

CAMPS BAY PRIMARY SCHOOL

Code of Conduct

2026

CAMPS BAY PRIMARY SCHOOL
CODE OF CONDUCT FOR LEARNERS

Guiding principles

Every learner must act with respect towards others at all times. Respect for property and for the good name, and traditions, of the school must be shown.

Every learner should strive always to be polite, friendly, conscientious, honest, peace-loving, and loyal.

To give effect to these guiding principles, the school has adopted rules setting out conduct that is prohibited (things that no learner may do), conduct that is required (things that every learner must do) and conduct that is desired (things that every learner should strive to do). To get learners to follow these rules the school has adopted measures to encourage and reward good conduct, and measures to correct and discourage misconduct. Primary responsibility for the implementation of these measures lies with the learner's class teacher, grade head, head of discipline, deputy-principal and principal.

Rules

No learner may:

- engage in any form of bullying
- physically or verbally abuse another
- engage in racial, gender, religious, cultural or any other form of discrimination
- steal or deliberately destroy or damage another's property
- be absent from school without permission
- be outside the school grounds during school hours without permission
- be outside his or her classroom during class time without permission
- chew bubble gum in the classroom or on the school grounds
- eat or drink in class without permission
- miss a sports practice, sports match, or any event at which he or she is representing the school, without a valid reason
- cheat in a test or examination
- bring a dangerous object to school
- litter on the school grounds
- Graffiti on desks, toilet doors, walls or in any textbooks belonging to the school

Every learner should strive always to:

- be punctual (learners are expected to be on campus by 07:50)
- wear their uniform with pride
- Be considerate when moving from class to class
- look after the school's property (textbooks, classroom aids, iPads, computers, sports equipment)
- be helpful to new learners and visitors
- act as a loyal ambassador for the school by treating others with respect
- support the school's sports teams and players

Measures to reward and encourage good conduct

For good conduct, a learner may be issued a merit. These are cumulative and will result in certificates being handed out in assembly.

Managing misconduct

In order to manage less serious misconduct, a learner may be:

- given time out
- issued a demerit.

In order to manage serious misconduct, or persistent less serious misconduct, a learner may be:

- placed in a Behaviour Reflection (BR) session
- put on daily report
- moved in class to work separately where they can no longer disrupt others
- required to do school service

A learner who is issued a *demerit* has the demerit entered into our electronic demerit system and an email sent to their parents.

A learner who is placed in Behaviour Reflection (BR) is required to remain in a designated classroom for a period of one hour after school. The fact that a learner has been placed in BR will be recorded in the school's BR register. A learner will automatically be placed in BR if he or she has received three demerits in one term.

A learner who is put on Daily Report (DR) is issued with a sheet for recording behaviour and work patterns in each lesson. The period of time will depend on each case. The learner must get the sheet signed every period by his or her subject teachers and every afternoon by either the principal or deputy principal. It must be signed every evening by his or her parent(s).

A learner who is required to do school service may be given a duty to perform within the school grounds and in line with the nature of the misconduct.

Procedures

<u>Demerit or Time Out</u>
A learner may be given time out, or issued a demerit by any teacher, the deputy principal, or the principal.

<u>Behaviour Reflection</u>
A learner may be placed in BR by any teacher acting in consultation with the deputy principal or principal.

A learner who is to be placed in BR must be given a BR form. The BR form must state the reason for the session. It must be signed by the learner's teacher, the deputy principal or the principal. It must be signed by the parent and returned the next day.

If a parent of a learner who has been placed in BR feels that it is an inappropriate punishment, he or she may make an appointment to discuss the matter with the head of discipline or the principal. The teacher who issued the BR session should also be present in that meeting.

BR will be held on one day of the week. Where this might clash with a sport fixture, special arrangements will be made to accommodate the particular learner/s.

On report:

A learner may be placed on report by the principal or the deputy principal at request of, and in consultation with, the class teacher.

Before a learner is placed on report, the teacher, deputy principal or principal must contact the learner's parent(s) in order to explain why the learner is being put on report.

The objectives of putting the learner on a daily report must be discussed with the learner concerned.

The right to learn and removal from class

A learner may be removed from class in the event that the disruption caused has a negative impact on the rest of the class. The learner may sit just outside with the door open so that they continue to benefit from the lesson. This action is not intended to humiliate, but rather stop the wasting of teaching time.

