

In most circumstances this will be immediately after receiving the assessment decision.

- 12.2 The assessor should consider the candidate's explanation and provide a response through a clear explanation or a repeat explanation of the assessment decision following a re-evaluation of the evidence
- 12.3 This should take place as quickly as possible and at least within 3 working days. If the candidate agrees with the outcome at this stage then the appeal will not proceed any further.
- 12.4 If a candidate is not happy with the outcome then the appeal may be referred to the Board.

13. Promotion requirements

- 13.1 The promotion requirements contained in the CAPS documents will apply.

14. Implementation and review

- 14.1 This policy will be reviewed by the academic committee at the start of each year to ensure that it complies with the changing legislation.
- 14.2 The policy will be made available to teachers and they will be trained.
- 14.3 Each class teacher will explain the procedures to their class at the start of each year.



22 January 2013

Cell Phone Policy

This policy applies to High School pupils. High School pupils are permitted to have cell phones with them at school. However, Primary School pupils are not permitted to have cell phones at school.

1. Introduction

- 1.1 Holy Family College recognises that pupils need to be able to communicate with their parents on occasion. The College therefore allows High School pupils to have cell phones with them at school.
- 1.2 The College, and its employees, including teachers, administrative staff and support staff, will not take any responsibility whatsoever for the safekeeping of cell phones on the property.
- 1.3 The care of cell phones and their safekeeping rests solely with the owner of the cell phone. The College will not investigate any reports of loss or theft of cell phones.
- 1.4 All pupils shall adopt safe cell phone usage, and shall not use the cell phone for any form of bullying, texting of unacceptable or inappropriate messages, and distribution of unacceptable or inappropriate images.
- 1.5 The College reserves the right to prohibit any pupil or group of pupils from possessing a cell phone on College property.
- 1.6 The College reserves the right to amend this policy at any time.

2. Use during school hours

- 2.1 Pupils may not use cell phones in the classroom during school hours.
- 2.2 A subject teacher may require from time to time that pupils use their cell phone during the lesson to take photographs, record demonstrations, or to conduct a web search. Such use is entirely at the discretion of the teacher.
- 2.3 Pupils may only use cell phones at break or after school. They may not use them between classes, whether to send messages or to listen to music.
- 2.4 Pupils are not permitted to have cell phones with them when writing tests or examinations.

3. After school hours

- 3.1 Pupils are free to use their cell phones after school hours.

- 3.2 If pupils are involved in an extramural activity, then the same conditions of use as during school hours apply.
- 3.3 Pupils should exercise care when using cell phones on the way to and from school.

4. Non-compliance with this policy

Should a pupil not adhere to this policy, the following steps may be taken:

- 4.1 The cell phone may be confiscated and the pupil will be liable to pay a R200 fine at the end of the term.
- 4.2 The pupil may be prohibited from having a cell phone in their possession.
- 4.3 Serious infringements, such as cyber-bullying, displaying inappropriate images or texts, may lead to expulsion.



Revision process 11 May 2016

Code of Conduct for Pupils (High School)

1. Purpose

- 1.1 As members of a Catholic school founded by the Holy Family Sisters, we are motivated and guided by the values of the Gospel. Members of the College community strive in their work and play to be examples of Christian love: for God, for others, and for themselves. Each member of the College community is responsible for upholding the core values of the College, as outlined in the Vision and Mission. Members of the College have the courage to stand up for what is right and just.
- 1.2 The Code of Conduct aims to create an environment in which it is possible for the individual pupil to achieve the best possible results.
- 1.3 The Code of Conduct further promotes the development of each pupil's relationship skills and emotional resources.
- 1.4 The Code of Conduct takes into account the interests of all at the College: individuality, initiative, personal responsibility and mutual respect are encouraged.
- 1.5 The Code of Conduct applies to all pupils participating in tours and outings, whether on or off the campus, as they are representatives of the College.

2. General Conduct

- 2.1 Pupils must arrive for lessons on time.
- 2.2 Pupils are expected to move in a quiet, restrained manner between lessons, showing consideration for and awareness of others.
- 2.3 The climate of the classroom must be warm and mutually respectful and classroom routines may not be interrupted.
- 2.5 Homework must be completed on time, deadlines must be met and thorough preparation for tests, assessments and examinations is required.
- 2.6 Swearing and other offensive language is not acceptable. This includes sexually, ethnically, racially, culturally or socially insulting others.

- 2.7 Eating and drinking in venues during lessons is not allowed. Eating during lessons is not permitted. Chewing gum is not acceptable at any time while in school uniform.
- 2.8 Pupils are encouraged to take pride in their campus. Littering is unacceptable and the toilets must be kept clean at all times.
- 2.9 All staff and visitors to Holy Family College should be treated with courtesy and respect. Pupils must greet visitors.
- 2.10 No pupil may conduct or participate in any initiation practices of any pupil in the College.
- 2.11 In the interests of safety and security, no pupil is to be in any area of the school designated as out of bounds.

3. Attendance

No leaving the school premises without permission

- 3.1 A daily register must be taken.
- 3.2 Unauthorised absence from College or lessons is a serious offence.
- 3.3 Regular late-coming and absenteeism will be discussed with parents/guardians and further steps may be taken.

4. Dress and Appearance

Proper school uniform must be worn

- 4.1 Pupils should wear their uniform with pride and their appearance must be appropriate to the culture of learning and hard work at the College.
- 4.2 Hair must be clean and hairstyles should be neat and unobtrusive.
- 4.3 Boys must be clean-shaven at all times.
- 4.4 Tattoos, body or facial piercings are not allowed.

5. Theft

No stealing

- 5.1 Theft is a criminal offence. The College reserves the right, where an incident of theft is suspected, to open and inspect lockers, suitcases and bags. Criminal charges may be laid.
- 5.2 Pranks which involve the 'hiding' of another pupil's property will be regarded as theft.
- 5.3 Removal of any software or hardware from the College computers will be treated as theft.
- 5.4 Removal of any material from the Computer Centres, Media Centre, laboratories or classrooms, without official authorisation, is regarded as theft.
- 5.5 Unauthorised use, misuse, or removal of any equipment from any College venue, will be treated as theft.

6. Violence

No violence or threats of violence to people and property

- 6.1 For the safety of all at Holy Family College, weapons of any kind may not be brought on to the campus. Weapons are defined as, but not limited to, knives of any sort, firearms and any facsimiles thereof and martial arts weaponry.
- 6.2 Victimisation, including but not limited to bullying, fighting, intimidation, discrimination based on sexual orientation and/or any display of racism or religious intolerance will not be tolerated.

7. Sexual misconduct

No sexual activity

- 7.1 Pupils may not engage in inappropriate displays of affection, such as kissing or long embraces of a personal nature.
- 7.2 Unwelcome sexual advances, requests for sexual favours and other verbal or physical conduct of a sexual nature which creates an intimidating, hostile or offensive educational environment; or otherwise adversely affects a pupil is not permitted.
- 7.3 Pupils will not engage in intimate sexual contact with another person, including, but not limited to: consensual sexual intercourse, oral sex or intentional touching of the other person's genitals, groin, inner thigh, buttock or breast or the clothing covering those areas, other inappropriate behaviour of a sexual nature including displays of sexual parts.
- 7.4 Any pupil who possesses or brings onto campus any material (including electronic) of a sexually immoral nature will be suspended pending investigation of the circumstances.
- 7.5 Forwarding, sending, using, sharing, viewing or possessing a sexually explicit image via text message, email, social networking websites and/or other electronic means using school property (computers, devices, networks, or servers) on school grounds or at school sponsored activities/events is an offence. Acts off school grounds, outside of school-sponsored activities or on pupil owned devices that result in disruption to the orderly operation of school environment are also punishable.

8. Drugs and alcohol

No drug or alcohol use

- 7.1 The sale of drugs, tobacco products and alcohol is strictly forbidden. Any pupil found to be in possession or under the influence of, or selling drugs, tobacco products or alcohol may be required to leave the Family College with immediate effect (This regulation applies while on the College

campus or during any outing, event or tour organised by the College or in any other situation where pupils could be clearly identified as Holy Family College pupils).

- 7.2 If there is reasonable suspicion that a pupil is under the influence of illegal substances or alcohol, the pupil may be tested at the parent's/ guardian's expense.
- 7.3 Any pupil who tests positive for drug use will be required to undergo a process of formal intervention in consultation with the College at the parents'/ guardians' expense.
- 7.4 Smoking (this includes e-cigarettes) is not permitted at the College or on excursions, tours and outings.

8. Damage to property

No damage to property

- 8.1 A pupil will not wilfully cause defacement of or damage to property belonging to the College or belonging to College personnel or persons in attendance at the College.
- 8.2 Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables and spray-painting surfaces are acts of damage to property.

9. Disciplinary Hearings

- 9.1 The Principal and his/her appointed agent shall of his/her discretion be entitled to call for and convene a Disciplinary Committee in circumstances where he/she deems it necessary to conduct a disciplinary hearing.
- 9.2 The Disciplinary Committee shall consist of three members, being the Principal, or his/her appointed agent (as Chairperson), one teacher of the College or a parent representative.
- 9.3 No legal representative is permitted but the pupil may nominate a teacher or pupil of the College as a representative/ intermediary. The parents or guardians of the pupil may attend the proceedings as observers only.
- 9.4 A pupil must:
 - receive written notification of the date, time and venue of any disciplinary hearing;
 - be informed of the alleged infringements of the Code of Conduct in writing;
 - receive such particulars of the alleged infringements of the Code of Conduct as he/she may reasonably be entitled to, if requested;

- be given the opportunity to be heard and to present his/her side of the matter and to present relevant facts;
 - be heard by an impartial person(s);
 - be treated with dignity during the process;
 - be informed of the decision of the Disciplinary Committee on whether or not he/she is guilty of misconduct and the penalty to be imposed.
- 9.5 The proceedings of the hearing must be minuted. (A detailed policy on the process of disciplinary hearings is available).

10. Revision

- 10.1 Holy Family College retains the right to act in applicable situations according to the Regulations Relating to Safety Measures of Independent Schools as published in the Government Gazette No. 26663 on 20 August 2004. These regulations deal inter alia with violence, drugs and trespassing on independent Schools premises.
- 10.2 Holy Family College reserves the right to revise the Code of Conduct from time to time. Signatories will be advised of any such changes which will come into effect three weeks after notification. Copies of the revised Code of Conduct will be available on request from the College.

Appendix 1: Misconduct and serious misconduct

Misconduct

A pupil who, in the opinion of a teacher, commits any of the following, whether in or out of college uniform and within or outside the college premises and during or outside of college hours shall be guilty of misconduct:

1. engages in disruptive behaviour in the classroom, extra-mural activity or during any College activity;
2. is discourteous, rude, disrespectful or insubordinate to any teacher, parent, or to any person in the course of any College activity;
3. disobeys any reasonable request or instruction of an teacher or prefect;
4. fights, bullies, verbally threatens, harasses, intimidates or humiliates or assaults any other pupil or any person;
5. engages in any immoral behaviour or profanity;
6. maliciously damages the property of the College or another person, which includes any defacement of such property;
7. forges any document or signature to the potential or actual prejudice of the College;
8. commits theft, or is found in possession of stolen property or otherwise acts dishonestly to the prejudice of another person;
9. is truant or leaves the College premises without permission;
10. commits a misdemeanour on three occasions;
11. obtains unauthorised access to any computer room, College facility, College room or classroom;
12. behaves in any other manner which causes physical damage to property or emotional harm to others or interferes with the rights of others;
13. fails to attend or to remain in attendance during any period of detention.

Conduct which:

14. tends to bring the College into disrepute;
15. interferes with the governance, authority and proper administration of the College;
16. interferes with the conditions necessary for any college activity and/or Extra-mural activity;
17. is committed with the intention of preventing any person from exercising his or her rights, powers or duties as a member of the College community.

Serious misconduct

A pupil will be guilty of serious misconduct if he or she

1. has been convicted by a disciplinary committee, on more than one occasion, of any form of misconduct that is the same or similar to the conduct in question;
2. fails to comply with a punishment of suspension as a correctional measure;
3. forges any document or signature to the potential or actual prejudice of the college;
4. trades in any test or examination question paper or in any test or examination material; distributes, or is in possession of any test or examination question paper or in any test or examination material that may enable another person to gain an unfair advantage in a test or examination;
5. infringes any test or examination rules;
6. cheats in a test or examination or any other form of assessment such as an assignment;
7. attempts to bribe or bribes any person in respect of any test or examination or assignment to enable himself or another person to gain an unfair advantage therein;
8. seriously threatens, disrupts or frustrates the proper functioning of the College or learning in a class;
9. commits theft or is in possession of stolen property, or otherwise acts dishonestly to the prejudice of another person;
10. engages in a conspiracy to disrupt the proper functioning of the College through collective action;
11. is found in possession of, uses, transmits, distributes or deals in any alcoholic, narcotic or unauthorised drug or substance, item or article or there is visible evidence of such possession, use or transmission;
12. is in possession of, threatens or uses any dangerous weapon;
13. holds or threatens to hold any person hostage;
14. assaults or threatens to assault another person;
15. is found in possession of or distributes pornographic material;
16. displays and/or engages in any harmful graffiti, hate speech, sexism or racism;
17. engages in any gender based harassment or participation in unlawful sexual conduct;
18. engages in any immoral behaviour or profanity;
19. maliciously damages the property of the College or that of another pupil or person;
20. engages in any kind of gambling or game of chance involving money; or
21. engages in any other activity which could lead to a criminal prosecution.

13. Rights and Responsibilities of Pupils

	Pupils' Rights	Pupils' Responsibilities
1.	I have the right to move about the College without being laughed at, pushed, threatened or harmed in any way, either verbally or physically.	I am responsible to see that I do not laugh at, hit, push, or in any way harm, verbally or physically, other people in the College.
2.	I have the right to be treated in a courteous manner.	It is my responsibility to treat others in a courteous manner.
3.	I have the right to be treated with respect and fairness, irrespective of my race, creed, intelligence, gender, physical prowess, language, shape, size, whether or not I may be different from the majority.	I am responsible to see that I treat all people with respect and fairness even though they may differ in some way from me or the majority.
4.	I have the right to expect my property to be safe with the College.	I am responsible to see that I treat other people's property with respect and that I do not damage, remove, use without permission or steal the property of others. I must look after my property responsibly.
5.	I have the right to learn in pleasant, well-kept surroundings that are free from noise and litter pollution.	I am responsible to see that I treat my surroundings with respect, and that I do not contribute to any kind of pollution within the College.
6.	I have the right to attend to my College work without interference of any kind from other pupils.	It is my responsibility to see that I do not interfere with, or distract other pupils from their work.
7.	I have the right to be taught by teachers who are fair, competent and sympathetic to my needs.	It is my responsibility to co-operate and comply with the instructions of the staff.
8.	I have the right to be treated in an appropriate way by all members of the Holy Family community at all times.	It is my responsibility to act in an appropriate way at all times. I will treat others as I would like to be treated myself.
9.	Should I feel unhappy or concerned about some person in, or aspect of, the College, I have the right to approach someone in authority about my concerns and to expect some action to be taken, if deemed necessary by the College.	It is my responsibility to approach someone in authority should I have concerns about someone in, or some aspect of, the College, rather than take my own, independent action.
10.	I have the right to wear the College uniform.	It is my responsibility to wear the College uniform with pride, in good repair and in the correct manner at all times.
11.	It have the right to use the College's facilities during term time.	I have the responsibility to look after and respect all the facilities that the College offers me.



1 November 2015

Code of Conduct for Pupils (Primary School)

Foundation Phase

Holy Family College has a Code of Conduct for behaviour to make sure that the school is a safe and happy place to be.

At our school we share and care about other people, their belongings, our buildings and our garden.

Safety

- We stay inside the school grounds behind the fence.
- We don't play in the car park, the toilets or the corridors.
- We don't go into the staffroom.
- We are not allowed in the classrooms, media centre, the computer room, the hall or aftercare if there is not a teacher present.
- We walk in the corridors.
- We don't deliberately cause harm to anyone.

School Property

- We keep our classrooms and school environment neat and clean.
- We write on paper and not on the desks, walls or in library books.
- We keep food and drinks far from computers and books.

Uniform

- We proudly wear our uniform at school and on the sports field.
- We leave our jewellery at home, and girls wear plain studs in ears and don't wear nail polish.
- We keep our hair neat and tidy.

Classroom

- We listen to each other and put up our hands if we want to speak.
- We try our best all the time.

What happens when we are naughty at school?

- We know that if our behaviour is very bad we will be asked to talk to the Principal and that the Principal will speak to our parents / guardians about this.

Playground

- We share with other people and play gently.
- We care about each other and don't hurt each other.
- We don't play with sticks or stones.
- We don't bring toys to school.
- We put our litter in the bin.
- We listen to the teachers and other adults who are on the playground.
- We only play soccer on the soccer field and only when there is a teacher present.

Intermediate Phase

Holy Family College has a Code of Conduct for behaviour to make sure that the school is a safe and happy place to be.

At our school we share and care about other people, their belongings, our buildings and our garden.

General

- Pupils must behave properly and not harm the name of the school.
- Pupils must always be courteous and respect their teachers and each other.

Safety

- Pupils may not run in the corridors or on the stairs.
- Pupils may not enter the pool area without a teacher or responsible adult.
- Pupils must leave the school grounds promptly at the end of the day after extra-mural activities. Remaining pupils must go to aftercare at Rose Cottage.
- Pupils must bring a letter from their parents if they leave school early. They must wait in the classroom or in the front office until the responsible adult collects them.
- Primary School pupils are not permitted to bring cellphones to school.
- Pupils may not buy food from the vendors outside the school.

School Property

- Pupils must keep the classrooms and school environment neat and clean.
- Pupils must keep the school and the classrooms clean.
- Pupils must keep the toilets clean and not play in them.

Playground

- Pupils must listen to the teachers and other adults who are on the playground.

- Pupils must only play soccer on the soccer field and only when there is a teacher present.

Classrooms

- Classrooms are out of bounds unless there is a teacher present or a teacher has given you permission to be there.
- Pupils may not write on the desks, walls or in library books.
- Pupils must take the newsletter home every Friday and hand it to their parents.
- Pupils must ensure that the diary is signed and homework is completed every day.

