

KATHU PRIMARY



POLICY

Table of contents

1	Ethos.....	3
2	Important safety rules	4
3	Language policy	5
4	Admission policy.....	5
5	School hours.....	6
6	Communication	7
7	School attendance.....	8
8	School fees	9
9	Budget	9
10	Sport and culture.....	9
11	Academics.....	11
12	Exams/formal tests and award ceremony.....	14
13	Leaders	26
14	School Governing Body.....	30
15	Staff (non-educators)	30
16	Disciplinary code of conduct	30
17	Internal school rules	32
18	Bullying and cyberbullying policy	40
19	Disciplinary measures	45
20	School and sport uniforms.....	48
21	Emergency plan summary.....	58

1 ETHOS

Kathu Primary is an inclusive Afrikaans-English parallel-medium school with a classic teaching approach informed by an appreciation of and gratitude for all that is true, good and beautiful. We have ladies and gentlemen who teach and inspire young ladies and gentlemen.

Our fundamental Christian value system informs our care and moral framework. Within this framework and in partnership with our learners and their parents/guardians, we aim to establish a strong, balanced and holistic foundation upon which each learner's God-given potential can be developed with a sense of joy and curiosity to ensure their future success in an ever-changing world – all to the glory of God.

We focus on the development of strong and healthy character traits, skills and principles that will enable our learners to become independent, wise, respected, healthy and responsible citizens. To this end, participation in and support of our various sport and cultural activities is of utmost importance.

In our classrooms, teachers continually focus on the aforementioned character traits, principles and skills. There are strict measures in place to ensure that learners cooperate in this development process and that we raise innovative young ladies and gentlemen.

In partnership with their parents/guardians, we establish a strong academic foundation for our learners by educating them on a range of subjects and continually focusing on the beauty and value of each, as well as developing critical thinking and creativity. We emphasise Languages, Mathematics, Natural Science, History, Geography, Physical Development and the implementation of more technology oriented subjects like Technology, and Coding and Robotics, where logic is developed. Reading with understanding is key to our learners' reasoning ability and development, which is why we require that learners spend more time reading internal and external reading series, and participating in recognised reading programmes.

We believe that learners must, from a young age, be exposed to the fact that respect, care, diligence, competence and excellence are rewarded, and are fundamental to future success in the labour market. Consequently, it is our duty to familiarise our learners with these expectations to ensure that their minimum expectations of themselves will benefit the wider community.

It is a challenging responsibility to holistically develop each child as they were created in God's image and build the best possible foundation for them. We look forward to embarking on this adventure with you as parents/guardians through a strong relationship of trust, which will see us all at the end of each learner's primary school career proudly saying: "Young ladies and gentlemen – Progredior."

MOTTO: PROGREDIOR (PROGRESS)

Vision: A sought-after school in South-Africa for a quality child.

Mission: Develop balanced, goal-oriented young gentlemen and ladies who make a positive impact.

Our values: Honesty, Respect, Care, Self-discipline, Accountability

2 IMPORTANT SAFETY RULES

- 2.1 No police or security forces may, in their capacity as parents, carry their service weapons with them. They may only do so when entering the school in their professional capacity.
- 2.2 No parent/guardian, family member or friend may make their way to the teachers' classes. Only once they have reported to the administrative office will the necessary arrangements be made with the teacher in question. No teacher will be permitted to leave the class during school hours, unless arrangements were made in advance to meet with the teacher on a specific date and at a specific time.
- 2.3 No parent/guardian will intimidate any staff or learners during school hours or any other school event.
- 2.4 No form of drugs (electronic cigarettes included) are permitted on school grounds. This includes the use of electronic cigarettes by parents and staff, outside of the demarcated areas.
- 2.5 No weapons of any kind are permitted on school grounds.
- 2.6 No learners are permitted to bring cell phones to school. Should a learner transgress this rule or something happen to their cell phone or electronic device, the school will not be held liable. The learner who brought the device, as well as the one found guilty of theft will attend disciplinary hearings for the transgression of the school rules.
- 2.7 No foul, discriminatory or destructive language is permitted.
- 2.8 No form of bullying is permitted.
- 2.9 Hygiene is part of our safety policy. We expect each learner to leave the school grounds, toilets and classrooms clean. Children are responsible for leaving the areas around and under their desks clean when they adjourn for the next period. We are proud of our classrooms and sport grounds and learners are responsible for keeping them clean at all times.