Suspension:

A learner may only be suspended after a disciplinary hearing has been conducted by the governing body.

At least five working days prior to a disciplinary hearing being conducted by the governing body, the learner concerned and his or her parent(s) must be notified thereof in writing. The notice must state the date of the hearing, and list the reason(s) for it, in particular the misconduct that the learner is alleged to have committed. In addition, the notice must inform the learner and his or her parent(s) of their right to make representations at the hearing as to why the learner should not be suspended. A decision of the governing body to suspend a learner will be conveyed to the learner's parents within 48 hours of the Disciplinary Hearing.

Expulsion:

A learner may only be expelled by the Head of the Western Cape Education Department acting on the recommendation of the governing body.

The governing body may recommend the expulsion of a learner only after it has conducted a disciplinary hearing. At least five working days prior to a disciplinary hearing being conducted by the governing body, the learner concerned and his or her parent(s) must be notified thereof in writing. The notice must state the date of the hearing, and list the reason(s) for it, in particular the misconduct that the learner is alleged to have committed. In addition, the notice must inform the learner and his or her parent(s) of their right to make representations at the hearing as to why the learner should not be suspended. A decision of the governing body to recommend the expulsion of a learner will be conveyed to the learner's parents within 48 hours of the Disciplinary Hearing.

A learner whose expulsion has been recommended by the governing body will be suspended, pending the decision by the Head of the Western Cape Education Department.

After receiving a recommendation from the governing body that a learner be expelled, the Head of the Western Cape Education Department will make a decision within fourteen days, and will notify the parents and the governing body of his or her decision as soon as possible thereafter.

The parent(s) of a learner who is expelled by the Head of the Western Cape Education Department may appeal to the Provincial Minister of Education.

ADDENDUM: CODE OF CONDUCT MATRIX

BEHAVIOUR MANAGEMENT

Behaviour management is governed by the level of the transgression. Levels are ordered in order of severity, and consequences associated with each level escalate accordingly. Repeated transgressions can result in an escalation of severity level - refer to the Repeated Misconduct section below.

The following set of tables map individual transgressions to associated levels. The Classroom Disruption, Defiance and Repeated Misconduct section defines the protocol for escalating repeated misconduct through severity levels.

LEVEL 1

	TRANSGRESSION	CONSEQUENCES
1	Uniform and Appearance including hair. No Physical Education Kit	Uniform letter Warning on first transgression, demerit thereafter
2.	Regular late coming	Contact parents when necessary
3.	Inappropriate behaviour: • General disobedience and not following instructions. Impolite/ disrespectful/ withholding information • Disruptive behaviour in class e.g. talking, shouting out • Disruptive behaviour in school e.g. running in corridors, pushing, tripping others.	Warning / demerit Warning / demerit Teacher talk / demerit

LEVEL 2

	TRANSGRESSION	CONSEQUENCES
1.	Intentional Rudeness / Disrespect: • Insolence (back chatting, rolling eyes, body language etc) • Rude or nasty words, comments, name calling, teasing • Inappropriate language • Dishonesty (lies, half-truth) • Exclusion / alienating	Demerit or BR depending on situation or severity
2.	Cellphones: • There will be absolutely no use of cellphones before, during or after school without permission. • ☒ Cell Phone policy (CBPS).docx	See Cell Phone/Device Policy

3.	Petty theft – stationery, clothing items etc	Counselling with Principal. Inform parents and BR
4.	Rumours, gossiping etc Inappropriate displays of affection	Counselling and/or BR
5.	Fighting incidents e.g. on playground disputes Purposeful Aggression	Counselling. Possible Demerit or BR Principal and counselling BR
6.	Classroom disruption • Initial action • Ongoing disruptive behaviour	Moved in class to limit negative impact. Demerit Referred to Principal for Daily Report / BR - Parents informed
7.	Poor sportsmanship / bad language/behaviour e.g. at a match or practice	Immediate suspension from the match and taken off the field of play. Counselling with HOD Sport or Principal / Deputy Principal