Uniform

- Pupils must be dressed in the school uniform and appropriate sports clothing.
- Pupils may not wear jewellery, nail polish or makeup. Girls may wear small stud earrings or loop earrings. Boys may not wear earrings.

What happens when we are naughty at school?

- Councillors must be treated with respect and pupils must follow their directions.
- If pupils break these rules then they will be sent to the Principal who will decide on the appropriate punishment.

Discipline Policy - the idea of consequences

At Holy Family College we are working towards growing children who understand the impact that their choice of actions will have on their lives. Every action in life has a consequence – positive or negative. In this light we have developed a discipline system revolving around the idea of positive consequences (PC) and negative consequences (NC). We hope that this system will encourage positive behaviour in our pupils.

Positive Consequences

Level 1: Pupils achieve positive points

Level 2: Principal's tea

Negative consequences

Level 1: Minor offence – community service within the school

Level 2 – 3: Moderate offence – detention on a Friday

Level 4: Serious offence – Principal's detention on a Saturday

Level 5: Disciplinary hearing with a possible suspension. Parent and child are to sign a discipline contract.



Final version 6 July 2013

Disciplinary Hearings

1. Prescribed procedure

- 1.1 The disciplinary hearing takes place according to a prescribed procedure which is based on the fundamental principles of law. The individual's right to a fair and reasonable hearing is further endorsed in Section 33 of the Bill of Rights, as included in the Constitution. These principles do not only apply to the process to be followed, but also to the way in which arguments are presented.
- 1.2 The following steps should be followed in the execution of the prescribed procedure for a disciplinary hearing:
 - a. Investigation into the alleged serious misconduct.
 - b. An allegation of serious misconduct by a pupil must be presented to the Principal in writing for consideration. The allegation must then be investigated.
 - c. The principle that a person is innocent until proven guilty must be maintained throughout by the investigator.
 - d. Interviews with witnesses must be minuted in the interest of transparency and for the purposes of further enquiries.
 - e. The maintenance of confidentiality is important.
 - f. Witnesses may not be intimidated and/or influenced.
 - g. Witnesses must also not be coached or prompted about what to say.
 - h. Caution should be used where young children are involved.
 - i. Aggressive confrontation or pressuring for a confession must be avoided.
 - j. The alleged offender must be given the opportunity to request the support of his/her parents when it is expected of him/her to make a statement which could be incriminating.

2. Notice of the hearing

- 2.1 Justice means that the alleged offender must be given the opportunity to be heard and must also be given proper notice of the hearing.

- 2.2 A notice about the hearing must be delivered in writing to the parents and pupil at least 48 hours before the hearing.
- 2.3 The notice must include information about the alleged offence, as well as information about the time, place and date of the hearing.
- 2.4 The pupil who has been accused must be given the opportunity to present his/her side of the matter and to call witnesses.
- 2.5 In cases where a pupil has, as a preventative measure, been suspended with immediate effect on the grounds of serious misconduct, the notice of the disciplinary hearing must also be given 48 hours before the hearing.

3. Disciplinary committee

- 3.1 A disciplinary committee acts as an impartial tribunal in the hearing of the charge brought against a pupil.
- 3.2 The person who conducted the investigation prior to the hearing may not form part of the tribunal.
- 3.3 Decisions made by the tribunal must be made in good faith and without prejudice. The tribunal should:
 - a. listen to both parties;
 - b. maintain an open mind and be unbiased;
 - c. only take the relevant information into consideration;
 - d. make a reasonable decision, based on facts; and
 - e. not depend on hearsay.

4. Conduct at the introduction of the hearing

- 4.1 Determine whether the pupil and his/her parents received the written charge, read it and understand it. An opportunity must also be given for questions and the clearing up of anything that is unclear.
- 4.2 The parents and the pupil should be offered access to the information in the College's possession, which could be used in defence of the pupil. Copies of the statements must be given to them.
- 4.3 The seriousness of the charge and the possible punishment that can be given should be explained to the pupil and his/her parents. They must also be made to understand that all evidence can be tested through cross-examination.
- 4.4 The parents and the pupil should be given the opportunity to ask questions/make requests.

5. The Disciplinary Hearing

The following procedures should be followed:

- 5.1 The person who handled the investigation into the charge of serious misconduct (Principal or senior teacher) acts as prosecutor and reads the charge aloud for record purposes.
- 5.2 The chairperson then gives the pupil the opportunity to plead “guilty” or “not guilty”.
- 5.3 Should the pupil plead “guilty”, the chairperson should still ask questions to obtain information in support of the appeal.
- 5.4 Should the pupil plead “not guilty”, the following procedure must be followed:
 - 5.5 The prosecutor presents the evidence from statements given by the witnesses and gives them the opportunity to confirm it.
 - 5.6 Where the accused pupil gives evidence, the prosecutor has the right to cross-examine the pupil, or any other witness for the defence.
 - 5.7 The chairperson and any other member of the disciplinary committee have, in the interest of justice, the right to question any witness in order to get more clarity about the evidence given.
 - 5.8 It is important to keep in mind that the chairperson, on behalf of the disciplinary committee, in terms of Section 33(2) of the Constitution, must provide reasons for their findings. These reasons must be reasonable and fair, and be based on relevant information. The parents and pupil must be informed in writing about the outcome of the hearing.
 - 5.9 A copy of the minutes must be filed by the College.
 - 5.10 All pupils have the right to appeal.

6. Deciding the most appropriate punishment

Factors that must be taken into consideration in considering the most appropriate punishment:

The Pupil

Age and development phase (an 8-year-old and a 15-year old cannot be dealt with in the same manner).

- Attitude with regard to college work and fellow pupils.
- Disciplinary record and willingness to change.
- The pupil’s reasons for the offence.
- The pupil’s regret and willingness to put the offence right.

Type of offence and the scope thereof

- The responsibility of the college community.

- Take responsibility for the guidance of the pupil in that the following considerations are built into corrective actions such as compensation, restoration, deterrence and prevention.

Disciplinary Review List

To ensure that the disciplinary actions have been fair, the following questions can be asked:

- Is the reason for disciplining valid? (Has the College's code of conduct or any other legislation been violated?)
- Does the pupil know the rules?
- Did he/she receive sufficient warning?
- Was the nature of the offence explained to the pupil?
- Is there sufficient proof of the offence? Is the proof valid and acceptable?
- Was the hearing held in accordance with the proper procedure in the event of serious misconduct?
- Is the punishment consistent for similar offences, but with consideration of the circumstances?
- Were the pupil and the parents informed about the reasons for the punishment?
- Is the punishment justified – were there good reasons?

7. Appeal Review Process

- 7.1 The pupil's parents have the right to appeal against any formal disciplinary action imposed by the College. The Principal, Chairperson of the Board or an independent person will in all results act and chair the "Appeal Hearing".
- 7.2 Lodging an appeal against a decision to suspend or expel the pupil, after a Disciplinary Hearing has been conducted, only entitles the pupil to an appeal review. Typical grounds for such an appeal review may include:
- a. The disciplinary procedure was not properly followed.
 - b. The decision on guilt was not considered correct or fair.
 - c. The decision regarding action to be taken was considered inappropriate.
 - d. Mitigating factors were not properly considered.

- e. The Enquiry chairperson was considered to be biased, did not apply his/her mind, or supposedly made a subjective decision.
 - f. The pupil was not in a position to properly present his or her case.
 - g. New and relevant evidence can be presented which may affect the decisions made.
- 7.3 The parent(s) wishing to appeal must motivate their appeal in writing, detailing in full their grounds for appeal. The request for appeal must be submitted to the college within five days of the Hearing chairperson's decision having been communicated to the parents so as not to delay proceedings.
- 7.4 If the pupil has been suspended pending the completion of the Hearing process, the submission of an appeal will not affect the suspension which will remain in effect until the appeal process has also been concluded. In the case of any other formal disciplinary action being imposed by the Hearing chairperson, the imposition of such action will be held in abeyance pending the appeal process.
- 7.5 The pupil's basic right to an appeal against disciplinary action does not ordinarily mean that all the matters raised at the Disciplinary Hearing will be "re-heard". The appeal procedure is generally limited only to reviewing the decisions made, and is based on the grounds and motivations lodged in the appeal motivation.
- 7.6 A full appeal re-hearing is only necessary when the Disciplinary Hearing process is considered to have been materially defective by the person responsible for the appeal review, or if the decisions reached at the Hearing is considered to be potentially suspect.
- 7.7 Should it become obvious that a full re-hearing for a fair appeal is needed, usually due to a defective Disciplinary Hearing process or substantial new evidence having come to light after the Hearing, a full Appeal (Re-Hearing) should be conducted in accordance with the principles highlighted above, chaired by a new chairperson.
- 7.8 The College will elect an appropriate person or panel to conduct the appeal review, or re-hearing if considered necessary. The review, or re-hearing, should wherever possible be conducted within five (College) days of receipt of the appeal motivation. When a decision has been made by the Review or Hearing chairperson/panel, after consideration of the matters raised in the appeal, a written finding must be provided to the parents within a further five days, and a copy of the finding placed on the pupil's file for safekeeping. The findings should indicate the review's response to the specific matters raised in the appeal motivation.

7.9 The conclusion of the College's appeal procedure is the final step in the College disciplinary process and marks the exhaustion of internal disciplinary measures.

8. Provisional suspension of a pupil

8.1 The Board may, on reasonable grounds and as a precautionary measure, suspend a pupil who is suspected of serious misconduct from attending school, but may only enforce such suspension after the pupil has been granted a reasonable opportunity to make representations to it in relation to such suspension.

8.2 If a pupil is suspended, the Principal will immediately inform the pupil and his parents at the address of the pupil as indicated in the school register, in writing, of the decision of the Board and any other matter required in connection with the provisional suspension.

8.3 The Board shall appoint a disciplinary committee which will hear the allegation of serious misconduct against the pupil within 7 (seven) Days of the notification.

8.4 If a pupil is charged with serious misconduct, in circumstances in which he is suspended, the Board must give the pupil no fewer 48 hours written notice of the hearing into his alleged misconduct, unless the Board directs, with good cause, that a shorter notice period shall apply; and there is no prejudice caused to the pupil by the shorter notice period.

9. Searches

9.1 A teacher shall on reasonable suspicion be entitled to search the person or the possessions of any pupil for any item, article, dangerous weapon, cellphone or electronic equipment, documentation, alcoholic, narcotic, or illegal substances, stolen property or pornographic material brought on to the College property.

9.2 The search method shall be reasonable in scope. During a search human dignity shall be observed and the pupil shall be searched in private by persons of his / her own gender in the presence of one other person. A record shall be kept of the search proceedings and the outcome.

10. Non-discrimination

These procedures shall be implemented and enforced without discriminating on any of the bases set out in section 9 of the Constitution of the Republic of South Africa, 1996.



23 January 2013

Excursion / Fieldwork Policy

The legal liability of an individual teacher or Principal for an injury sustained by a pupil on a school excursion will depend on whether or not the injury is a direct result of some negligence or failure on the part of the teacher or Principal to fulfil their duty of care to the pupil. There is no legal liability for any injury sustained by pupils unless there is proven negligence by the teacher.

The standard of care required of a teacher is that which from an objective point of view can reasonably be expected from teachers generally applying skill and awareness of children's problems, needs and susceptibilities. The law expects that a teacher will do that which a parent with care and concern for the safety and welfare of his or her own child would do, bearing in mind that being responsible for up to twenty pupils can be very different from looking after a family. The legal duty of care expected of an individual teacher is, therefore, that which a caring teaching profession would in any case expect of itself.

This means in practice that a teacher must:

- ensure supervision of the pupils throughout the journey or visit according to professional standards and common sense; and
- take reasonable steps to avoid exposing pupils to dangers which are foreseeable and beyond those with which the particular pupils can reasonably be expected to cope.

Policy

1. Parental consent forms should be obtained in advance for each child participating in the excursion. These should cover such matters as emergency medical treatment, medical conditions, doctor's address, dietary requirements, home telephone number and address etc.
2. Parents should be given full written details regarding the organisation of the visit, even those involving only short trips during the day, including the purpose, destination and location of the visit; the programme; the dates and times of the visit; travel and accommodation details; standards of behaviour expected of children; staffing details; details of special

clothing required; insurance details; telephone numbers; and emergency procedures for contacting parents.

3. Teachers must carry out pre-visit risk assessment visits wherever possible.
4. The pupil: teacher ratio of 15:1 should always be followed on excursions. Parents can be encouraged to accompany teachers as additional helpers.
5. Recommended bus companies must always be used and staff must ensure all passengers wear seat belts during journeys.
6. The Principal or another appropriate contact point within the school should be provided with the programme for the trip, contact telephone numbers while on the journey, the planned emergency safety procedures and a full list of all participants and their home addresses and telephone numbers. A chain of contact should be arranged in advance from that person for swift communication with parents in case of emergency.

Traveling in vehicles

1. A clearly defined code of safety practice for the journey, including in particular rules of conduct and behaviour standards required and routine and emergency safety procedures, should be laid down in advance and made known to all participants and parents.
2. All current legal and safety requirements must of be observed e.g. wear seat belts, front and back.
3. Speed limits must be observed and dipped headlights used in poor visibility.
4. Tyre pressures must be adjusted when carrying heavy loads, and re-adjusted after unloading.
5. All drivers must sign to state that they have a current valid driving licence and will abide by the guidance for drivers.
6. All new vehicle users must have a familiarisation drive before first using the vehicle.
7. Long distance journeys cannot be undertaken without suitable breaks, which may mean overnight breaks.
8. No long distance journeys will be allowed after sunset and before sunrise.

Safety on an excursion / fieldwork

Fieldwork safety is an extension of the normal everyday care take when going about business, attention to road safety, for example. There are, however, a number of special situations which may arise on fieldwork excursions and staff should observe the following rules:

1. Ensure that the children/ young people are suitably dressed (including shoes) and are briefed on all possible risks.

2. Provide each child with a nametag and print the school and emergency numbers on the reverse side.
3. Each child must wear a hat and use sunscreen when he/she is outside.
4. When walking as a group, especially on rural roads, spread out and walk facing the oncoming traffic.
5. Wherever possible staff should assume lead and tail positions. On rough rural walks a staff member must always bring up the rear in case of accidents and to account for stragglers.
6. In all potentially hazardous areas such as cliffs, quarries, etc. on coastal sections the leader must be sure to know the local tide conditions, and must not allow anyone to take risks on insecure cliff faces.
7. In rural areas beware of bulls and other animals while crossing fields, and in general keep to peripheral paths. Do not interfere with farming machinery. In urban areas pay extra attention to road safety in unfamiliar surroundings. Take note of any overhead electrical power lines or other hazardous obstacles. Take care to avoid working in close proximity to power lines.
8. Ensure that staff and parents are aware of your estimated return time and pick-up points.
9. Always carry up-to-date first aid equipment.



23 January 2013

Water Safety Policy

Many children drown in swimming pools, rivers and in the sea every year. Holy Family College is committed to ensuring that safety precautions are taken whenever children and young people are around water.

1. The swimming pool area will be fenced and entry will be controlled.
2. Emergency floatation devices will be available in the pool area.
3. Teachers will maintain constant supervision when children are swimming.
4. The use of flotation devices and inflatable toys cannot replace teacher supervision (such devices could suddenly shift position, lose air, or slip out from underneath, leaving the child in a dangerous situation).
5. Teachers must pay attention to local weather and forecasts, and stop swimming at the first indication of bad weather conditions (particularly lightning).
6. All children will be taught to swim.
7. Teachers must know how to carry out CPR.
8. A telephone must be available at the pool when children swim and the number for the emergency services must be available.

When children and young people swim on a **school excursion** they will:

1. swim in supervised areas only;
2. obey all rules and posted signs.
3. Teachers will:
4. watch out for the "dangerous too's" - too tired, too cold, too far from safety, too much sun, too much strenuous activity;
5. pay attention to local weather conditions and forecasts, and stop swimming at the first indication of bad weather; and
6. know how to prevent, recognise, and respond to emergencies.



Finalised version 7 July 2013

Substance Abuse Policy

1. Introduction

- 1.1 This policy has been drawn up in order to confront the reality of substance abuse in a responsible and constructive manner. Where substance abuse occurs, the underlying aim is to change behaviour rather than enact punitive measures, and in so doing develop, and maintain healthy levels of self-confidence and self-worth.
- 1.2 While it will always be the College's aim to help in situations of abuse, it must be stressed that the College will always view the possession, exchange and use of tobacco, alcohol, and illegal drugs or related equipment in a very serious light. This policy will apply at College, at College events or when a pupil is associated with the College. Any such behaviour could result in the matter being handed over to the South African Police Services for investigation.

2. Statement of principles

- 2.1 The College acknowledges that we are part of a greater community, and are in partnership with parents/guardians to ensure the best for their children.
- 2.2 The College will always endeavour to ensure a safe environment, free of all substance abuse, in which pupils will not be exposed to harmful substances.
- 2.3 The College realises that a wide variety of substances is available to our pupils. We believe that substance abuse is harmful to an individual's normal development, and we encourage a healthy, drug-free life. In order to do this we seek to empower pupils to say 'no' to drugs.
- 2.4 It is our policy to support those of our pupils who need help in this area and who can benefit from help.
- 2.5 The College does not condone the inappropriate use of alcohol, tobacco or any other potentially harmful substance by any member of its community.

3. Application of the policy

This policy applies on Holy Family College premises or at any activity organised by Holy Family College and when a pupil represents the College or is identified as belonging to the College.

4. Undertaking

The College will endeavour to:

- 4.1 present age appropriate prevention and information sessions to all pupils so as to actively empower them to deal with the many aspects of the issue;
- 4.2 present education and prevention sessions to parents, and supply information about internal and external support structures when needed; make information and training available to teachers; provide an on-campus counselling service; involve outside organisations on a consultative basis;
- 4.3 support the idea of a healthy life, free of substance abuse;
- 4.4 implement pupil-support structures, if this is deemed necessary.