3 LANGUAGE POLICY

- 3.1 Since its establishment in 1976, Kathu Primary has been registered as a parallel-medium school at the Northern Cape Department of Education.
- 3.2 This policy is informed by the school's status as a parallel-medium institution and the purpose thereof is to enforce the decision and make it binding for as long as the School Governing Body (SGB) deems it the best way to provide each learner with the maximum benefit by offering them education in the language of their choice.
- 3.3 This policy enables learners and their parents/guardians to choose their preferred medium of education, in this case, Afrikaans or English.
- 3.4 These mediums of education or lanes operate in parallel with one another. This means that both lanes are required to maintain the same standard of education and that tests and/or exams only differ in terms of language. The content of all subjects on offer (from Grade 1 to Grade 7) are exactly the same in both languages.

4 ADMISSION POLICY

- 4.1 Registration
 - 4.1.1 Registration takes place on the date determined by the Northern Cape Department of Education. The Department's prescribed registration form must be used and their instructions followed. Please note that the completion of the registration form does not guarantee admission. Please refer to Section 4.3
 - 4.1.2 Only parents or legal guardians (the latter must submit a legal court order or affidavit to prove their designation as such) will be permitted to register learners. No exceptions will be made.
 - 4.1.3 Parents/guardians must be in possession of both parents'/guardians' identity documents, the learner's birth certificate, the learner's immunisation chart, the learner's progress reports (last term report) from the previous school (if relevant), as well as proof of residence in the Kathu area.
 - 4.1.4 Parents/guardians must note that all learners must re-register annually in the third term (until the end of September). The relevant forms are available at the administrative office. During re-registration, parents/guardians must also complete the permission/liability form for the year.
 - 4.1.5 The SGB has full jurisdiction over the control and coordination of the admission policy. Once the process has been finalised, no further debates will be entertained on the matter.
- 4.2 Application procedure
 - 4.2.1 Registration of new Grade 1 learners takes place on the date prescribed by the Department of Education.
 - 4.2.2 Very important: All learners who passed and plan to continue their primary school career at Kathu Primary, must re-register.
 - 4.2.3 See paragraph 4.1.4 for the re-registration period.
 - 4.2.4 See section 4.5 for procedure to follow when a learner fails a Grade.
 - 4.2.5 Late registrations must be completed no later than the tenth school day.
 - 4.2.6 Parents/guardians must submit the learner's birth certificate, the learner's immunisation chart, as well as both parents'/guardians' identity documents.

- 4.2.7 If the learner attended another school or pre-primary school before enrolling at Kathu Primary, the last term report of that school must also be submitted.
- 4.2.8 Please note that registration does not guarantee admission. Admission will depend on the number of places available per grade, as well as the admission criteria (section 4.3).
- 4.2.9 From the fourth week in the fourth term, parents will be informed telephonically if the learner has been admitted or not.
- 4.2.10 It is the responsibility of the parent/guardian to inform the school if they do not want the learner's photo to appear in any form of marketing or results on social media. The parent/guardian must give notice hereof in writing and ensure that the school receives this instruction.
- 4.3 Admission criteria (not enforceable)
- 4.3.1 Learners who already have a sibling in the school, get first preference.
- 4.3.2 Learners who reside in the immediate vicinity of the school get second preference.
- 4.3.3 Learners who do not reside in the immediate vicinity of the school get third preference.
- 4.3.4 Children of the school's staff members get fourth preference.
- 4.3.5 There is only place for thirty-five children per class per grade.
- 4.4 Learner placement
- 4.4.1 No learner will, upon the request of the parent/guardian, be placed in a specific class or with a specific teacher without the principal's written permission.
- 4.5 Learners who fail
- 4.5.1 Parents of learners who failed must, immediately after the meeting held with them at the end of the year, indicate if the learner will remain at Kathu Primary or if they want to transfer the learner to another school.