LEVEL 3

	TRANSGRESSION	CONSEQUENCES
1.	**3 Demerits in a Term**	• BR
2.	**Bullying:** • Verbal • Physical • Repeated verbal or physical bullying • Cyber-bullying • Intimidation **Definition of Bullying** Bullying is the use of force, coercion, hurtful teasing or threat, body shaming, to abuse, aggressively dominate or intimidate. The behaviour is often repeated and habitual. Cyber-bullying is any of the above which occur online or digitally. One essential prerequisite is the perception (by the bully or by others) of an imbalance of physical or social power. This imbalance distinguishes bullying from conflict. Bullying Policy 2026.docx	• All incidents of bullying are registered. Can be dealt with by teacher first or straight to Principal. • Each incident is dealt with as the specific case requires. Intervention is put in place and must be followed up on. • Progressive discipline to be applied. Options: • Counselling • Restorative Process • Daily Behaviour Report • Written Warning / Suspension • Disciplinary Hearing
3.	Suggestive comments. Inappropriate touching. (sexual nature) Pornographic inappropriate material at school or on a device	• All incidents are registered. • Counselling • Principal involvement • BR Session • Parents informed

4.	Theft e.g. small amounts of money (R50 or less) and school property	• Counselling with principal and BR • Parents informed • Repeat offence will be a DC
5.	Repeated swearing and foul language. Bad language on sports field or any public area	• Counselling with Principal • BR Session • Parents informed • Immediate suspension from playing field
6.	Truancy	• DC - BR • Inform parents • 2nd DH and Safe Schools
7.	Discrimination (racial, religious or ethnicity) Ant-Racism Policy 2026.docx	• All incidents of racism are registered. • Each incident is dealt with as the specific case requires. Intervention is put in place and must be followed up on. • Progressive discipline to be applied. Options: • Daily Behaviour Report • Counselling • Written Warning / Suspension • Disciplinary Hearing • Restorative Process
8.	Vandalism: • Graffiti on desks, walls, scuffing of floors. • Breakage • Damage to school property or private property.	• DC and restorative action
9.	Serious dishonesty: • Blatant lies • Devious • Deliberate defiance	• DC • Parents informed

LEVEL 4

Disciplinary Hearing (DH): is a hearing by the Disciplinary sub-committee of the School Governing Body which comprises SGB parents and teachers and principal. A DH is a fair hearing whereby the Disciplinary Committee establishes the facts and the truth pertaining to the incident. After careful deliberation, and with the interests of the learner as well as all other learners in the school, will impose sanction(s) pending the nature of the offence. The sanctions imposed by the Disciplinary Committee will need to be ratified by the full School Governing Body.

	TRANSGRESSION	CONSEQUENCES
1.	Serious theft and repeat offence of the theft i.e. money (R50+), cell phones	Disciplinary Hearing (SGB Disciplinary Committee)
2.	Bullying: Repeat and serious incidents or in cases in which consequences of Level 3 bullying have not been successful at correcting / remediating behaviour	Disciplinary Hearing (SGB Disciplinary Committee)
3.	Sexual harassment / assault of a serious nature / lewd behaviour and comments	Disciplinary Hearing (SGB DH)
4.	The possession of matches, lighters and possession or smoking of cigarettes, vapes or e-cigarettes etc. is prohibited.	1st DC 2nd SGB DH
5.	Drug use. The carrying, consumption and/or selling of illegal chemical substances and drugs is prohibited, as is the selling of prescription and non-prescription medication.	Parents informed Disciplinary Hearing (SGB Disciplinary Committee)
6.	***Serious misconduct in terms of section 63(1)(cE) of the Western Cape Provincial School Education Act, 1997 (Act 12 of 1997), read with section 9(3) of the South African Schools Act 1996 (Act 84 of 1996)*** ***Serious Misconduct:*** Subject to the provisions of the Act, a learner at a school who - a. Used or had in his or her possession or sells or distributes a dangerous object, alcoholic liquor or illegal drugs; b. Commits an act of bullying, assault, theft, arson or malicious damage to property; c. Commits an act of gross insubordination or engages in immoral conduct;	Disciplinary Hearing (SGB Disciplinary Committee) Subject to the provisions of the Act, a learner at a school may be suspended by the governing body or expelled by the Head of Department if, after a fair hearing, he or she is found guilty of serious misconduct as contemplated in sub-regulation above

CLASSROOM DISRUPTION, DEFIANCE, AND REPEATED MISCONDUCT ESCALATION PROTOCOL

Purpose and guiding principle

Camps Bay Primary School is committed to maintaining a safe, orderly and purposeful learning environment in which every learner has the opportunity to learn and every educator can teach without unreasonable interruption or interference.