5. Substance abuse

- 5.1 The use of mood-altering or habit-forming substances by pupils (without a doctor's guidance) will not be tolerated.
- 5.2 Pupils may not:
 - use or possess prohibited substances (e.g. dagga, ecstasy, cocaine);
 - use or possess prescribed/non-prescribed medicines inappropriately (e.g. ritalin, panado);
 - use or possess solvents, inhalants or other chemical agents inappropriately (e.g. thinners);
 - use or possess tobacco, alcohol or other drugs;
 - use or possess drug-related equipment (e.g. cigarette rollers, lighters and paper);
 - be under the influence of alcohol or other drugs;
 - consume alcoholic beverages; or
 - be involved in procuring, or in transacting in, such substances.
- 5.3 The College recognises its responsibility to intervene if, in the College's opinion, a pupil's substance abuse outside College influences his achievement, behaviour or attendance; or if it is likely to influence other pupils negatively.

6. Confidentiality

This policy recognises the following:

- 6.1 A pupil may use the services of the College Social Worker who will explain the conditions of confidentiality before giving counselling. As a result of the ethics of the counselling professions, there may well be circumstances in which the College counsellor will not pass on information disclosed in the course of counselling to parents or teachers.
- 6.2 In the event of a pupil informing a teacher about substance abuse by him/herself or another person, teachers are not able to maintain absolute confidentiality as the College has a legal and professional responsibility to inform parents.
- 6.3 The College reserves the right, where it is deemed necessary, to inform the pupil body and broader College community of any situation involving transgressions of the code of conduct. However, the College will strive to protect the privacy and dignity of pupils where possible.

7. Action guidelines

- 7.1 Considering the breadth of this problem in our society, the College encourages open communication in the best interests of the College community. Further, in every case of substance abuse, it must be recognised that counselling, skills training and self-image support are always appropriate responses by the College.
- 7.2 The College's intention will always be to educate and rehabilitate, and not simply to punish. In the event of suspected, confirmed or self-acknowledged substance abuse, the College reserves the right to act in terms of its disciplinary procedures or these guidelines, or both the disciplinary procedures and these guidelines, as it deems appropriate:
 - Each case will be considered individually.
 - Each case will be dealt with confidentially, and parents will be informed and involved. In the event of suspicion of drug abuse, the school will arrange for an appropriate drug test. The school will always inform the parents of this decision.
 - An agreement will be drawn up between the pupil, parents and College. This agreement will specify, inter alia:
 - a. what treatment the pupil should undergo;
 - b. whether a report should be supplied to the College detailing the pupil's progress in treatment;
 - c. what further testing will be carried out where this is deemed necessary;
 - d. who will pay for the costs incurred where testing is deemed necessary;

- e. standards of work and levels of behaviour that the College will require from the pupil; and
 - f. consequences for breach of contract.
 - Failure to comply with the request for testing or with the need to draw up an agreement may result in parents being required to remove the pupil/s from the College.
- 7.3 Bearing in mind that each case will be dealt with individually, where disciplinary procedures are seen to be necessary by the College, the consequences that may result include the following and must be considered in conjunction with the Code of Conduct:
- Using or possessing tobacco or alcohol or inappropriately using other legal drugs:
 - Detentions/Community Service,
 - Withdrawal of rights and privileges, including sport and social activities which form part of the College curriculum,
 - Suspension from College,
 - Expulsion from College.
 - Using or possessing illegal drugs:
 - Withdrawal of rights and privileges, including sport and social activities which form part of the College curriculum,
 - Suspension from College,
 - Expulsion from College.
 - Procuring and/or transacting in and/or distributing legal or illegal drugs or alcohol
 - Expulsion from College.
- 7.4 Where the offence is governed by any South African law or statute, the College may require the South African Police Service to investigate the matter and to institute legal proceedings.

8. Further Options

Should the College consider it necessary, a system of random drug testing may be implemented. This will be carried out with the permission of parents/guardians.



Final draft 8 August 2013

Policy on managing teenage pregnancy at school

1. Background

- 1.1 The Bill of Rights affirms the democratic values of human dignity, equality and freedom, including the rights of children (Section 28) and the right to education (Section 29). The school will therefore ensure that the rights and development of female pupils are not curtailed and that special measures are taken in respect of pregnant schoolgirls.
- 1.2 The educational consequences of pupil pregnancy is that young mothers and fathers run a risk that they will not obtain the educational skills needed to become self-supporting, economically productive citizens, something which often results in their children entering the educational system with economic and developmental disadvantages.
- 1.3 It is important to for the school to provide children and young people with knowledge, skills, attitudes and values regarding their sexuality and the accompanying social responsibilities.

2. Teenage pregnancy

- 2.1 When it is evident that a pupil is pregnant, the matter must be treated with sensitivity and confidentiality.
- 2.2 In order to maintain confidentiality, the Principal must report to the Board that a pupil is pregnant, without necessarily divulging the pupil's name.
- 2.3 If the pupil has become pregnant as a result of sexual abuse, incest or rape, the Principal must follow the appropriate procedures.
- 2.4 The Principal must convene a meeting with the pupil and her parent(s) or guardian(s) to gain an understanding of how she and her parent(s) or guardian(s) intend dealing with the matter; supply them with comprehensive information concerning all the appropriate health and

guidance services available in the community; and the options available to her to continue her education during her pregnancy. These alternatives may include the following:

- remaining at school as long as it is medically advisable and then obtaining learning material and support from the school;
- withdrawing from the school for the duration of the pregnancy and taking own responsibility for continued education.

- 2.5 A Grade 12 candidate must be fully informed about examination options and procedures, although she herself is responsible for registering as a private candidate for subsequent examinations.
- 2.6 The parent(s) or guardian(s) must obtain a medical certificate giving a possible date of confinement, the date from which it would be medically advisable for the pupil to be absent from school before the confinement, and the date upon which it would be medically advisable for her to return to school.
- 2.7 A discussion must be held with the parent(s) or guardian(s) of the pupil, concerning the period during which she must be absent from school, based on the above information.
- 2.8 The parent(s) or guardian(s) and the pupil must enter into a written agreement in which it is stated clearly that during the time she attends school it is at her own risk, the school is indemnified from accountability for any pregnancy related injuries or incidents, and that no alternative or additional logistical arrangements can be demanded from the school
- 2.9 The agreement must make it clear that when the pupil returns to school after the birth, she will not be allowed to bring the baby with her to school. Further decisions, for example about whether the matter must be handled confidentially or not; appropriate behaviour and actions on the part of the pupil and participation in the school's extra-curricular activities, must also be taken.
- 2.10 If it is established that a male pupil at the school is responsible for a pregnancy, it is essential that confidentiality be maintained. The male pupil is counselled and provided with information on matters of sexuality, responsibility for actions and the legal implications of obligations and rights.

- 2.11 A written agreement must be entered into with the parent(s) or guardian(s), the male pupil and the governing body about appropriate behaviour, which conforms to the school's code of conduct.
- 2.12 Should it be known or established that a pupil at another educational institution is responsible for the pregnancy, the Principal concerned must be notified and he or she must manage the situation.
- 2.13 It is essential for the pupil concerned that her education should continue with as little disruption as possible. Alternative suitable arrangements must be made to cover the curriculum. This means that lesson notes and assignments must be made available to her and that she must take responsibility for completing and returning the assignments to the school for continuous assessment.
- 2.14 The process of gathering valid information about the pupil's performance and the formal recording of her progress throughout the year (CASS) must be continued as far as practically possible whether she is at school or at home.

3. Pregnancy during senior certificate examinations

- 3.1 When a full-time Grade 12 candidate becomes pregnant, the Principal will deal with the case as follows:
- In cases where special arrangements are required, the Principal must report the pregnancy to the Director: Examinations at the Department immediately and submit a medical certificate as proof.
 - The pupil has the right and choice to attend school up to as close to the confinement date as is considered medically advisable.
- 3.2 If a pupil will be 32 weeks (or more) pregnant on 1 October of the Grade 12 year, as indicated in a medical certificate, she will have the following options:
- To write the October/November Senior Certificate Examinations in a separate examination room at the school or in a separate venue in the vicinity.
 - to write the October/November Senior Certificate Examinations at another centre as a private candidate, should she decide to terminate full-time school attendance.
 - To enter for the supplementary examinations in the following March.
 - The reason for these options is that candidates have the right to write their Senior Certificate Examinations in the best possible examination

environment, and they could become upset if a candidate in an advanced stage of pregnancy goes into labour during an examination session.

- If the pupil chooses to write and is allowed to enter for the supplementary examinations of the following March, she must submit a medical certificate confirming that the term of her pregnancy was so advanced that it was impossible for her to write the October /November Senior Certificate Examination.

3.2 A candidate who is unable to write the examinations either in November or in March, may register as a private candidate for subsequent examinations. This is will be her own responsibility.

3.3 If the pregnant pupil in Grade 12 is less than 32 weeks pregnant on 1 October and chooses to sit for the examinations, the following options will be available:

- To write the October/November Senior Certificate Examinations at her own school.
- To write at another school in the vicinity or at a special examination centre.
- To write at a special examination centre as a private candidate should she decide to terminate full-time school attendance.
- If the pupil is the only candidate at a special examination centre, she (or her parent(s) or guardian(s) will be responsible for remunerating the invigilator.

4. General

4.1 In terms of the Constitution Principals and Boards are accountable for all pupils' right to quality education, and this includes enrolled pregnant pupils or pupils who are parents.

Staff policies



22 January 2013

Code of Conduct for all Staff

1. Preamble

The Mission Statement of HFC is characterised by a deep-rooted commitment to recognise, respect and promote the ideals of empowerment, human dignity, integrity, social awareness, justice and mercy, equality of gender and education of the whole person.

2. Code

In the light of these ideal the staff of HFC commit themselves in terms of conduct in the workplace, to:

- 2.1 engage with colleagues, management and staff in a spirit of mutual respect, while recognising the diversity of functions and levels of authority within the organisation. This includes the principle that all contribute to and participate in the decision-making process albeit in a variety of capacities and in diverse ways;
- 2.2 conscientiously and diligently undertake all work assigned and execute it in a manner that is recognised by ourselves and our constituencies as professional and efficient;
- 2.3 being regular and punctual in attendance at work;
- 2.4 adhere to the terms and conditions of one's contract with HFC including those relating to organisational policies, grievance procedures and disciplinary hearings;
- 2.5 tolerate and appreciate differing views and practices regarding culture, religion, language and politics;
- 2.6 contribute to consultative structures in which tensions between staff and management or staff and colleagues can be sensitively and satisfactorily dealt with;
- 2.7 practise openness in communication and a policy of transparency at all levels of the organisation and between the organisation and external communities;
- 2.8 practise and regularly review mutually acceptable structures and procedures for planning, delivering services, evaluation and accountability;

- 2.9 create an environment conducive to productivity, effective team work, mutual support, cooperation and constructive criticism;
- 2.10 respect the property of HFC and to utilise this in a trustworthy and accountable manner;
- 2.11 avoid any behaviour which disrupts the effective functioning of the school and/or which infringes on the rights of any other person;
- 2.12 avoid any behaviour which may be construed as unethical, by remembering always to:
 - 2.12.1 obtain written prior permission from the Principal before taking on any paid extraneous work,
 - 2.12.2 declare up front any interest of oneself or a related person such as a family member in any business or a stakeholder of HFC,
 - 2.12.3 maintain confidentiality on any information relating to HFC which is considered to be confidential whilst in the employ and afterwards and where there is any doubt, obtaining written prior permission before sharing sensitive information with any other party,
 - 2.12.4 limit usage of HFC Internet and e-mails for private purposes and accept that the HFC may monitor, intercept, read or access any e-mails sent as well as Internet usage,
 - 2.12.5 inform the Principal of any business courtesies received such as lunches, gifts, vouchers, and putting in writing via e-mail to the Leadership Team any gift which value could be estimated as more than R600 so as not to be construed as a bribe,
 - 2.12.6 adhere to copyright laws and accept that HFC owns the copyright to any work produced by employees whether alone or with others during the course of their employment at HFC, as per the individual contracts of employment.

3. Dress Code

Staff members are required to dress appropriately, as circumstances require, and in accordance with the standards agreed upon by the management and staff.



22 January 2013

Code of Conduct for Teachers

In addition to the above code teachers must adhere to the Code of Conduct for teachers based on the Code of Conduct developed by the South African Council for Educators.

Teachers at this school:

- are committed to realising the goals of the College;
- show their commitment to the College by participating in the events organised by the school;
- build and promote positive relationships with everyone associated with the College;
- treat people respectfully, provide support, build confidence through trust;
- perform their duties as set out in the contract, codes and directives.

Teachers at this school:

- acknowledge the noble calling of their profession to educate and train the pupils of our country;
- acknowledge that the attitude, dedication, self-discipline, ideals, training and conduct of the teaching profession determine the quality of education in this country;
- acknowledge, uphold and promote basic human rights, as embodied in the Constitution of South Africa;
- commit themselves to do all within their power, in the exercising of their professional duties, to act in accordance with the ideals of their profession, as expressed in this Code; and
- act in a proper and becoming way such that their behaviour does not bring the teaching profession into disrepute.

The teacher and the pupil

A teacher:

- respects the dignity, beliefs and constitutional rights of pupils and in particular children, which includes the right to privacy and confidentiality;
- acknowledges the uniqueness, individuality, and specific needs of each pupil, guiding and encouraging each to realise his or her potentialities;

- strives to enable pupils to develop a set of values consistent with the fundamental rights contained in the Constitution of South Africa;
- exercises authority with compassion;
- avoids any form of humiliation, and refrains from any form of abuse, physical or psychological;
- refrains from improper physical contact with pupils;
- promotes gender equality;
- refrains from any form of sexual harassment (physical or otherwise) of pupils, or any form of sexual relationship with pupils at a school;
- uses appropriate language and behaviour in his or her interaction with pupils, and acts in such a way as to elicit respect from the pupils;
- takes reasonable steps to ensure the safety of the pupil;
- does not abuse the position he or she holds for financial, political or personal gain;
- is not negligent or indolent in the performance of his or her professional duties;
- recognises, where appropriate, pupils as partners in education.

The teacher and the parent

A teacher where appropriate:

- recognises the parents as partners in education, and promotes a harmonious relationship with them;
- does what is practically possible to keep parents adequately and timeously informed about the well-being and progress of the child.

The teacher and the community

A teacher recognises that an educational institution serves the community, and therefore acknowledges that there will be differing customs, codes and beliefs in the community.

The teacher and his/her colleagues

A teacher:

- refrains from undermining the status and authority of his or her colleagues,
respects the various responsibilities assigned to colleagues and the authority that arises there from, to ensure the smooth running of the educational institution;
- uses proper procedures to address issues of professional incompetence or misbehaviour;
promotes gender equality and refrains from sexual harassment (physical or otherwise) of his or her colleagues;

- uses appropriate language and behaviour in his or her interactions with colleagues;
- avoids any form of humiliation, and refrains from any form of abuse (physical or otherwise) towards colleagues.

The teacher and the profession

A teacher:

- acknowledges that the exercising of his or her professional duties occurs within a context requiring co-operation with and support of colleagues, and therefore behaves in such a way as to enhance the dignity and status of the profession;
- keeps abreast of educational trends and developments;
- promotes the ongoing development of teaching as a profession;
- accepts that he or she has a professional obligation towards the education and induction into the profession of new members of the teaching profession.

The teacher and his or her employer

A teacher:

- recognises the employer as a partner in education;
- acknowledges that certain responsibilities and authorities are vested in the employer through legislation, and serves his or her employer to the best of his or her ability;
- refrains from discussing confidential and official matters with unauthorised persons.

This code will apply to all part-time or temporary teachers appointed at the school as well as to any sports or extramural coaches or teachers engaged by the school.



Final draft 14 October 2013

Child Safeguarding Policy

1. Purpose of the Child Safeguarding Policy

- 1.1 It is the responsibility of the Catholic Church and all of its representatives and employees to ensure that Catholic schools are safe environments for pupils.
- 1.2 As part of the Catholic Church, Holy Family College (HFC) has a responsibility and commitment to protect pupils from sexual misconduct and any form of sexual abuse. This commitment will be fulfilled through:
 - The strict compliance to South African laws relevant to sexual misconduct as well as applying due screening of prospective employees in line with South African law.
 - The development and implementation of effective policies to govern the interaction between pupils and HFC employees or volunteers.
 - The establishment of appropriate reporting channels in the case that sexual misconduct has taken place or is suspected.
 - Appropriate labour practice to deal with any matter reported.
- 1.3 This policy is intended to protect all parties and proper adherence by all staff to these policies will ensure a safe environment for pupils and also protect employees from false accusations as all misunderstandings will be avoided.
- 1.4 The fundamental principle is that there is to be no improper conduct or relationship between any member of the staff of the HFC (whether teacher or other staff member) and any pupil. Improper conduct includes sexual misconduct and conduct otherwise regarded as improper in accordance with the Code of the South African Council of Educators, the Child Safeguarding policy of CaSPA, and in accordance with the Employment of Educators Act.

2. Communication between Employees and Pupils

- 2.1 Communication can take the form of in-person communication or electronic communication.

- 2.2 *In-personal:* Conversations with pupils should focus on matters related to instruction and school activities. School employees and volunteers should not initiate discussions about their private lives or the intimate details of the private lives of unrelated pupils.
- 2.3 Conversation by employees and volunteers with pupils that could be interpreted as flirtatious, romantic or sexual is prohibited.
- 2.4 The sharing of sexually explicit or obscene jokes and verbal “kidding” of a sexual nature between employees, volunteers and pupils is prohibited.
- 2.5 Private, one-on-one conversations with pupils should take place within the potential view, but out of the earshot of other adults - such as in a classroom with the hallway door open.
- 2.6 Employees may not conduct an on-going series of one-on-one meetings with a pupil without the knowledge of the Principal and without written permission of a parent or guardian.
- 2.7 Staff must keep a record of all one-on-one meetings held with pupils. Teachers may not drive pupils home and if required to do so a senior member of staff must be informed and the pupil must sit in the rear of the car and parents/guardians must be advised.
- 2.8 No staff member can request a class to not share a conversation with parents or administrators nor instruct pupils to ‘keep secrets’ from their parents.