5 SCHOOL HOURS

Grade	School hours	Day	Activity	Time
4-7	07:30 - 14:00	Monday	Choir	14:00 - 15:00
		Tuesday	Sport	14:00 - 15:00
		Wednesday	Choir	14:00 - 15:00
		Thursday	Sport	14:00 - 15:00
		Friday		
3	07:30 - 13:25	Monday	Choir	13:10 - 14:00
	07:30 - 13:30	Tuesday	Sport	13:30 - 14:30
	07:30 - 13:25	Wednesday	Choir	13:10 - 14:00
	07:30 - 13:30	Thursday	Sport	13:30 - 14:30
	07:30 - 13:25	Friday		
2	07:30 - 13:10	Monday	Choir	13:10 - 13:40
	07:30 - 12:45	Tuesday	Sport	12:45 - 13:30
	07:30 - 13:10	Wednesday	Choir	13:10 - 13:40
	07:30 - 12:45	Thursday	Sport	12:45 - 13:30
	07:30 - 13:10	Friday		
1	07:30 - 13:10	Monday	Choir	13:10 - 13:40
	07:30 - 12:45	Tuesday	Sport	12:45 - 13:30
	07:30 - 13:10	Wednesday	Choir	13:10 - 13:40
	07:30 - 12:45	Thursday	Sport	12:45 - 13:30
	07:30 - 13:10	Friday		

6 COMMUNICATION

- 6.1 Any formal communication from the school will be sent on letters printed on the school's letterhead and signed by the principal.
- 6.2 Any letters that relate to the transport of learners will have a tear-off strip and information form required by the responsible teacher. Should these forms not be completed in full or submitted on time, the learner in question will not be permitted to board the school bus.
- 6.3 The academic communication structure is as follows:
- 6.3.1 The class, register or subject teacher.
- 6.3.2 The subject or grade head (subject head for subject-related issues/grade head for general class or grade issues)
- 6.3.3 Department Head of the grade or subject area.
- 6.3.4 Academic or Discipline Head.
- 6.3.5 Principal (should none of the aforementioned be able to resolve the matter)

Leadership 2025			
Department/Subject Head	Department	Grade Head	Grade
S. Coetzee	Grade 1	I. de Jager	1
R. Adonis	Grade 2	S. Botha	2
C. Du Plessis	Grade 3	E. Roberts	3
M. Wilson	SS	J. Bloem/J v. Vuuren	4
M. Wilson	SS		4/5
A. van Schalkwyk	SS		6/7
S. van Schalkwyk	PT; LO; CA; PSW	N. Jordaan	5
N. Diergaardt	PSW		4/5
T. Whitehorn	PSW		6/7
J. Kotze	CA		4/5
C. Cronjé	CA		6/7
N. Grové	PT		1-7
N. Grové	LO		7
L. Vries	ENGLISH	T. Whitehorn	6
L. Maritz	English		4/5
E. Farmer	English		6/7
C. Smit	AFRIKAANS	B. Meyer	7
J. van Vuuren	Afrikaans		4/5
E. Ras	Afrikaans		6/7
D. Wilson	ACADEMICS		
N. Zaayman	Maths		4-7
S. van Schalkwyk	Maths		4/5
N. Zaayman	Maths		6/7
C. Cronjé	EMS		7
N. Erasmus	NST/NS		
I. Posthumus	NST		4/5
M. Fouché	NST/NS		6/7