In accordance with section 8 of the South African Schools Act 84 of 1996, as amended by the Basic Education Laws Amendment Act 32 of 2024 (BELA), the School will promote a disciplined and purposeful environment dedicated to improving and maintaining the quality of learning.

Repeated disruption of the school programme may constitute serious misconduct. Section 9(1)(a)(v) of the South African Schools Act, as amended by BELA, expressly identifies repeated disruption of the school programme, or the imminent threat to commit such an act, as a category of serious misconduct relevant to precautionary suspension.

Definition of disruptive behaviour

Disruptive behaviour is conduct that unreasonably interferes with teaching, learning, classroom management, the safety of others or the orderly operation of the School.

Examples include, but are not limited to:

1. Repeatedly interrupting teaching, calling out, shouting or making noises after being instructed to stop.
2. Deliberately distracting, provoking or encouraging other learners to disrupt a lesson.
3. Persistently refusing to follow reasonable instructions given by an educator or authorised staff member.
4. Arguing, using disrespectful or abusive language, or engaging in confrontational conduct that interferes with teaching or the effective management of the class.
5. Deliberately preventing other learners from concentrating, completing work or participating in classroom activities.
6. Refusing to begin, continue or complete reasonable classroom tasks as a means of obstructing teaching or defying an educator.
7. Leaving an assigned classroom or learning area without permission, where this is not justified by an emergency, an approved arrangement or a relevant support need.
8. Repeatedly engaging in conduct that has already been addressed by the educator and for which clear instructions and reasonable opportunities to correct the behaviour have been provided.
9. Respectful disagreement, appropriate questioning and legitimate requests for assistance through putting up hands should be encouraged.

Learner responsibilities

Every learner is required to:

1. Follow reasonable instructions given by educators and authorised staff.
2. Allow educators to teach and other learners to learn without unreasonable interruption.
3. Stop inappropriate behaviour when instructed to do so.

4. Treat educators, staff members and fellow learners with respect.
5. Accept reasonable correction and take responsibility for their conduct.
6. Participate constructively in efforts to resolve behavioural difficulties and repair any harm caused.
7. Comply with the School's Code of Conduct, subject to any exemption lawfully granted under section 8(4) of the South African Schools Act.
8. Support measures do not remove the learner's obligation to comply with reasonable school rules. Equally, disciplinary action must not be used as a substitute for considering relevant support needs.

Formal management intervention for disruptive behaviour

Where the behaviour continues despite reasonable interventions, or where its seriousness warrants immediate escalation, the matter is referred to the principal or a designated member of the management team.

The school may convene a formal meeting with the learner and parent, review the evidence and interventions, consider relevant support needs and determine whether formal disciplinary proceedings are warranted.

The school is not required to exhaust every stage before escalating serious misconduct.

Classroom Intervention and Consequences

Where disruptive behaviour occurs, the following escalation through the behaviour management levels will be followed:

Step	BM Level	Action	Consequence
1	1	A clear, calm and reasonable instruction to stop the behaviour must be given.	
2	2	The learner must be given a reasonable opportunity to comply. Continued disruption or refusal to comply with the instruction will move the process to Step 3 or 4 depending on the situation.	
3	3	Should the disruptive behaviour continue, the learner may be moved to a position in the class where there is less chance of he/she disrupting the lesson. This includes sitting outside of the class with the door open so that the learner is not denied teaching but can no longer disrupt as easily.	Record Incident and demerit.
4	4	Should disruption continue after the child is moved, the learner will be asked to report to the deputy principal or principal so that the behaviour issue can be dealt with more formally. This may include	Continue with Record of Incident and notify parents to attend a meeting with the learner. BRS is given.

		counselling and a clear explanation of what happens if the behaviour is repeated.	
5	5	Step 4 is reached for the second time and referred to the principal.	BRS and Daily Report.
6	6	Step 4 is reached for a third time and referred to the principal.	Formal disciplinary hearing for repeated disciplinary issues.

Application of interventions

Educators are not required to repeat warnings indefinitely. Where behaviour continues after a clear instruction, or where it seriously interferes with teaching or the safety of others, the educator may escalate the matter in line with the code of conduct. However, the learner must not be subjected to corporal punishment, humiliation, intimidation or degrading treatment.