Electronic Communication with Pupils

- 2.9 Under most circumstances, employees must restrict one-on-one communications with individual pupils to accounts, systems and platforms provided by or accessible to the school IT Department.
- 2.10 Teachers and other employees may not use personal wireless communications devices to ‘text’ pupils and are prohibited from interacting one-on-one with pupils through personal online social-networking sites. Employees must decline or disregard invitations from pupils to interact privately through texting and personal social-networking sites.
- 2.11 Group communication may be used so as to disseminate information such as homework, itinerary times for practices or committees or any such similar needs. If, because of an urgent or emergency circumstance, an employee uses a personal communications device or account to contact an individual pupil, the date, time, and nature of the contact must be reported in writing to his or her supervisor on the next school day.
- 2.12 The IT usage policy applies at all times and should there be any suspicion of any form of sexual misconduct by the employees files and communication will all be checked by the school or a delegated representative.

3. Physical contact between employees and pupils

- 3.1 Physical contact between employees and pupils should be public, nonsexual, and appropriate to the circumstances.
- 3.2 Physical contact between an adult and pupil that is expected and appropriate in preschool and in the early primary school grades - such as a spontaneous hug between a teacher and a child at the end of the day - is not appropriate with older children. With older pupils any such form of contact may only be 'shoulder to shoulder' and may not be a frontal hug. Before any such gesture a staff member should think twice as to its risks.
- 3.3 Physical contact meant to encourage or reassure pupils, such as a hand on the shoulder or a pat on the back, should be brief and unambiguous in meaning.
- 3.4 Appropriate physical contact required in the case of first aid being applied is acceptable.
- 3.5 No employee may hit (or otherwise physically assault or physically abuse) a pupil, or use any other ways of punishment that are not allowed. This includes verbally abusing a child.
- 3.6 At no time may a male coach be present when female pupils are changing; nor may a female coach be present when male pupils are changing. Care must be taken in any sport activities that no interactions take place as defined by this policy.
- 3.7 On outings or field trips no employees or volunteers may be present in any public space where pupils are dressing or bathing unless, in the case of bathing, this is taking place with all participants being entitled to be present, and appropriate procedures are in place to avoid any inappropriate behaviour.
- 3.8 On outings or field trips no employees or volunteers may sleep in the same room or bed as a pupil.

4. Social interactions and relationships between employees and pupils

- 4.1 Employees and volunteers should avoid situations in which they are alone with a pupil and not observable by other adults or pupils.
- 4.2 All off-site, school-related activities involving employees and pupils must be approved by an authorised administrator and be supervised by at least two unrelated adults. Written parental permission must be secured for all off-site, school-related activities.
- 4.3 The giving of expensive gifts or gifts of a personal nature, such as jewellery and clothing, to pupils by employees is prohibited. School employees may not accept such gifts from individual pupils. (This excludes the regular practice of gift giving at the end of the year).

- 4.4 Employees shall not grant special privileges, rewards, or opportunities to a specific child beyond those customarily provided as incentives to promote and recognise achievement.
- 4.5 Employees are prohibited from hosting or participating in private social gatherings and parties with pupils. Such gatherings would be even more problematic if accompanied by the consumption of alcohol and/or other drugs.
- 4.6 Employees shall not share pornographic or sexually explicit materials with pupils.
- 4.7 Romantic or sexual relationships between employees and pupils are prohibited, regardless of the age of the pupil or the proximity in age of the employee and pupil.
- 4.8 One-on-one interactions between clinical professionals and pupils are guided by the professional code of ethics of such professionals.

5. Training and Dissemination of the Policy

- 5.1 HFC and its leadership will be responsible for providing training on the prevention of sexual misconduct and abuse policy.
- 5.2 All employees in the employ of the HFC will be trained and will be provided with a copy of this policy.
- 5.3 All pupils will be educated about their rights in terms of the policy as well as to the applicable mechanisms for them to report alleged sexual misconduct by any employee.

6. Reporting of suspected sexual misconduct and abuse

Employees

- 6.1 The Principal shall ensure that all employees are aware of their legal obligation to report suspected abuse and that when reporting it will be done in a manner that complies with the law.
- 6.2 The Principal shall ensure that all employees are aware of their obligation under the safeguarding policy on the prevention of sexual misconduct to report misconduct to the Principal or his or her designee. Failure to report any misconduct will be seen as an act of serious misconduct in terms of the employment conditions.
- 6.3 Employees who observe or otherwise become aware of sexual misconduct by another employee must notify the Principal or his or her designee promptly.
It is the duty of the Principal or his or her designee to follow due legal requirements when reporting on the alleged sexual misconduct and they

are at all times required to bring such allegation to the attention of the Chairman of the Board.

- 6.4 If such employee is found guilty of sexual misconduct then all relevant authorities and offender lists will be immediately notified.

Pupils

- 6.5 All pupils will be educated to understand their rights so as to be fully aware of what sexual misconduct and abuse is.
- 6.6 Disclosure can be a traumatic experience and all efforts will be made to prevent further emotional harm to the complainant.
- 6.7 Staff will display empathy, warmth and acceptance and will relate the information to as few people as possible so as to protect the pupil's dignity yet ensure that the appropriate people are informed to fully deal with the matter.
- 6.8 The safety of the pupil must be protected at all times and they must understand the potential consequences of their disclosure.
- 6.9 Pupils are encouraged to report directly to a social worker, the Deputy Principals or Principal.

7. Policies for the reporting of inappropriate behaviour of a pupil

- 7.1 Should an employee observe inappropriate behaviour of a pupil towards an employee, such staff member is obliged to report such behaviour to a social worker or to the Principal.
- 7.2 This would include any such behaviour deemed to be sexually provocative in nature, be it behaviour through actions or verbal statements or gestures.
- 7.3 Due action will then be taken by such designated person to clarify the nature of the behaviour and assist in managing the response of the employee and the future behaviours of such a pupil.

8. Consequences for employees who violate sexual misconduct and abuse prevention policies

- 8.1 Violations involving sexual relations with a pupil, regardless of the age of the pupil or the proximity in age of the pupil and employee; sexual abuse of a pupil; or communication with a pupil of a sexual or romantic nature; can result in dismissal, prompt notification of law enforcement and social services if required by law, and the notification of SACE.
- 8.2 The response to violations involving wilful conduct, or conduct or communication of a sexual or romantic nature not involving actual sexual relations or abuse, may include a formal reprimand, suspension, dismissal or other personnel action deemed necessary to prevent sexual abuse and

protect the health, welfare, discipline or morale of pupils, and if warranted the reporting of such incident to SACE.

- 8.3 The response to violations determined to have been inadvertent, and/or not involving conduct or communication of an abusive, sexual or romantic nature, may include counselling and training, and in cases involving multiple violations, a formal reprimand or other action deemed warranted to prevent future violations of school policy.

Annexure 1

In order for schools to be able to employ the most suitable staff to work with children, there are various National Registers of people who have been found unsuitable to work or be near children. An employer can ask a potential employee for a police clearance certificate or apply for one themselves. If the potential employee provides one the employer must check its validity in case it is forged.

1. **South African Council of Educators (SACE)** Phone SACE to check on every single person employed to work at the school. All serious issues (such as cases of abuse) should be reported to SACE. Chief Executive Officer, South African Council for Educators (SACE), Private Bag X127, Centurion 0046. The letter may also be hand delivered to Chief Executive Officer, South African Council for Educators (SACE), 261 West Street, Centurion 0046.
2. **National Register for Sex Offenders (Department of Justice)** (Sexual Offences and Related Matters) Amendment Act No 32 of 2007) Section 42. A register is kept of every person convicted of a sex-crime. Check this before employing anyone to work at the school. An employer will face prosecution if he/she fails to check whether a current employee or possible employee is on the register.
3. **National Child Protection Register** (Department of Social Development). A record is kept of every case of child abuse.



Developed 30 January 2013

Professional Staff Conditions of Service

1. Working hours

- 1.1 Professional employees are expected to work and be in attendance during normal school hours. Any additional activities related to their post being scheduled as required by the College are considered part of any normal school hours which includes evenings and over weekends. Sufficient notice will be given for activities after 17:00 and on weekends.
- 1.2 Extramural activities may take place in the afternoon, evening or at weekends. Teachers are however not expected to remain at the College when not involved in extramural or extended academic activities unless required to do so by the Principal or Head of the department / section.
- 1.3 Regular extra time (i.e. time exceeding normal hours) is generally not required or considered as being a normal work activity, and the College will attempt to organise periods and schedule work hours to match normal workplace requirements. Preparation, marking and other academic activities can be performed at the College or at home and are considered to be a normal part of a teacher's function. Overtime or extra pay is therefore only paid in very exceptional cases where specifically provided for in the offer of employment, and where time-off in lieu of overtime payment cannot be practically implemented.
- 1.4 The Board may, at its discretion, require teachers to be on duty at the College during school holidays. Additional time for workshops or meetings may also be required of teachers either during term time or holidays. If this is necessary, then adequate notice will be provided.
- 1.5 Timekeeping and attendance are considered important for proper educational functioning and punctual service delivery. Poor timekeeping practices or absenteeism is not conducive to effective teaching and will be viewed as unacceptable behaviour. Teachers unable to attend work, or to do so on time, bear the onus for contacting the Principal or Deputy Principal and advising them of the cause and effect of their absence.

2. Public holidays

- 2.1 HFC recognises those public holidays approved by the State. Certain Catholic feast days will also be observed.

3. Annual leave

- 3.1 Employees are entitled to twenty-one (21) working days' annual leave during normal College holiday periods. This is provided that leave can only commence once all duties arising from the preceding term have been completed, and that teachers return from leave in time to properly prepare for the following College term.
- 3.2 Staff shall be entitled to full pay while on official school holidays, but are not entitled to additional payment for attendance at school or for other duties performed during school holidays.
- 3.3 Any special meetings or training sessions called during such holiday/leave periods, after break-up or before a new term commences, must also be attended. If this is necessary, then adequate notice will be given.
- 3.4 Staff are not entitled to payment in lieu of leave, except on termination of employment and the employee has leave owing to him/her in terms of the Basic Conditions of Employment Act (BCEA) and the Labour Relations Act (LRA).
- 3.5 The permission of the Board is required for a period of leave to be prolonged.

4. Religious Congregational leave

- 4.1 The Board may, at its discretion, grant paid or unpaid leave to employees to attend Congregational meetings or for attending to Congregational business.

5. Sick leave

- 5.1 Employees are entitled to a maximum of 30 days sick leave on full pay in a three-year cycle;
- 5.2 A medical certificate is required for all sick leave, irrespective of the number of working days missed.

6. Maternity leave

- 6.1 This policy applies only to employees who have been employed with the organisation for a continuous period of twelve (12) months. Employees wishing to take maternity leave in their first twelve months with the organisation will be entitled to the benefits contained in the BCEA (four months unpaid leave).
- 6.2 Employees on approved maternity leave are assured of continued employment in their former positions unless this is not possible for reasons beyond the control of the HFC.
- 6.3 At least one month's notice of maternity leave must be given, or, if this is not possible, as soon as is reasonably practical.

- 6.4 Employees are entitled to a maximum of four (4) calendar months maternity leave (the statutory entitlement being 4 months).
- 6.5 During this period the employee will be paid the difference between 75% of her basic salary and her Unemployment Insurance Fund (UIF) entitlement in terms of the UIF Act.
- 6.6 An employee on maternity leave must claim (see below) a portion of her salary from the UIF as stipulated in Schedule 3 of the Unemployment Insurance Act.
- 6.7 The employee must produce proof of value received from the UIF.
- 6.8 The employee is required to sign an acknowledgment of debt for the amount paid by the HFC to the employee during the period of maternity leave, plus the period of notice that an employee would be required to give should she choose to resign. Should the employee leave the employ of the organisation within a period of five (5) months of having taken maternity leave, the employee will be required to repay in full the amount referred to in paragraph 6.4.
- 6.9 It should be noted that an employee who resigns during her period of maternity leave is still required to serve out her notice period in terms of her contract of employment. Such notice cannot, in terms of the BCEA, run concurrently with any other period of notice or leave, including maternity leave.
- 6.10 An employee who bears a still-born child may remain on maternity leave for six weeks after the still birth, or a longer period if a medical practitioner states that it is necessary for her health and safety.

7. Family responsibility leave

- 7.1 Employees may apply to the Principal for up to three (3) working days family responsibility leave per year (12 month period from the date of employment) in the following circumstances, as laid down in the Basic Conditions of Employment Act:

- 7.1.1 when your child is born

- 7.1.2 when your child is sick

- 7.1.3 in the event of the death of your spouse or life partner, parent or adoptive parent, grandparent, child or adopted child, grandchild or sibling.

Depending on operational requirements, these days may be granted as consecutive days.

- 7.2 An additional two (2) working days family responsibility leave may, on the same conditions as outlined in law, be granted at the discretion of the Principal. Any further days leave will be at the discretion of the Principal and will be unpaid.

- 7.3 Family responsibility leave does not accrue year on year and will not be paid out in lieu, or be applied as an automatic entitlement.
- 7.4 A leave application form must be submitted to the College within two (2) days of returning to work.
- 8. Paternity leave**
- 8.1 Full-time employees may apply to the Principal for three (3) working days of family responsibility leave in the event of the birth or adoption of a child.
- 9. Managing absence**
- 9.1 Workplace injury or work-related illness: If an employee has experienced an injury at work he/she should seek assistance as quickly as possible from the qualified first aid assistant. He/she will determine what treatment may be necessary and notify all appropriate staff.
- 9.2 Medical appointments: Appointments for routine medical treatment should be arranged well in advance and outside school hours where possible. Employees must inform their immediate supervisor as soon as an appointment has been made and obtain prior permission to be away from work. If the employee is away from work for four (4) hours or longer, the employee must submit a sick leave form (for both routine and emergency medical appointments). Frequent absence for medical treatment will be reviewed by the HFC and any abuse of this facility will be handled through the disciplinary procedures.
- 9.3 Protecting colleagues from exposure to infection: Employees who contract influenza or any other readily contagious illness such as mumps, measles or chickenpox, should remain at home and contact their immediate supervisor as soon as possible on the first workday after it becomes evident. This will help the HFC to determine how the impact of an employee's absence can be minimised. Exceptions to this rule may occur in the case of hospitalisation, or continued attendance at work to meet an urgent commitment. In the latter case employees should avoid unnecessary contact with others and return home at the earliest opportunity. Where circumstances allow, it may be possible to arrange for employees to work at home. In such cases, an appropriate proportion of the time away from the normal work duties will not be recorded as sick leave.
- 9.4 Confirmation by a registered medical practitioner: For all sickness absences employees must obtain written confirmation from a doctor confirming the need to be absent from work on medical grounds. Each doctor's note must be forwarded to the Principal within a week of it being issued. The school will not provide sick pay for sick leave taken in excess of two days if not authorised by a registered doctor.

9.5 Frequent absence from work due to sick leave may lead to an investigation in which case HFC may request an employee to submit a doctor's certificate for every instance of sickness absence. In cases where sick leave is abused, the principle of 'No work no pay' will apply and disciplinary action may be taken.

10. Hospitalisation

10.1 If sickness absence involves a period of hospitalisation, employees must ensure that the Principal is informed about the hospital where the employee has been admitted. If the period in hospital is for more than one week, then HFC will normally arrange for a work colleague to visit.

11. Workloads due to absence

11.1 Employee absence places greater workloads on colleagues. In order to minimise this burden and protect the interests of the school employees should, where possible, inform the Deputy Principal of any work priorities and provide any information and guidance that will assist others to complete outstanding tasks.

12. Returning to work after absence

12.1 Fitness for work:

HFC will generally accept the recommendation of an employee's medical practitioner that they are fit to return to work. If, however, an employee is willing to work but HFC nevertheless requests that they undergo further medical checks, HFC will pay for these examinations.

12.2 Return to work interview:

Employees who return from a long absence will normally be requested to attend an interview with the Principal on their first day back at work.

12.3 Rehabilitation:

If a period of sickness absence due to illness is longer than six weeks, the return to work will be subject to a rehabilitation plan. This may require an initial return to work to be on a part-time basis. However, in circumstances where an employee may remain unfit to resume normal duties in the foreseeable future, a special review will be arranged to determine whether any special access, equipment, redeployment or job design provisions can be made in order to continue employment with the school.

12.4 Deteriorating health conditions:

If an existing health condition should deteriorate to the point where a employee is unfit to work, even with the special provisions that have been made for the condition, the school will terminate employment. In such circumstances the employee may qualify for early retirement benefits in terms of the retirement scheme.

13. Employees and HIV/AIDS

- 13.1 There is no evidence that HIV/AIDS can be transmitted between people through normal social contact. It is therefore HFC's policy not to seek to identify those with either condition unless someone is employed as a health care professional or has to handle human blood (or blood products) as part of their job function.
- 13.2 HFC includes HIV/AIDS awareness briefings within its ongoing training and induction programmes for all staff. The purpose of these briefings is to ensure that personnel do not hold any misconceptions about either of these conditions, are prepared to handle individual cases with sensitivity and compassion, and are equipped to identify any discriminatory actions by their staff against those suffering (or assumed to be suffering) from HIV/AIDS.
- 13.3 Harassment of employees infected (or assumed to be infected) by HIV/AIDS or AIDS-related conditions will not be accepted. This includes the refusal to work with anyone suffering from such conditions. Those found to have taken part in harassment or bullying on these grounds will be subject to disciplinary procedures and potential dismissal.
- 13.4 If an employee voluntarily informs HFC that they have HIV/AIDS, then that information will be treated sensitively and in the strictest confidence. It will not be revealed to anyone apart from the human resources department and the employee's most senior supervisor.
- 13.5 Employees will not be treated less favourably by HFC if they have HIV/AIDS. Employees will have the same rights as other employees, including equal access to jobs and training opportunities and consideration for promotion.
- 13.6 Where an employee has voluntarily informed HFC that they have HIV/AIDS, special arrangements will be made for employees to take reasonable additional time off outside the Leave Policy. This will be to enable employees to attend a hospital or specialist clinic for outpatient treatment or counselling.
- 13.7 HFC recognises that HIV/AIDS is serious and a potentially progressive condition. If HFC is informed that an employee suffers from either condition, however, every reasonable effort will be made to enable employees to work for as long as possible, either through increased flexibility in working hours, or special adjustments to working environments.
- 13.8 Employees who have HIV/AIDS should seek medical advice before travelling abroad on HFC's behalf. Some countries test visitors for HIV, or ask for evidence of HIV status before issuing a visa. Employees should

therefore check with the country's embassy before making any final arrangements. Should a test be required, it is important to make sure that employees receive the necessary pre- and post-test counselling.

14. Retirement age

- 14.1 This policy applies to all HFC staff including religious staff.
- 14.2 The retirement age will be 63 years.
- 14.3 When retirement age is reached, an opportunity should be given to each person whose position will be reviewed on merit with regard to the renewal of their contract.
- 14.4 Contracts may be offered to people over this age at the discretion of the Principal, in consultation with the Board, on an annual basis.



22 January 2013

Disciplinary Code and Procedure (Staff)

1. Introduction

- 1.1 The Principal and Management Team are responsible for ensuring healthy discipline and it is the intention of this Code and Procedure to assist with clarification of fair procedure and assuring conduct and performance at the required standard in support of overall goals.
- 1.2 Disciplinary action is in the first instance corrective and to be used as the last resort where employees failed to behave or perform according to the required standards. It is initiated by management because they are concerned about an unsatisfactory aspect of the employee's performance and/or behaviour and its impact on the organisation.
- 1.3 Depending on the seriousness of the offence or extent of non-performance, the Code is meant as a progressive tool for maintaining discipline which will result in sound labour relations and the fair and equitable treatment of all employees. It is not a tool to be used for punishment or to humiliate, denigrate or castigate an employee.
- 1.4 HFC recognises the right of every staff member to be made aware of the duties, performance and behaviour expected of him/her while simultaneously ensuring that fair discipline is exercised responsibly and not in an arbitrary fashion.
- 1.5 Every staff member is entitled to know the exact reasons for any disciplinary action taken against him/her.

2. Definitions

HFC:	Holy Family College
Employee:	A person employed by the HFC on a full-time or part-time basis or contract workers engaged for more than 24 hours per month
Management:	HFC Board, HFC Leadership Team or their nominee
Management representative:	Also called the Presenter; a person duly nominated by management to investigate an incident and/or present management's case at a disciplinary hearing

Employee representative:	A colleague nominated by an employee to present and defend their case at a disciplinary hearing who is not a witness to the proceedings
Gender:	Reference to either gender will include the other gender
Chairperson:	A member of management chairing a disciplinary hearing

3. Application of this code

- 3.1 This Code applies to HFC management and all employees.
- 3.2 Where disciplinary action involves the Principal, the Board will nominate a representative or engage the services of legal representatives of the Board depending on the nature and severity of the matter. In this instance the Board is responsible for deciding the matter at a formal meeting.

4. Procedure

- 4.1 The procedure will depend on the seriousness of the alleged misconduct or poor performance. Examples of less serious (moderate) offences have been listed below under point 5 and examples of serious (major) offences under point 6. The list is to be used as a guideline only; it should assist with correctly naming or being specific when describing the unacceptable conduct, as well as choosing the appropriate disciplinary steps. It is important not to use this list without due consideration first to the context and circumstances.
- 4.2 Serious (major) offences will normally result in a hearing which could lead to dismissal, even for a first offence. The procedure for a hearing is described under point 9.
- 4.3 Less serious (moderate) offences are dealt with through corrective disciplinary steps. The procedural stages for taking corrective action are described under point 8.
- 4.4 After an incident of alleged gross misconduct and before any formal charges are made, management will appoint a representative to gather information and make a recommendation on whether or not a case exists. The intention of the investigation is not to determine whether or not the employee is guilty or to interrogate witnesses, but to facilitate fair procedure. The alleged offender and any witnesses will be informed of their right to have a colleague present as a representative prior to any individual interviews. Should the management representative conclude that a case does not exist, s/he will inform management, the alleged offender and all witnesses of this decision. Should the management representative find that there is sufficient reason to believe that a case

does exist, the disciplinary code and procedure will be applied as may be appropriate under the circumstances.

5. Examples of moderate offences

- Absence without permission during working hours
- Absenteeism
- Being disrespectful, rude or uncooperative at work
- Derogatory language
- Failure to exercise proper care in executing duties to the extent that tasks have to be repeated
- Failure to adhere to the HFC Code of Ethics, Codes of Conduct, Grievance Procedure or Disciplinary Code and Procedure
- Insubordination, i.e. failure to comply with a reasonable instruction
- Laziness, loafing, unproductive time or failing without reasonable cause to complete tasks
- Misconduct
- Neglect of duty
- Negligence
- Poor timekeeping, e.g. late coming, extended breaks or leaving early
- Refusal to take a breathalyser test if suspected of being under the influence of alcohol
- Repeated shortages of HFC property
- Unacceptable work practices/standards
- Sloppy work or inefficiency; failure to carry out work to the required standard without reasonable cause and concealing defective work
- Unauthorised transportation of passengers in a HFC vehicle
- Unacceptable appearance (including inappropriate dress) in a work situation
- Unauthorised use of a HFC vehicle or other property, equipment or material
- Misuse of HFC property, equipment or material
- Failure to administer an asset register
- Unauthorised statement released to the media
- Repeated low productivity

6. Examples of major offences

- Misrepresentation of qualifications
- Absence from work without leave
- The consumption of alcohol, intake of hallucinatory drugs or being under the influence of alcohol or hallucinatory drugs while at work
- Assault
- Breach of confidentiality

- Bribery, giving or receiving or trying to give or receive any bribe, or causing someone else to commit a corrupt act
- Conviction of any criminal offence without the option of a fine
- Deliberate damage to HFC property, equipment or material or any other person's property while on the HFC premises
- Deliberate submission of false documentation or statements and accusations that are unfounded
- Driving a HFC vehicle while under the influence of alcohol or hallucinatory drugs
- Driving a HFC vehicle without a valid licence
- Failure to report an accident involving a HFC vehicle
- Fraud or forgery
- Fraudulent timekeeping
- Failure to deposit money collected on behalf of the HFC
- Refusal/gross failure to adhere to the HFC Code of Ethics, Codes of Conduct, Grievance Procedure or Disciplinary Code and Procedure
- Gross misconduct
- Gross neglect of duty
- Gross negligence
- Being in possession of a firearm or dangerous weapon on HFC property or while on duty without permission of the Board/Principal
- Major inventory or cash shortages
- Negligent driving of a HFC vehicle or contravening a traffic regulation in a manner which could endanger the lives of any other persons
- Deliberate exclusion of an asset on an assets register
- Repeatedly being the cause of vehicle accidents while driving HFC vehicles
- Repeated absenteeism
- Gross insubordination
- Persistent refusal to obey a lawful instruction
- Persistent misconduct where individual offences do not constitute a serious offence in each instance but taken over time shows a pattern of offences which is unacceptable
- Theft
- Intimidation or threat or incitement to violence
- Unauthorised possession of HFC property, equipment or material or any other employee's property
- Unsafe practices
- Victimisation or discrimination of any form

- Derogatory/inflammatory statements regarding the HFC or other employees released to the media or by way of any form of public declaration
- Wilful misuse of HFC property, equipment or material
- Wilful damage to the Company's equipment or the property of other employees, or the property of any other stakeholder
- Harassment (on the grounds of sexual, racial or any other)
- Any other grounds recognised by law as constituting sufficient reason for dismissal or termination of employment/contract.

7. Procedure for addressing poor work performance

7.1 This procedure applies to all instances of poor work performance or non-performance. Examples are inefficiency, unproductive time, and failure to exercise proper care in executing tasks.

7.2 An employee who is failing to perform satisfactorily must be informed of the area(s) where his/her performance has been less than satisfactory.

7.3 At the same time, management must clearly communicate to the employee the required standards.

7.4 Management will set a reasonable period within which these standards should be reached and provide whatever reasonable evaluation, feedback, instruction, training, resources and guidance the employee may need to improve to the required standard.

7.5 In instances where the employee has not improved despite these steps, management must place the employee on terms, i.e. inform the employee that should s/he fail to perform to the required standard within the stipulated time, his/her continued employment is in jeopardy and a disciplinary hearing will be held.

7.6 The interviews on poor performance must be recorded and confirmed in writing.

7.7 Should the employee still not improve his/her performance, a disciplinary hearing will be held in terms of point 9 below.

8. Progressive corrective steps

8.1 Formal counselling interview and verbal warnings

In instances of less serious (moderate) offences and depending on the circumstances, management will counsel the employee. Should the first counselling be ineffective in correcting the behaviour, management will call the employee to an interview, discuss the unacceptable behaviour with the employee and listen to the employee's response before deciding on further action. The manager must keep a record of formal counselling and verbal warnings and also record the views of the employee. If the employee has been warned and commits the same or a similar offence

again within the next three (3) months, this caution will be taken into account when deciding on further corrective action.

8.2 Written warning

Where misconduct occurs which is of such a serious nature that a formal counselling interview and verbal warning would be ineffective, yet not so serious that it jeopardises continued employment, or if a previous verbal warning has failed, management should call the employee to an interview, discuss the conduct that is unacceptable, explain the reasons and state the required standard. Management must give the employee opportunity to respond to the accusation. Management must warn the employee that the persistent transgression of this rule or failure to comply with the standard, may lead to a hearing. A written warning must be issued within three (3) working days after the discussion, confirming the warning in writing and motivating the reasons for the warning.

The employee must be asked to sign the warning to indicate that s/he has received it and write down any comments s/he may have. Should the employee refuse to sign, the manager must give the warning to the employee in the presence of a suitable witness. The warning must be kept on the personal file of the employee.

A written warning is valid for six (6) months. Should the employee commit the same or a similar offence within the next six months, this warning will be taken into account when deciding on further corrective action.

An employee may appeal against a written warning within three (3) working days of the action taken. Full reasons for requesting a review must be given and submitted to the next level of management. This level of management will as soon as possible, but preferably within two (2) working days, review the facts and the circumstances and make their decision known to the employee with written reasons. This decision will be final.

8.3 Final written warning

Where misconduct occurs which is of such a serious nature that a written warning would not address it appropriately or not so severe that a formal disciplinary hearing should be called, or where a previous written warning has failed, the manager must call the employee to a formal disciplinary interview. As this interview may lead to a final written warning, the manager must give the employee at least 48 hours' notice in

writing on the Notification of a Disciplinary Hearing form so that the employee may prepare him/herself.

The employee has the right to have a representative and an interpreter present at this interview. If necessary s/he may call witnesses. The manager must put the charges to the employee and listen to the employee's response. The manager must decide on the appropriate sanction as soon as possible after the interview, but preferably within three (3) working days. Depending on the circumstances this may lead to a final written warning being issued. The manager must motivate the reasons for the final written warning in writing.

The employee must be asked to record his response to the final written warning on the form and sign the warning to indicate that s/he has received it. If the employee refuses to sign, the manager must hand the warning to the employee in the presence of a suitable witness and a copy must be placed on the employee's personal file.

The final written warning is valid for twelve (12) months. Should the employee commit the same or a similar offence again within these 12 months, the final written warning will be taken into account when deciding on further disciplinary action.

9. Disciplinary hearing

When the behaviour is related to a serious offence or is considered of such a serious nature that the issuing of a written warning or final written warning would not address it appropriately or where the behaviour or performance of an employee has not been successfully corrected as a result of previous written warnings, management will hold a disciplinary hearing.

The hearing shall commence as soon as possible but preferably not later than within ten (10) working days of the date on which management became aware of the alleged misconduct. Should there be an investigation into the alleged offence, management will try to hold the hearing as soon as possible and depending on the circumstances keep the employee informed of progress and the likely date of the hearing.

9.1 A fair hearing:

A hearing would be regarded as procedurally fair when the following essential criteria have been met:

9.1.1 The chairperson was impartial.

- 9.1.2 The alleged misconduct was clearly described on the notification form of the disciplinary hearing.
 - 9.1.3 Sufficient time was given to the employee to prepare his/her case in relation to the amount of preparation material (at least 48 hours).
 - 9.1.4 The employee had been made aware of his/her right to have a representative (a colleague) at the hearing.
 - 9.1.5 If applicable, the employee had been made aware of his/her right to have an interpreter present.
 - 9.1.6 Management and the employee had sufficient opportunity to state their cases in full.
 - 9.1.7 Both parties were aware of and were given the opportunity to exercise their right to call and cross-question witnesses at the hearing;
 - 9.1.8 If found guilty, evidence in aggravation and mitigation was presented prior to deciding on the appropriate sanction.
 - 9.1.9 The decision was communicated in writing together with reasons.
 - 9.1.10 The employee was informed of his/her right to appeal.
- 9.2 Notice of the hearing must be given properly on the form attached. The notice must:
- 9.2.1 Describe the charges specifically around place, time, date and nature of the alleged misconduct.
 - 9.2.2 Notify the employee of his/her rights (9.1 above). S/He must be notified that s/he must inform the manager at least eight (8) hours before the hearing of the name of his/her representative and any witnesses so that arrangements could be made for them to be present. Should s/he fail to do so on time, management may notify him/her in writing that the hearing will continue and that postponement will not be considered due to the representative or witnesses not being able to be present.
 - 9.2.3 All documents that will be presented as evidence at the hearing should be provided to the accused employee or his/her representative at least 48 hours prior to the hearing.
 - 9.2.4 An employee may, no later than 24 hours before the commencement of the hearing, request a postponement of the hearing. This request must be in writing and should include a valid reason for it. The postponement may not extend beyond three (3) working days from the original date. Only the chairperson may approve such a request and must confirm his/her decision in writing.

9.3 Parties to a disciplinary hearing

- Chairperson (the Principal or his/her nominee)
- Employee accused of misconduct/poor performance
- Employee's representative (if required)
- Presenter (management representative)
- Secretarial services or tape recording
- Witnesses must be available (they are called one by one and may be excused after giving evidence).

9.4 Roles

9.4.1 The role of the chairperson is as follows:

- To be responsible for fair and correct procedure (see checklist attached).
- To ascertain that the employee had been given sufficient notice of the hearing based on copies of the relevant documents.
- To conduct the hearing and keep minutes/ensure that minutes are taken.
- To hear evidence and decide whether the employee is guilty or not guilty on the balance of probabilities based on the evidence led by both parties. This decision must be put in writing. The chairperson reconvenes the hearing, preferably within two (2) days, to communicate his decision of guilty/not guilty. A copy of the finding must be placed on the employee's file.
- In the event that the employee has been found guilty and before deciding on the appropriate sanction, the chairperson shall ask the employee and/or his/her representative to make representations in mitigation. The presenter may make representations in mitigation and/or aggravation. The chairperson will consider the evidence submitted, the employee's personal file, and all the circumstances before deciding on a suitable sanction. This decision must be communicated in writing within five (5) working days. A copy of the sanction is placed on the employee's file.

9.4.2 The presenter will be responsible for presenting management's case and may not be a witness. The presenter may call witnesses and cross-question the employee's witnesses. The presenter may make opening and closing statements.

9.4.3 The employee's role is to present his case. S/he may make opening and closing statements, call witnesses and cross-question management's witnesses. If the employee has nominated a representative her/his case may be presented by the representative.

- 9.4.4 The employee's representative must be a colleague nominated by the accused employee to represent her/him at the hearing. S/he may not be called as a witness at the hearing. Her/his role is to present the employee's case and cross-question management's witnesses. S/he may make opening and closing statements.
- 9.4.5 Witnesses are people called to give evidence at the hearing either by management or the employee/representative.

9.5 Procedure for the disciplinary hearing

9.5.1 The chairperson (please refer to Checklist for Chairpersons of Disciplinary Hearings attached):

- introduces the parties to one another,
- determines whether the employee has exercised his/her right to be represented by an employee representative,
- determines whether the employee has received sufficient notice of the hearing,
- determines whether the employee understands his/her rights with regards to the procedure,
- explains the procedure.

9.5.2 The charge: The chairperson reads the charge out loud, asks the employee whether s/he understands its meaning, and whether or not s/he has committed the offence or is guilty of the alleged misconduct/poor performance. If the employee admits to the charges, the chairperson must call for evidence in aggravation/mitigation and argument for a fair sanction before making his/her decision. If the employee pleads not guilty, the chairperson proceeds by asking for opening statements.

9.5.3 Presenting management's evidence:

- The presenter (management representative) leads evidence by the presentation of witnesses, documentation, etc.
- The employee/representative is given opportunity to cross-examine the witness.
- The chairperson may ask questions for clarification.
- The presenter may re-examine the witness.

9.5.4 Presenting the employee's evidence:

- The employee/representative leads evidence by the presentation of witnesses, documentation, etc.
- The present is given opportunity to cross-examine.
- The chairperson may ask questions for clarification.
- The employee/representative may re-examine.

Remember the rules of evidence including:

- A fact can only be proved if it comes from the mouth of a witness or is admitted by the person charged.
 - Documents do not speak for themselves.
 - Direct evidence is substance whereas hearsay evidence could be dismissed.
 - Evidence should be limited to the relevant issues.
- 9.5.5 Argument and closing statements: The presenter and employee may make closing statements, arguing the facts presented.
- 9.5.6 Finding: The chairperson determines a finding of guilty or not guilty based on the evidence led and on the balance of probabilities. The employee is informed of the finding, as well as the reasons. If found not guilty, this needs to be confirmed in writing and a record kept of the proceedings.
- 9.5.7 Evidence and argument on finding: If found guilty, the employee/representative may present mitigating circumstances and the management presenter may lead mitigating and/or aggravating evidence and recommend a sanction. The chairperson inspects the employee's service record to corroborate any mitigating circumstances and in order to establish if there are any relevant and valid warnings on record.
- 9.5.8 Sanction: The chairperson decides on the sanction. In order to come to a fair decision, the chairperson must take into account:
- the seriousness of the offence,
 - extenuating circumstances under which the offence occurred,
 - similar previous offences committed by the employee,
 - employee's service records,
 - any other aggravating and mitigating circumstances,
 - the manner in which similar offences in the organisation were dealt with in the past (consistency), if relevant.
- 9.5.9 Communication of sanction: The chairperson informs the employee and the representative of the sanction and the right to appeal. Once the employee has been informed, s/he will be required to sign documentation to that effect.