Formal disciplinary proceedings

Where formal disciplinary proceedings are warranted, the school will follow the applicable provisions of the South African Schools Act, provincial law and the school's disciplinary procedures. The school will also consider the rights and educational needs of other learners affected by the behaviour. Protecting one learner's interests does not require the school to allow that learner to repeatedly prevent others from learning.

Consistency, documentation and accountability

Educators and management must maintain accurate, objective records of significant or repeated incidents, instructions given, learner responses, parent communication, interventions and outcomes.

Similar cases should be treated consistently, while recognising that the circumstances and needs of individual learners may differ.

The school will not impose collective punishment or use public humiliation as a disciplinary measure. Any consequence must be lawful, proportionate and connected to the conduct concerned.

ADDENDUM: UNIFORM, HAIR & JEWELLERY POLICY

INTRODUCTION AND PURPOSE

The school uniform is an important part of the Camps Bay Primary culture, serving to unite and create a common school identity. Wearing the school uniform is about a sense of belonging and a chance to show pride in our school.
The principles underpinning the development of the uniform policy include respect, pride, gender neutrality, affordability, durability, comfort and simplicity.

POLICY

This policy is in line with the values upheld by the Constitution of South Africa (1996) and aligned with the South African Schools Act (1996) and Government Notice No. 173 of 23 February 2006 – National Guidelines on School Uniforms.

UNIFORM CONTEXT

The uniform serves to unite learners as a Camps Bay community. It is thus required that parents who enrol their children at Camps Bay Primary will ensure that their child/children's uniforms comply with the policy and are complete, clean and tidy.

1. In order to reduce costs, items of uniform specific to the school, are available for purchase from the school shop as well as other retail outlets. Quality second hand uniforms are also sold from the school shop.
2. Children attending school incorrectly dressed are expected to produce a letter of explanation from their parents. This applies only to temporary situations with a short fixed term.
3. The school acknowledges the right of families to request alternatives to the uniform policy to comply with their religious or cultural beliefs. This is a constitutional right and in line with the values of the school, seeking to be inclusive and to promote diversity. Parents can make such requests in writing to the principal who involves the SGB in such decisions when necessary.
4. Non-compliance will be managed in terms of the school Code of Conduct.

HAIR

The hair policy is intended to ensure that our learners look tidy and neat, and that the way hair is worn does not detract from the good reputation of our school.
As a school we celebrate diversity, and as such, this policy is cognisant of the fact that people have different hair types which has an impact on how hair is styled, managed or cut. This policy is intended to accommodate these differences in the spirit of inclusivity.

Learners should strive to have a neat hairstyle with the following guidelines:

- If hair is shoulder length or longer it should be kept out of the face with clips, an alice band or suitably tied up.
- For all sports' matches hair shoulder length or longer should be suitable tied up.
- No unnatural colouring of hair or styles
- Braids should match natural hair colour as closely as possible.
- Alice bands, headbands and ribbons must be bottle green, white or black.

- Decorative shaved patterns or hair cut or worn in a manner that is intended to seek attention is not permitted.

Judgement

We understand that judgement involving hair is subjective. The intention of the school is to ensure that learners have the space to choose how they wear their hair while not detracting from the reputation of the school. The decision of the school in these circumstances is final.

JEWELLERY

The only jewellery that may be worn is medic-alert discs, watches and a single pair of small gold or silver ear studs or small thin sleepers(rings).

There may only be one earring in each ear lobe.

Nail varnish or make up are not allowed.

All the above regulations and requirements apply when a learner is representing the school, in school uniform and sports' uniform at practices and matches, events and functions.

Parents are requested to support the school in implementation of this policy in an effort to uphold and maintain the good reputation of Camps Bay Primary.

PROCESS FOR REVIEW OF THIS POLICY

The School shall review the existing policy at least one year into the term of each new School Governing Body. If the policy is changed, it will be done in such a way that the rights and views of pupils already learning at the school will be considered and protected. If significant changes are to be made to the policy these changes will be negotiated and phased in over an agreed and reasonable time frame.

EFFECTIVE DATE

This policy shall take effect upon approval by the School Governing Body and shall remain in force until duly amended or rescinded.

For Website Publication (NO/YES)

Date approved: 16 NOV 2026 SGB Chair .....

Date approved: ..... School Principal 16/11/2026