10. Appeal against a final written warning, or against the process or outcome of a disciplinary hearing

- 10.1 If the employee feels unhappy about the process of the disciplinary hearing and/or the finding and/or sanction, s/he can appeal. In instances where there is no appeal, or where the employee is dissatisfied with the appeal decision, the employee must be notified in writing of his/her right to refer the matter to the Commission for Conciliation, Mediation and Arbitration (CCMA).

- 10.2 If the employee wants to appeal, s/he must make an application within three (3) working days of the date of conclusion of the disciplinary hearing.
- 10.3 The appeal must be conducted by a management nominee different from the chairperson of the original hearing within seven (7) working days from when such an application was served.
- 10.4 Prior to the appeal meeting the chairperson of the appeal must be provided with a copy of the record and all other relevant documents presented at the original hearing as well as the employee's personal file;
- 10.5 The appeal will be restricted to the reasons stated on the appeal form. The employee shall be notified in writing of the outcome of the appeal and of her/his right to refer the matter to the CCMA should s/he be dissatisfied.

11. Minutes and disciplinary report

The chairperson (of the hearing and where relevant the appeal) is responsible for having a full transcript where possible, or of the minutes of the disciplinary hearing typed and placed on the employee's file.

12. The outcome of the disciplinary hearing may include

- 12.1 not guilty;
- 12.2 verbal warning and/or counselling;
- 12.3 written warning;
- 12.4 final written warning;
- 12.5 treatment;
- 12.6 treatment together with warning;
- 12.7 dismissal;
- 12.8 summary dismissal (without notice);
- 12.9 as an alternative to dismissal, a demotion or transfer, or suspension without pay for up to two weeks, may be considered.

13. Suspension with pay

- 13.1 In an instance where an employee allegedly has committed a serious (major) offence and his/her presence could unduly influence an investigation or will endanger other people's well-being or safety, or have a significant impact on the workplace climate, the Principal may decide to suspend the employee on full pay.
- 13.2 The employee must be informed of the suspension in writing and be given the opportunity to respond to this in the presence of an employee representative (if requested) before the suspension is given effect.

- 13.3 A suspension may be lifted at any time. Depending on the circumstances, where it is found that there had not been sufficient grounds for a suspension, an apology may accompany the withdrawal of the suspension and displayed at work.
- 13.4 Any period of suspension must be kept as short as possible, preferably not longer than 30 days. The suspended employee must be kept informed of reasons for extending the suspension beyond 30 days and the Executive Board of HFC must be informed accordingly. This level of communication will not unduly influence the employee's right to a fair procedure.

Checklist for Chairperson of disciplinary hearings

The chairperson ensures:		Y/N
1	All parties have been welcomed and introduced.	
2	The name of the employee representative has been noted.	
3	<p>The employee has had at least 48 hours notification of hearing, date, time, venue and allegations.</p> <p>The employee has been informed of his/her rights to:</p> <ul style="list-style-type: none"> ▪ have a representative if required ▪ have an interpreter if required ▪ prepare a response/defence ▪ make statements ▪ lead evidence and call witnesses ▪ cross-question management's witnesses 	
4	<p>The procedure for the disciplinary hearing has been explained.</p> <p>Chairperson reads allegations against employee. Employee pleads guilty or not guilty.</p> <p>If employee pleads <u>guilty</u>, then statements are invited to argue for an appropriate sanction, considering mitigating and aggravating factors. The chair will look at service record and, if valid, written warnings before coming to a decision.</p> <p>If employee pleads <u>not guilty</u>, the procedure for the hearing is as follows:</p> <p>First management makes an opening statement, then the employee (if s/he chooses to prior to hearing management's evidence).</p> <p>Management calls witnesses. Employee may cross-examine. Management may re-examine.</p> <p>Employee calls witnesses. Management may cross-examine. Employee may re-examine.</p> <p>Chair may ask questions for clarification.</p> <p>First management makes closing statement. Employee makes closing statement.</p> <p>The chair decides whether the employee was guilty or not guilty and communicates this decision at the hearing (or reconvenes the hearing for this purpose).</p> <p>If found guilty, the parties may make statements regarding an appropriate sanction, and present mitigating and aggravating circumstances. The chair considers the service record before coming to a decision.</p> <p>The chair communicates his/her decision to all parties in writing.</p>	
5	Considering the hearing, have the rights of both employee and management been complied with?	

6	The procedure has been followed as per the Disciplinary Code.	
7	<p>The decision of guilty or not guilty has been based on the <i>principle of the balance of probabilities</i>.</p> <p>If there was breach of a rule, the rule was known, fair and reasonable, consistently applied and it has been established on the balance of probabilities that the rule actually had been breached.</p> <p>If there was poor performance, it had been established during the proceedings that the employee had been aware of the required standard, that management had provided all the support and resources that could reasonably be expected for the employee to perform at the required standard, that the time frame given to improve had been fair and reasonable, and that the employee had still failed to perform at the level required for the job.</p> <p>If there is termination of contract due to ill health, all parties explored all alternatives to dismissal prior to termination such as light duty, a transfer, and re-training. If there is a problem related to addiction, counselling and treatment may be options first. Should these fail, the employment contract may be terminated following due process.</p>	
8	If found guilty, the employee has been informed of his/her right to appeal/declare a dispute. An appeal may be lodged on the basis of unfair procedure and/or unfair sanction (e.g. the 'punishment does not fit the crime'.)	



22 January 2013

Employment Equity Policy

1. Background and rationale

Apartheid and other discriminatory laws and practices have resulted in disparities in employment, occupation and income within South African organisations. HFC commits itself to the principles and the spirit of the Employment Equity Act.

2. Policy

HFC therefore seeks to:

- 2.1 eliminate unfair discrimination in employment;
- 2.2 ensure the implementation of employment equity to redress the effects of discrimination experienced by black people, women and people with disabilities;
- 2.3 achieve a diverse workforce broadly representative of the demography of the regions in which we work;
- 2.4 promote the development of staff from disadvantaged backgrounds;
- 2.5 ensure efficiency in the school.

3. Skills development

- 3.1 HFC will assess staff in terms of occupational categories in which they are placed, as well as gender, racial and disability profiles. This will enable the organisation to establish the utilisation of human resources capacity and to determine the scope and target of training programmes.
- 3.2 The HFC will also take equity issues into account when appointing individuals onto governance structures to ensure that all categories have representation at all levels of the organisation.



22 January 2013

Gender Policy

1. Definition

- 1.1 The following working definition of gender has been developed by Oxfam, and is endorsed by HFC:

People are born female or male, but learn to be girls or boys who grow into women and men. They are taught what the appropriate behaviour and attitudes, roles and activities are for them, and how they should relate to other people. This learned behaviour makes up gender identity, and determines gender roles.

2. Gender Policy

- 2.1 Recognising that opportunities and rights for women and men are not equal in our country:

HFC commits itself to promoting equal opportunities to enhance the aspirations of women, through equipping both men and women to live in a society in which historical gender stereotypes are re-examined.

- 2.2 HFC will strive to:

- 2.2.1 offer equality of opportunity in the workplace,
- 2.2.2 sensitise staff about gender equality and issues,
- 2.2.3 ensure that related policies such as the ones in relation to governance structures are gender sensitive,
- 2.2.4 ensure that sexual harassment is a serious offence according to HFC policy,
- 2.2.5 ensure that disciplinary procedures are in place to deal with sexual harassment.

3. Guidelines for implementing the Gender Policy

The following guidelines will help in implementing a Gender Policy:

- 3.1 All staff members are accountable for addressing gender questions.
- 3.2 Regular time must be set aside to reflect on gender issues and participation.

- 3.3 Training programmes need to be made more women-friendly, e.g. making sure that women can attend courses on weekends by providing child-minding facilities or ensuring that start and end times allow participants to travel in daylight.
- 3.4 Management should ensure that the images in publications are gender sensitive.
- 3.5 Advertisements for posts within the organisation should reflect the HFC's commitment to equality issues so that the staff who apply know that equality is a central concern of the organisation. The appointing panel can therefore also be confident that the person appointed will respect and actively endorse the values and principles that the organisation stands by.
- 3.6 The Gender Policy and its implementation must be monitored on a regular basis.



22 January 2013

The Grievance Procedure

1. Intention and scope

- 1.1 HFC Board and the employees agree that it is in their mutual interest to observe this grievance procedure to resolve all grievances that may arise.
- 1.2 The intention of both parties is that grievances will be resolved at the earliest stage and as speedily as possible.
- 1.3 The Oxford Advanced Learner's Dictionary of Current English, describes a grievance as a "real or imagined cause for complaint or protest". A grievance is any dissatisfaction or feeling of injustice in connection with an employee's work and/or employment situation that is brought to the attention of an employee's immediate supervisor.
- 1.4 Employees have the right to select from amongst the ranks of their colleagues a representative to assist them at grievance meetings /hearings.
- 1.5 Employees and their representatives can submit grievances without fear of prejudice whatsoever regarding their work and/or employment situation.
- 1.6 Dissatisfaction with disciplinary measures taken by HFC shall not be dealt with in terms of this Grievance Procedure as these are subject to a separate appeal procedure that is contained in the Disciplinary Code and Procedure.
- 1.7 Confidentiality will be respected throughout the process by all parties concerned.
- 1.8 This procedure applies to all staff members of HFC.

2. Stages of the Grievance Procedure

- 2.1 Stage 1 – Immediate supervisor
 - 2.1.1 Stage 1 will deal with any matter which an employee or group of employees wishes to raise as a grievance.
 - 2.1.2 An employee who wishes to raise a grievance must first raise it with his/her immediate supervisor.
 - 2.1.3 If any grievance affects two or more employees answerable to the same supervisor, no more than two employees

(accompanied by a representative if desired) will raise the issue with the appropriate supervisor.

2.1.4 The supervisor will do his/her best to resolve the issue. If, within three (3) working days of the grievance first being raised, a satisfactory solution is not reached, the grievance form will be completed and signed by the employee(s) (and the representative when appropriate) and forwarded to the Principal/Deputy Principal.

2.2 Stage 2 – Principal/Deputy Principal

2.2.1 Stage 2 will deal with grievances that have not been resolved at Stage 1.

2.2.2 The Principal/Deputy Principal is responsible for arranging a meeting with the supervisor, employee(s) (and representative where appropriate) concerned. This meeting will take place within three (3) working days of the grievance form having been received.

2.2.3 The Principal/Deputy Principal and the employee(s) may, however, agree that a longer period of time is required, in which case the date of the meeting will be mutually agreed upon.

2.2.4 If a satisfactory solution is not reached within a maximum period of three working days from the meeting referred to above (paragraph 2.2.2 above) then failure to agree or reach a solution will be recorded on the grievance form.

2.3 Stage 3 – Chairperson: Board Executive

2.3.1 Stage 3 will deal with any grievances that have not been resolved at Stage 2.

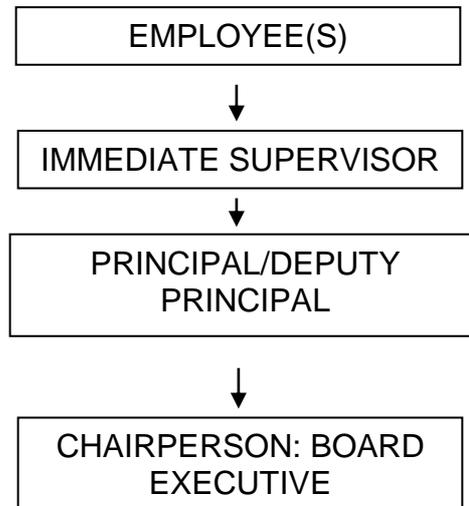
2.3.2 The chairperson of the Board Executive will arrange a meeting with the Principal/Deputy Principal and employee(s) (and representative where appropriate) concerned.

2.3.3 This meeting will take place within seven (7) working days of the grievance form having been received by the chairperson of the Board Executive.

2.3.4 The chairperson and the employee(s) may, however, agree that a longer period of time is required, in which case the date of the meeting will be mutually agreed upon.

2.3.5 The decision of the chairperson will be final.

3. Flow diagram: Grievance Procedure





22 December 2013

Policy on Harassment

This policy incorporates the Amended Code of Good Practice Guidelines on Handling of Sexual Harassment Cases 2007, Government Gazette 4 August 2005, as well as principles contained in the Promotion of Equality and Prevention of Unfair Discrimination Act of 2000, the Basic Guide to Unfair Discrimination on the Department of Labour's website.

1. Purpose

- 1.1 HFC, in line with its Vision and Values, will not condone any form of harassment at the workplace. We are committed to creating and developing a working environment which is equitable and free of harassment, where everyone respects one another and upholds the highest standards of integrity, dignity and privacy.
- 1.2 The objective of this policy is to eliminate and prevent any kind of harassment, where harassment means unwanted conduct which is persistent or serious and demeans, humiliates or creates a hostile or intimidating working environment or is calculated to induce submission by actual or threatened adverse consequences, and which is related to:
 - 1.2.1 sex, gender (not necessarily sexual) or sexual orientation, or a person's membership or presumed membership of a group identified by one or more of the prohibited grounds or a characteristic associated with such group;
- 1.3 It is the intention that this policy will contribute towards:
 - 1.3.1 creating the kind of climate in which victims of harassment will feel free to address this with the offender immediately and directly, and report such incidents,
 - 1.3.2 offenders or previous offenders becoming aware of their unacceptable behaviour, stopping acts of any intentional or unintended harassment, and starting to show respect equally towards everyone, and
 - 1.3.3 ensuring that offenders are held accountable and that disciplinary action is taken against them.

2. Definitions

- Employee: Any person employed by the HFC in a permanent or part-time capacity
- Management: The Principal/ Management Team

3. Principles

- 3.1 HFC believes in the principle of human dignity, that every person is worthy of respect regardless of race, sex, age, national origin, religion, sexual orientation, employment or economic status, health, intelligence, achievement or any other differentiating aspect.
- 3.2 HFC is committed to creating a working environment free of unfair discrimination and in the context of this policy, free from harassment. All managers, employees, job applicants and other persons who have dealings with the HFC must be treated with dignity.
- 3.3 Persons who have been subjected to harassment in the workplace are encouraged to report this through the procedures in this policy and the employer has the responsibility to act to prevent such harassment and take action against a perpetrator.
- 3.4 All managers and employees must contribute towards creating and maintaining a healthy, accountable, and dignified working environment in which sexual or any other kind of harassment is unacceptable.
- 3.5 Allegations of sexual harassment or harassment on the basis of any of the other prohibited grounds for unfair discrimination will be dealt with seriously, expeditiously, sensitively and confidentially.
- 3.6 Employees will be protected against victimisation, retaliation for lodging grievances and from false accusations. It will be a disciplinary offence to victimise, or retaliate or make false statements against a person who has in good faith reported harassment.
- 3.7 Management is responsible for communicating this policy effectively to all employees.

4. Application of the policy

- 4.1 The perpetrators and victims of harassment may include managers and employees, owners, donors, job applicants, visitors, suppliers, contractors, or any other stakeholders such as principals, teachers, pupils, parents and any other people who may have dealings with HFC employees.

- 4.2 Management recognises its obligation to take disciplinary action promptly and effectively and that action may also be taken against non-employees.
- 4.3 A non-employee who is a victim of harassment may lodge a grievance with the employer of the harasser where the harassment has taken place in the workplace or in the course of doing work.
- 4.4 No manager or employee may victimise or retaliate in any way against a person for reporting harassment.
- 4.5 Any manager or supervisor who was aware that the harassment was taking place but took no action may also be subject to disciplinary action.

5. Sexual harassment

Sexual harassment may include unwelcome physical, verbal or non-verbal conduct, but is not limited to the examples listed as follows:

- 5.1 Physical conduct of a sexual nature includes all unwanted physical contact, ranging from touching to sexual assault and rape, and includes a strip search by or in the presence of the opposite sex.
- 5.2 Verbal forms of sexual harassment include unwelcome innuendoes, suggestions and hints, sexual advances, comments with sexual overtones, sex-related jokes or insults or graphic comments about a person's body made in their presence or directed toward them, inappropriate enquiries about a person's sex life, and whistling directed at a person or group of persons.
- 5.3 Non-verbal forms of sexual harassment include unwelcome gestures, indecent exposure, and the display or sending by electronic means or otherwise of sexually explicit pictures or objects.
- 5.4 Sexual harassment includes but is not limited to victimisation, *quid pro quo* harassment and sexual favouritism.
 - 5.4.1 *Quid pro quo* harassment occurs where an employer, colleague, or any person who is in a position to influence salary and conditions of employment, abuses this authority in exchange for sexual favours.
 - 5.4.2 Sexual favouritism exists where a person who is in a position of authority rewards those who respond to his/her sexual advances, whilst other deserving employees who do not submit themselves to any sexual advances are denied promotions, merit rating or salary increases.

5.4.3 Victimization occurs where a person is victimized or intimidated for failing to submit to sexual advances.

6. Racial harassment

Racial harassment may include but is not limited to:

- 6.1 verbal harassment such as insults, stereotyping, derogatory remarks or jokes on the basis of race, religion, colour or national origin;
- 6.2 non-verbal or physical forms such as gestures or the display or sending by electronic means or otherwise of racist material, jokes, pictures, e-mails, text sms.

7. Other kinds of harassment

Other kinds of harassment may include the above grounds for unfair discrimination as well as any other differentiating aspect which may be unwelcome to the victim such as physical appearance (length, weight, shape) with the intention or the effect of interfering with an employee's work performance or creating an intimidating, hostile or offensive working environment.

8. Procedure for dealing with harassment

- 8.1 A single incident of unwelcome conduct may constitute harassment.
- 8.2 Harassment is a serious offence that may lead to dismissal even for a first time offender in terms of the HFC Disciplinary Code and Procedure. Management will take disciplinary action and the kind of corrective or deterrent action will depend on the circumstances such as the nature of the offence, sensitivity towards the victim's privacy, and the impact on the victim and/or others.
- 8.3 Incidents of harassment must be reported as soon as possible, preferably within 24 hours.
- 8.4 Where a complainant has difficulty in confronting a perpetrator directly and reporting the incident due to actual or perceived differences in power or status, the person may seek the assistance and intervention of another person such as a colleague, supervisor, or counsellor. In such instances the person who had been approached for assistance must bring this to the attention of Management within 24 hours.
- 8.5 All allegations of harassment will be dealt with seriously, confidentially and promptly. HFC will not ignore, dismiss or delay an investigation into harassment.

- 8.6 The investigation will be kept confidential in as far as is practical and appropriate in the circumstances.
- 8.7 Management will inform the complainant of the outcome of the investigation.



27 June 2016

Health and Safety Policy

Overall purpose of the policy

The overall purpose of the policy is to ensure that the College is safe for all and that effective measures are employed to address issues related to discipline, drugs, dangerous weapons, violence, bullying, rape, assault, sexual abuse, theft and robbery. This policy made be read with the Child Safeguarding Policy, the Sexual Harassment Policy, Anti-bullying Policy and other relevant policies.

Access to premises

The Board will ensure that clear signage is present throughout the school property, indicating that:

- anyone entering the school does so at their own risk;
- anyone entering the school may be subjected to search;
- no drugs, alcohol, guns or weapons permitted; and
- unlicensed drivers will not be permitted to drive vehicles on the school property.

During the school day school gates must be locked and access to the school must be controlled.

Parents have a right to visit the school attended by their child, provided that the person shall not disrupt the activities of the school.

Any visitor to the school, including parents, may be required to:

- furnish his or her name, address and any other relevant information required by the Principal or HOD;
- produce proof of his or her identity to the satisfaction of the Principal or HOD if necessary;
- declare whether he or she has any dangerous object or illegal drugs in his or her possession or custody or under his or her control;
- subject himself or herself and anything which he or she has in his or her possession or custody or under his or her control to a search by a person of the same gender, an examination by an electronic device, sniffer dogs or other apparatus in order to determine the presence of any dangerous object or illegal drug; and

- hand to the Principal or HOD anything which he or she has in his or her possession or custody or under his or her control for examination or custody until he or she leaves the premises.

Any person who contravenes the above-mentioned measures may be removed from the public school premises, with the assistance of SAPS.

Weapons and Drug Free Public School

The school is a drug free and dangerous weapons and objects free zone.

No person may:

- carry any dangerous object in the school premises;
- store any dangerous object in the school premises except in the officially designated places identified by the Principal;
- possess illegal drugs on the school premises;
- enter the school premises while under the influence of an illegal drug or alcohol;
- cause any form of violence or disturbances which can negatively impact on the school activities;
- wittingly condone, connive, hide, abet, encourage possession of dangerous objects or refuse, fail, neglect to report the sighting or presence of any dangerous objects to the departmental authorities or the police as soon as possible; and
- directly or indirectly cause harm to anyone who exposes another person who makes an attempt to frustrate the prevention of the dangerous objects and activities.

The Principal or his or her delegate may, at random, search any pupil or a group of pupils or the property of a pupil or group of pupils, for any dangerous object or illegal drug, if a fair and reasonable suspicion has been established.

The Principal or his or her delegate may at random administer urine or other non-invasive test to any group of pupils that is on fair and reasonable grounds suspected of using illegal drugs, only under conditions laid down in SASA.

Buildings, Grounds and Infrastructure

- The Board and staff will regularly monitor the school environment with a view to identifying the potential dangers and take all reasonable measures to safeguard pupils and staff.
- The SMT must ensure that playground supervision rosters are drawn up and strictly implemented and adhered to by the responsible teachers.

- The Board will make a concerted effort to ensure that a preventative maintenance plan is put in place to take care of major and minor maintenance.
- The Board and staff will take all the necessary steps to ensure that a clean, safe and hygienic environment is provided to the pupils at all times.
- The Board will ensure that all minor maintenance such as broken window panes, doors, are attended to as they occur. They will further ensure that major maintenance of the schools will be attended to through written submissions.
- The school grounds will be maintained by cutting and trimming the grass and trees on a regular basis.
- Rubbish and litter will be properly stored or disposed of.
- The school swimming pool will be properly secured by a fence and gate or net when not in use.
- No pupil will be allowed near the swimming pool without the supervision of a teacher.

Child Protection and Care

The school will create an awareness amongst staff members that when a child's wellbeing is being threatened the relevant authorities must be informed.

Occupational Health and Safety

- The school will provide for the health and safety of pupils in relation to the activities of pupils in the school premises.
- The School Health and Safety Committee will advise on the emergency evacuation procedures, which must be displayed in all offices, classrooms and amenities.
- The school safety officer must ensure that fire extinguishers are installed and maintained regularly (maintenance certificates must be filed).
- Rules for the safe use of the laboratory and workshop including the storage of chemicals, tools and equipment must be displayed in the laboratory.
- The school will ensure that first aid kits are fully equipped, utilised and maintained on a regular basis.
- The school will ensure that staff are trained in first aid and firefighting.

The health and safety committee

The School Health and Safety Committee will be responsible to:

- promote school safety programmes, including campaigns at the school and the displaying of safety signs, including the rights of admission to the school;

- develop a Safety Plan that will outline action plans to counter threats of violence;
- develop partnerships with all relevant government departments at school level, including community-based organisations and the school community;
- organise training programmes to empower stakeholders on safety;
- represent the school on matters relating to safety and give feedback to the school safety committee;
- monitor the implementation of the safety policy and plans, through observation, collecting and analysing data and reports on issues that impact on School Safety;
- report timeously to SMT on progress; and
- organise quarterly information sharing meetings with the relevant stakeholders.



22 January 2013

Staff Study Policy

1. Introduction

- 1.1 HFC encourages all staff to take responsibility for their ongoing development and formation. The context of our work requires this and our pupils deserve this from us: that we be well formed, informed and aware of new educational and related developments;
- 1.2 HFC commits itself to promoting a learning culture in the organisation which, in turn, should contribute to personal growth, professional development, motivation and improved performance.

2. Study leave

- 2.1 Study leave for examination purposes is granted for recognised courses or for attending lectures, completing assignments and conducting research in non-examinable courses;
- 2.2 Study leave may be granted for each day on which examinations are written as well as the day before the examination, except where the examination is written on a Monday;
- 2.3 A maximum of five (5) days paid leave per year may be granted;
- 2.4 Where additional days are required, annual leave may be converted into study leave provided that the staff member has sufficient annual leave available (bear in mind that this leave is normally taken during the school holidays). Should this not be the case the additional study leave will be deemed to be unpaid leave;
- 2.5 All the appropriate documentation must be submitted and the Principal must approve all periods of study leave.

3. Short courses

- 3.1 The HFC Staff Development budget is allocated a small amount of money annually to enable staff members to attend short courses, seminars and workshops, which have a direct bearing on their current work;
- 3.2 Part-time employees on time-bound contracts will be eligible for staff development which is directly related to their work when recommended by the relevant supervisor;

- 3.3 Part-time staff on permanent contracts will be eligible for both formal study and short courses;
- 3.4 Staff members may apply to the Principal for this allocation to be utilised;
- 3.5 All staff training will be reflected in the skills development plan of the organisation.

4. Financial support

The level of financial support will be determined by the Board from time to time. Staff members will be required to make a contribution.

- 4.1 Staff members who have been employed by HFC for at least one year may apply for financial assistance from the staff development budget towards the cost of their studies in accredited formal courses that have direct relevance to their work;
- 4.2 Financial assistance is conditional on the staff member passing the course. If the staff member does not pass the course, the amount granted must be paid back to HFC;
- 4.3 Staff members who are granted financial assistance will be required to enter into an agreement to remain in the service of HFC for a period equivalent to that over which the assistance is granted, calculated from the beginning of the year immediately following the completion of the course;
- 4.4 Should a staff member voluntarily leave the employment of HFC before the completion of this period, a pro rata portion of the amount granted will have to be paid back to the HFC and be deducted from the staff member's salary.

Financial policies



6 March 2013, revised 16 April 2014

Financial Policy

Section 1: Principles

Financial Responsibilities of the Board

It is the responsibility of the Board to:

- collect College (school) funds;
- manage school funds;
- keep records of all money received or spent by the school and of the assets, liabilities and financial transactions of the school;
- prepare a financial statement annually which reflects income and expenditure as well as assets and liabilities of the school as at the end of the school year;
- have the annual financial statements and other financial records of the school audited by a suitably qualified person.

Section 2: Receiving and recording money

2.1 Introduction

- 2.1.1 The Board is *ultimately responsible* for the receipt and recording of all money received and spent by the school. For the purpose of this policy, 'money' refers to cheques, bills, postal orders, credit card vouchers and travellers cheques.
- 2.1.2 The Board will appoint, in writing, a *Finance Officer (Bursar)* to look after the day-to-day receipt and recording of money.
- 2.1.3 All monies received by the school will be recorded immediately through the issue of a *written pre-numbered receipt*. The same number should be recorded in the receipt cash book. The completed original receipt should be handed to the person making the payment. The duplicate of the receipt will remain with the person issuing the receipt on behalf of the school.
- 2.1.4 The responsibility for the *collection of school fees*, from pupils or their parents, will be delegated to the Bursar.
- 2.1.5 All monies must be placed in the *school safe* together with the receipt book soon after payment. The receipt book/s should, under no circumstances, be taken away from the school premises.

- 2.1.6 All monies received by the school should be *deposited in the school bank account* at First National Bank, Rosebank. If possible, money should be banked daily.
- 2.2 Issuing of Receipts
- 2.2.1 The school should make use of *pre-printed receipts* with the school logo for all receipts issued for all payments to the school.
- 2.2.2 A receipt should be issued for *every amount of money received*, and for all cash surpluses.
- 2.2.3 A new receipt should also be issued where a *previously dishonoured cheque* is settled by the drawer. The original cheque entry should be reversed in the cash book.
- 2.2.4 In the case of a *post-dated cheque*, a receipt should be issued only on the date on which the cheque can be deposited. Such cheques must be stored in the school safe or an equivalent secure place until they are deposited into the school's bank account.
- 2.2.6 Manner of Issuing Receipts]
- 2.3.1 Receipts should be issued in *numerical order*.
- 2.3.2 Receipts should be completed in *duplicate* through the use of pre-carbonised printed receipt books.
- 2.3.3 The details should be completed in *blue or black* non-erasable ink in clearly legible handwriting.
- 2.3.4 All duplicate or carbon copies must be *clearly legible*.
- 2.4 Details to be included in Receipts
- 2.4.1 The *full initials and surname* of the payer, or the full name of a company or firm making payment. If another person makes payment on behalf of a payer, the receipt should still be made out in the name of the payer, and the name of the person physically making payment should be written clearly in brackets after the payer's name.
- 2.4.2 The *amount* of payment must be written in words and figures.
- 2.4.3 The *nature of the money* being tendered (e.g., cash, cheque, postal order, etc.) must be clearly indicated.
- 2.4.4 The receipt must be *dated*.
- 2.4.5 The *reason* for the payment (e.g., school fees or donation) must be completed in detail.
- 2.4.6 The name and *signature* of the person receiving the money and issuing the receipt must be clearly indicated in the receipt.
- 2.4.7 The person issuing the receipt should ensure that *only one receipt* is issued for each amount of money received.

- 2.4.8 *No alterations* may be made on any receipt. If a mistake is made, the receipt should be cancelled by writing the word 'CANCELLED' in clear large letters in ink across the original receipt as well as its duplicate copy. The cancelled original should be pinned back in the receipt book.
- 2.4.9 The receipt book should be *ruled off* (in red ink) at the point when money is banked. The date, series of receipt numbers and amount being banked should be clearly indicated. Similar balancing should be done in the accounting records, specifically the Receipt Cash Book, before the money is banked.
- 2.5 Safekeeping and transport of money
- 2.5.1 Money payable to the school will be received *only during school hours* by the Finance Officer, the Principal or class educators or another designated person.
- 2.5.2 In order to reduce the risk of loss through theft or robbery, a *minimum amount of money* should be kept in the safe.
- 2.6 Depositing Money
- 2.6.1 *Deposit slips* should be properly completed, and the deposit slip totals should be balanced with the receipt cash book totals prior to the banking of the money.
- 2.6.2 Where a person other than the Finance Officer or Principal accepts responsibility to deposit money at the bank, that person should *check* the money to be deposited against the deposit slip details, and should co-sign the deposit slip as evidence thereof.
- 2.6.3 *Arrangements for depositing money* must be varied to reduce the risk of loss through robbery.
- 2.7 Issuing of debtors statements
- 2.7.1 *Annual debtors statements* should be issued within 10 days of the commencement of the academic school year.
- 2.7.2 *Monthly debtors statements* should be issued within 10 days of the commencement of each school term.
- 2.8 Control and supervision
- 2.8.1 Any person so authorised by the Board has the right to *access* the safe, money, deposit books, receipt and payment cash books at any time, in the presence of the Finance Officer, the Principal or both, for control and supervision purposes.
- 2.8.2 All income should be *recorded daily* in the receipt cash book, and expenses in the payments cash book.

- 2.8.3 Arrangements should be made to obtain *bank statements* on the last day of each calendar month or on a more frequent basis. The cash books should be balanced and reconciled to the bank statements monthly.
- 2.8.4 The *bank reconciliation statement* should be given to the Board or the person/s nominated by it for checking and control at least three days prior to the Board meeting. The person/s checking must sign the reconciliation to indicate that s/he has checked it.

Section 3: Payments

3.1 Payments by cheque

- 3.1.1 All payments made by the school, except petty cash reimbursement cheques, should be made with a *crossed cheque*.
- 3.1.2 *No cash received (e.g. as school fees) may be used* to make payments.
- 3.1.3 Where it is not practical to pay a supplier by cheque (e.g., when buying postage stamps), such purchases should be paid by using the *petty cash*.

3.2 Procedures for issuing cheques

- 3.2.1 There must be *three signatories* to the school bank account, and they will include the Finance Officer and the Principal.
- 3.2.2 All cheques should be crossed *Not transferable* and signed by two of the three signatories authorised by the Board. No Cash cheques may be issued under any circumstances.
- 3.2.3 Any *alteration* on a cheque should be counter-signed by both cheque signatories.
- 3.2.4 Where a cheque is *cancelled*, the word 'Cancelled' should be written in ink across the cheque and on the cheque stub. The cancelled cheques should be attached to the cheque requisition form, and filed in sequence - together with the cheques which the bank returns after payment has been made.
- 3.2.5 *Only one cheque book* may be in use at any one time.

3.3 Procedures for payments made through electronic transfer (EFT)

- 3.3.1 An electronic transfer facility may be set up with the bank.
- 3.3.2 All payments must be proposed and authorised by two people.
- 3.3.3 A printout of the transaction must be filed together with the invoice.
- 3.3.4 The invoice and the payment evidence must be signed off.

- 3.4 Authorisation of Payments
 - 3.4.1 Payments should be made only when supported by properly authorised *cheque requisition* forms.
 - 3.4.2 All payments must be maintained within the *limits of the budget*. If the amount exceeds the budget, prior approval of the Board must be obtained.
 - 3.4.3 Requisition forms must be accompanied by *source documents* (order form, invoice), and signed as evidence of the receipt of the goods or services being paid for.
 - 3.4.4 The *signatories must check* supporting documents before approving the requisition form or signing the cheque used for the payment for goods/services.
 - 3.4.5 *Tenders or quotations* should be called for in the case of non-routine expenditure, including capital expenditure. Tenders or quotations should be obtained from at least three independent suppliers.
 - 3.4.6 All tenders or quotations must be *approved by the Board*.
 - 3.4.7 A short list of *possible suppliers* should be compiled and appropriate enquiries made regarding their ability to provide the goods/services required.
 - 3.4.8 Unless there are valid reasons, the *lowest* tender or quotation will usually be accepted.
- 3.5 Safekeeping of vouchers
 - 3.5.1 All payment vouchers, cheque requisitions, bank statements and paid cheques should be properly *filed* for audit and reference purposes.
 - 3.5.2 Cheque requisitions and payment vouchers should be *filed in sequence* according to cheque numbers, together with their respective returned paid cheques.
- 3.6 Order Forms/Books
 - 3.6.1 Order forms should be printed in *duplicate*, and be *pre-numbered*.
 - 3.6.2 *Order books* should be recorded in the controlled stationery register. When order books are required, they must be signed out by the Finance Officer, Principal or any other person/s so authorised by the Board.
 - 3.6.3 The *school logo* must appear on both the original and duplicate copies of the order books.
 - 3.6.4 *Maximum value* for orders is R100 000. Only the Board will have powers to authorise order forms in excess of R100 000.

Section 4: Petty Cash

- 4.1 Amount of Petty Cash
 - 4.1.1 An initial amount of R5 000 will be made available for petty cash. The Board will determine the maximum amount of monthly petty cash float

from time to time. The amount should be sufficient to cover the normal daily petty cash requirements of the school.

4.1.2 The original petty cash *advance* should be made in the form of an uncrossed cheque made out in the name of the Principal or designated person. Thereafter, the petty cash should be reimbursed by cheque upon the presentation of appropriately authorised petty cash vouchers.

4.2 Procedures for Controlling Petty Cash

4.2.1 *No advances* may be made out of petty cash, except where an amount is authorised, for example, to be given to a person to purchase stamps or pay entrance fees for a class outing. Wherever possible, the amount due should be determined in advance and payments made by cheque.

4.2.2 The *petty cash box* should be kept in the safe or equivalent secure place when not in use.

4.2.3 Only the Finance Officer, Principal or other person/s duly authorised by the Board may have *access to the petty cash box*.

4.2.4 The petty cash should be *balanced and reconciled monthly*.

Section 5: Budget procedures

5.1 Responsibility

The annual budget should be *drawn up by the Board* or person/s duly appointed by the Board to perform this task, and should be tabled at a meeting of the Board.

5.2 Objectives of Budget Preparation

5.2.1 An annual budget should contain a detailed financial plan of activities which are scheduled to take place during the school year. It should provide information about *expected income and anticipated expenditure* during the next year.

5.2.2 The budget should also be used as a *control mechanism* to monitor whether or not the school is meeting its financial goals and objectives.

5.2.3 The budget should be used as an instrument to determine *corrective measures*, on a monthly basis, which may need to be made to the school's financial plan.

5.3 Basis for Budgeting

There should be a clear *link between the mission and the budget* of the school; all activities of the school should be related to one or more goals of the school indicated in the mission statement. The budget should be drawn up only after the goals of the school for the relevant year have been determined.

- 5.4 Principles in the Preparation of the Budget
 - 5.4.1 The budget should be *realistic*.
 - 5.4.2 *All available sources* of income should be considered.
 - 5.4.3 *All possible expenses*, capital, maintenance and revenue, should be considered.
 - 5.4.4 Proper *motivations* should be prepared and presented to the Board for all cost-centre
 - 5.4.5 A separate *budget preparation form* must be completed for each item of income or expenditure.
 - 5.4.6 The budget should take into account aspects such as *changes* in legislation, price increases and changes in interest rates, as well as the short-, medium- and long-term goals of the school.
 - 5.4.7 All interested parties, particularly parents of pupils enrolled in the school, should be allowed to *discuss and suggest changes* in the budgeting process.
 - 5.4.8 The budget should recognise the need to build up *reserves* for major school improvement initiatives such as major maintenance.

- 5.5 Budgetary Control
 - 5.5.1 The *responsibility* for budgetary control rests with the Board. On a day-to-day basis, the responsibility rests with the Finance Officer, the Principal, and Deputies.
 - 5.5.2 The *reporting* of compliance with the budget will be achieved through the submission of monthly reconciliation statements (of bank statements and cash books) to the Board or person/s appointed by it to check the statements monthly.
 - 5.5.3 All *excesses* in budget should be approved by the Board. The Board will consider all relevant facts when deciding whether or not to approve any excess expenditure. Where possible, excess expenditure should be balanced with reduced expenditure in other cost centres, but without adversely affecting the school's ability to meet its goals.
 - 5.5.4 Payments requiring *urgent authorisation* between Board meetings should be discussed with the Finance Committee of the Board, Chairperson or Treasurer of the Board.

Section 6: Financial reporting

- 6.1 Financial year

The financial year of the school runs from 1 January to 31 December.
- 6.2 Monthly Reporting
 - 6.2.1 Financial statements should be prepared *monthly* for submission to the Board or person/s appointed by it for reporting purposes. The statements should be distributed at least three days before the meetings of the Board.

- 6.2.2 Monthly statements should provide *information* on the following:
- income and expenditure for the month and for the year to date;
 - comparisons of income and expenditure statement with budgeted amounts and an analysis of any variance;
 - projected income and expenditure for the year;
 - total amount of fees outstanding;
 - analysis of debtors and debts owed the school;
 - status of all projects (both major and minor); and
 - details of money in the bank and funds invested.

6.3 Annual Financial Statements

- 6.3.1 *Unaudited* Annual Financial Statements should be presented to the Board for consideration within 1 month of the end of each financial year.
- 6.3.2 *Audited* Annual Financial Statements should be presented to the Board within two months after the end of each financial year.
- 6.3.3 The audited Annual Financial Statements should be submitted to the *Department of Social Welfare, Department of Education* and the *Holy Family Council* within 6 months of the end of each financial year.

6.4 Audit

- 6.4.1 The Annual Financial Statements should be audited by a *person appointed* by the Board, who is registered as a public accountant and auditor in terms of the Public Accountants' and Auditors' Act of 1991 or authorised by the Head of Education to act as such.
- 6.4.2 The auditor *may not* be a member of the Board.



Final draft 6 March 2013

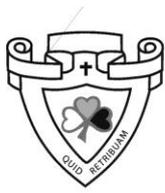
Fundraising Policy

Fundraising refers to any activity that raises funds outside of the normal revenue collection activities of the College (fees, levies etc.), for use on or off the campus, for individuals, groups, a school, the whole College or charity and outreach projects. This policy will apply to all initiatives to raise funds over a certain minimum amount that shall be determined annually by the Board.

1. It is recognised that all fundraising initiatives, whether by any employee, parent or other interested party, are conducted in the name of Holy Family College. As such the College needs to ensure that such activities will:
 - be in line with the broad strategy of the College,
 - not in any way result in any reputational damage to the College,
 - not in any way contradict the values of the school,
 - be conducted in accordance with the laws of the country,
 - be conducted in accordance with College policies including, but not limited to:
 - sponsorship and advertising,
 - brand identity
 - procurement and tender.
2. The responsibilities of the Fund Raising and Events Sub-committee of the Finance Committee of the Board is to:
 - co-ordinate, schedule, consider and approve all fundraising efforts and events across the campus,
 - ensure that the activity is aligned with the strategy and ethos of the College and that it does not conflict with any other events or activities,
 - ensure the activity complies with the legislative and regulatory framework of the country. In particular it is noted that any form of raffle / lottery / game of chance is to be conducted in accordance with relevant legislation.
3. To ensure that the various College constituencies, clubs, activities etc., avoid repeated approaches to companies, individual parents, alumni or any others

for fundraising assistance in either cash or kind, a list of current sponsors/ funders/ supporters who may not be approached, will be provided by the Finance Committee to the potential fundraisers.

4. Fundraising will only be allowed for the following:
 - A charity or social outreach project.
 - To augment the delivery of the curriculum or provide equipment or an asset that currently cannot be funded from the College budget. Examples are: equipment for a gym; the lighting of tennis courts; specialist art, music or drama equipment etc.
 - Tours: to fund any member of a team that has been selected to represent the College on any tour (local or international), in the following priority order: firstly for those who cannot afford the tour (this will be determined by the Head of the school in consultation with the Tour organiser, the Bursar and / or any other person s/he needs to consult. Secondly to discount the price for other team members to a maximum of 70% of the costs of the tour. Any other excess funds of the tour will be kept in a fund to fund other needy players on such tours.
5. All fundraising activities will be levied 10% of all income (not just profit) of any funds raised (under exceptional circumstances this may be waived). This will be given to charity.
6. Activities organised solely for the purpose of charity or a social cause will be exempt from this provision.
7. Donations by a single donor: any intention by anyone to make a single donation to the College for any purpose must first be discussed with the Principal. Any employee who is approached in this regard, will refer the potential donor to the Principal.



Final draft 6 March 2013

Procurement and Tender Policy

This policy deals with all procurement, ordering and tendering processes at the College. The College regards integrity, commitment, professionalism, the identification of risk, and prudence as central to every aspect of the College's activities. This policy must be read in conjunction with the Finance Policy.

Identify the need

1. The end user must identify and specify the attributes of the goods or articles/service required.
2. Normally the need will be identified at the time the budget for the next year is compiled. In those instances where budget provision was not made, authorisation from the Board is required.
3. It may be necessary for the user to discuss the product or service with potential suppliers, in terms of specifications or performance criteria. However, under no circumstances should final prices be discussed or any commitment made that could be understood to represent an order, unless the user is also the buyer and has secured the necessary authority to negotiate and place the order.

Ordering

4. A Purchase Order is used when we place orders with outside vendors. It is a contractual undertaking to purchase goods or services from a vendor.
5. The selection of the supplier, price determination, ordering, and monitoring the progress of the order is the prerogative of the buyer acting with due authority. In instances where a knowledge of the College infrastructure, e.g. telephone cabling or IT infrastructure, is required, consideration can be given to standing relationships with suppliers as that may have an effect on the overall cost of procurement.
6. The purchaser/ user must obtain a minimum of three written quotes for all goods of a capital nature which cost more than R5 000.
7. The request for the quotation must be specific regarding the item or service to be quoted for.

8. It is necessary for agreement to be reached between the purchaser and vendor on the terms and conditions pertaining to each transaction concluded (e.g. 30 days and delivery agreement).
9. It is the responsibility of the purchaser to place the order in writing (i.e. use the order book) with at least one copy being retained for office use. Negotiated discounts should also be quoted to ensure that the invoice conforms to the order specification and conditions.
10. As a basic principle no payment should be made in advance of the receipt of goods or the provision of services.
11. The purchaser is responsible for the expedition and follow-up of an order.

Receiving

12. The purchaser/ user must stipulate in the order the address to which the goods must be delivered. It is not necessarily the responsibility of the purchaser to accept delivery, store, install or otherwise dispose of the goods.
13. This responsibility lies with the purchaser/ user who is to confirm receipt of the consignment by forwarding the delivery note and/or advice of goods received to the Bursar's Department. Quantity of items must agree with that on the order.
14. The supplier must state the order number.
15. The price reflected on the invoice agrees with the price on the order, where the invoice accompanies delivery.
16. Should any discrepancy exist the purchaser must resolve the issue with the supplier. In need, a qualified receipt should be given to the deliverer.
17. When returning unwanted goods to suppliers a signature must be obtained from the person collecting the goods and a request for a credit note must be forwarded to the Bursar's department.
18. Petty cash refunds will only be made when the relevant cash slip is presented to the Bursar's department.

Contracting

19. Before entering into a contract we should consider whether or not to take legal advice.
20. Contracts should cover key areas including:
 - Level of service
 - Scope of work
 - Frequency and timing
 - Calculation of charges
 - Criteria for successful delivery of the contract
 - Means of redress if this is not achieved
 - Any cancellation costs

- Due date for payment

Background and Reputation of Suppliers

21. The background of suppliers is very important, and should never be ignored. Often suppliers are passed on through recommendation and this could ensure a measure of comfort. However, a detailed background search might include:

- the BEE status of the supplier,
- any bankruptcy orders against company officers,
- any potential conflicts of interest, e.g. are any of the company's staff related to school staff or Board?
- audited accounts for the last three years and a banker's reference,
- insurance (employers' liability, public liability, etc.),
- names of referees.

Tendering

22. Tendering is the formal procedure by which suppliers are invited to submit a sealed bid to supply goods or services to the College.

23. Tender values will vary depending on the type of goods/ services involved.

24. There is a need to maintain a balance between the contract value and administrative time/ effort required.

25. It is the responsibility of the Tender Committee to prepare the tender specifications and to award the contract. A minimum of three tenders have to be received in order to fairly evaluate the tender.

26. Tender Committee will comprise:

- The Bursar, (Chair of the Committee)
- The Principal,
- The Chairperson of the Finance Committee,
- The committee may co-opt further members if required.

Appendix 1

Levels of authority and decision-making

- All financial decisions need to take place within the budget framework.
- The following levels of authority will be applicable in respect of decisions where procurement and other expenditure are incurred:

Range level and authority

Level	Range
Full Board	R200 000 and above
Board Finance Committee	R101 000 to R200 000
Principal	R0 – R100 000

Posts and post establishment

- The creation of new posts must be done through the meetings of the Board Executive.
- The post establishment must be approved by the Board.
- All new posts need have to be established within the budgetary framework.

Fundraising proposals and reports

- All proposals must be prepared within the strategic framework.
- Proposals must be reviewed by the Principal and the Principal must sign the covering letter.
- All reports to funders must be reviewed by the Principal and the Principal must sign the covering letter.



1 March 2013; revised 17 July 2013

Scholarship and Bursary Fund

1. Background

- 1.1 A limited amount of funds will be made available for scholarships and bursaries each year. These scholarships and bursaries are made available mainly to outstanding pupils who cannot afford pay the tuition.
- 1.2 The Board Sub-Committee will seek to support children and young women and men of outstanding intellect, character, leadership, and commitment to service. The Sub-Committee will support pupils who demonstrate a strong propensity to emerge as 'leaders for the world's future'.

2. Scholarships and Bursary Sources

- 2.1 As stipulated by the Sisters of the Holy Family, R135 000.00 (derived from the 'rental' paid to the Sisters) is allocated to a bursary fund to be used for pupils requiring sponsorship.
- 2.2 The Johannesburg Heritage Society Bursary will be allocated to two deserving pupils in Grade 11 and Grade 12 who excel in History.
- 2.3 Two PPS scholarships will be open to any outstanding pupils who are interested in pursuing a professional career but who cannot afford to pay the tuition.
- 2.4 A Holy Family Scholarship which covers the full tuition fees will be granted to one deserving pupil a year.
- 2.5 A Mathematics Achievement award will be given to a Grade 11 pupil who has achieved the highest Grade 11 results.
- 2.6 The Principal's Award will be open to any deserving child or young adult.

3. Principles and guidelines for awarding scholarships and bursaries

- 3.1 The Principal together with the Credit Controller will submit recommendations to the Bursary Sub-Committee of the Board of Governors. These recommendations will then be considered by the Sub-Committee for approval.

- 3.2 A part-bursary may be awarded to retain a pupil at the College if the parents are unable to meet the fee requirements. This is dependent on the good academic and conduct records of the pupil.
- 3.3 Part-bursaries are limited to a maximum amount of one third of the annual average fee in the College in the High School (to a maximum of R10 000 per family). In exceptional circumstances the Sub-committee of the Board may exceed this amount. Bursaries will only be considered for pupils from Grade 8 to Grade 12.
- 3.4 Part of the allocation may be used to attract academically-gifted and financially-needy pupils from other schools into Grade 8 each year. The norm is that the bursary will cover half of the basic school fees, excluding any levy. The parents or guardians must meet all other expenses. There is no guarantee that the pupil will continue to receive this bursary from year to year, as the award is dependent on the academic and conduct record of the pupil.
- 3.5 One half-bursary may be allocated to a deserving College Grade 7 pupil for entry into Grade 8.
- 3.6 Only under very exceptional circumstances will a pupil be awarded a full bursary covering all school fees. The norm is that only part of the school fees may be paid by the bursary.
- 3.7 Families in good standing in the school may receive a once-off amount to settle outstanding school fee payment if they encounter unexpected hardship such as the death of a breadwinner, loss of employment, etcetera.
- 3.8 A pupil already receiving a discount on fees paid will not qualify for receiving any further funding from the College.
- 3.9 Further assistance in subsequent years is dependent on all previous school fees being paid up-to-date.

4. Scholarship and bursary application information requirements

- 4.1 Curriculum vitae/resumé or list of activities.
- 4.2 Evidence of academic record / transcript (complete or in progress).
- 4.3 Personal statement or essay (including, crucially, *a clear statement of what the applicant wishes to study when he/she leaves school*).
- 4.4 Evidence of age / birth certificate / passport.
- 4.5 Evidence of the financial means of the family or a statement from the School Social Worker.
- 4.6 Photograph.
- 4.7 List of referees who can attest in confidential references to the character and ability of the applicant.

Appendix 1: PPS Scholarships

1. The PPS scholarships will be open to any outstanding pupils who are interested in pursuing a professional career but who cannot afford pay the tuition.
2. Two scholarships will be made available on an annual basis for boys and/or girls. The value of the scholarship will be R25 000 each.
3. The PPS scholarship will be awarded annually. The continuation of the scholarship will be dependent on the satisfactory performance of the pupil.
4. Applicants for the scholarship must include Mathematics, Science and English in their subject mix.
5. Applicants must provide:
 - Curriculum vitae/resumé or list of principal activities.
 - Evidence of academic record / transcript (complete or in progress).
 - Personal statement or essay (including, crucially, *a clear statement of what the applicant wishes to study when he/she leaves school*).
 - Evidence of age / birth certificate / passport.
 - Evidence of the financial means of the family or a statement from the School Social Worker.
 - English Language proficiency (where English is not the first language).
 - Photograph.
 - List of referees who can attest in confidential references to the character and ability of the applicant.
 - Applicants will have to also participate in an interview process.
6. The pupil and his/her family must be prepared to participate in possible marketing activities arranged by PPS.



Principles for good practice: Board of Governors

The following principles of good practice are set forth to provide a common perspective on the responsibilities of individual members of independent school boards.

1. A Board member actively supports and promotes the school's mission, vision, strategic goals and policy positions.
2. A Board member is knowledgeable about the school's mission and goals, including its commitment to equity and justice, and represents them appropriately and accurately within the community.
3. A Board member stays fully informed about current operations and issues by attending meetings regularly, coming to meetings well prepared, and participating fully in all matters.
4. The Board sets policy and focuses on long range and strategic issues. An individual Board member does not become involved directly in specific management, personnel, or curricular issues.
5. A Board member takes care to separate the interests of the school from the specific needs of a particular student or constituency.
6. A Board member accepts and supports Board decisions. Once a decision has been made, the Board speaks with one voice.
7. A Board member keeps all Board deliberations confidential.
8. A Board member guards against conflict of interest, whether personal or business related.
9. A Board member has the responsibility to support the school and its leadership team and to demonstrate that support within the community.
10. Authority is vested in the Board as a whole. A Board member who learns of an issue of importance to the school has the obligation to bring it to the Principal of the school, or to the Board Chair, and must refrain from responding to the situation individually.
11. A Board member contributes to the development programme of the school, including strategic planning for development and financial support.
12. Each Board member, not just the treasurer and finance committee, has fiduciary responsibility to the school for sound financial management.

Based on the NAIS *Principles of Good Practice* for member schools.

INDEX	Policy name	Page
	Admissions Policy	7
	Anti-bullying Policy	19
	Assessment Policy	22
	Cell Phone Policy	28
	Child Safety Policy	66
	Code of Conduct Pupils High School	31
	Code of Conduct Pupils Primary School	39
	Code of Conduct Teachers	63
	Code of Conduct Staff	61
	Conditions of Service Staff	72
	Disciplinary Hearings Pupils	42
	Disciplinary Code and Hearings Staff	79
	Employment Equity Policy	94
	Ethos of the School	16
	Excursions Policy	48
	Financial Policy	112
	Fundraising Policy	120
	Gender Policy	95
	Grievance Procedure	97
	Health and Safety Policy	105
	Language Policy	10
	Policy on Policy Development	3
	Principles of Good Practice (Board)	129
	Procurement Policy	122
	Religious Education Policy	12
	Scholarship Policy	126
	Staff Study Policy	109
	Substance Abuse Policy	52
	Teen Pregnancy Policy	56
	Vision and Mission	6
	Water Safety Policy	51