6.4 Sports department

6.4.1 The coach

6.4.2 The sports coordinator

Sport	Coordinator
Rugby	Chris du Plessis
Athletics	Etienne Botha
Netball	Moné Steyn
Hockey	Brendon Olivier
Soccer	Charl Arendse
Chess	Sue-Maré Coetzee
Cricket	Etienne Botha/Davé Wilson
Tennis	Nico Jordaan

6.4.3 The sports manager: Chris du Plessis

6.4.4 The principal (if none of the aforementioned can resolve the matter)

6.5 Culture department

6.5.1 The coach

6.5.2 The culture coordinator

Phase	Coordinator
Junior	Chanél du Plessis
Senior	Lindi Vries

6.5.3 The principal (if none of the aforementioned can resolve the matter)

7 SCHOOL ATTENDANCE

7.1 Learners are legally obliged to attend school during the prescribed school hours.

7.2 No one may permit a learner to be absent from school. When a learner is absent, they will be marked absent. Parents/guardians are responsible for whatever may occur during the period of absence. Parents/guardians must please refrain from making doctor, dentist or other appointments during school hours.

7.3 If a learner is absent, a doctor's note must be submitted to the register teacher. No other reasons for absence will be accepted, unless school-related.

7.4 Should a learner fall ill at school, the teacher in question will give the learner a note to present to the medical office staff member, who will contact the parents/guardians. Learners may not contact their parents in such cases.

7.5 Parents must please refrain from sending sick learners to school. This will require making extra telephone calls to parents to fetch sick learners, since the school does not have a sickbay.

7.6 Parents must please take note that learners with open sores or wounds may not come to school unless such sores or wounds have been treated and are covered.

7.7 The school's policy does not allow for the administering of medication or pills.

7.8 At most, the school will treat small bleeding wounds (if the learner is wounded at school) with disinfectant and cover it with a plaster.

7.9 No learner may leave the school grounds during school hours on their own. Transgression of this rule will lead to disciplinary action.

- 7.10 Medical appointments during school hours must be communicated to the register teacher and the department head. Should a learner leave the school before the first hour of the school day, they will be marked absent.
- 7.11 Learners who are not present during the first hour of school will be marked absent.
- 7.12 Learners who are absent on the last day of school will be marked absent.

8 SCHOOL FEES

- 8.1 Seven days after the parents/guardians and SGB's approval of the budget, the monthly school fees (for the ten months from January to October), will be announced.
- 8.2 School fees can be paid in two ways. The full amount for the year can be paid before 28 February, or the monthly amount can be paid every month (from February to November), without skipping a month. Failure to pay will lead to the account holder being handed over and debt collection will be done at the account holder's cost. If parents/guardians are experiencing financial difficulty, they must contact the principal. Parents/guardians who pay in advance for the year qualify for a 5% discount, while those who pay over six months qualify for a 2% discount.
- 8.3 Subsidy application forms are available at the finance office. Applications close on the last business day of January, after which no applications will be accepted without good reason.
- 8.4 Parents/guardians are urged to ensure that any money earmarked for the finance office is placed in a sealed envelope with the following information on it: learner name and surname, grade, clear description of where the funds should be allocated, amount, and account code. Bank and electronic payments must have the correct account number as reference.

9 BUDGET

- 9.1 The final budget for each year will be presented to the parents/guardians for approval in November of the previous year.
- 9.2 As per school policy, this document will not be distributed, but will be made available to parents/guardians for perusal fourteen days before the budget meeting.
- 9.3 All parents/guardians are welcome to review the budget at school any time during school hours.

10 SPORT AND CULTURE

- 10.1 Sport offered by the school
 - 10.1.1 Various sports are offered during the year. Specific teams and codes are not necessarily limited to specific seasons. The school endeavours to promote mass participation up to and including the C team in a given sport. Depending on staff availability, there can be more teams.
 - 10.1.2 Learners who are not selected for a given sport are welcome to start practicing for other sports, provided the teachers/coaches are available. These sport codes can practice in a timeslot previously agreed upon with the in-season sport coordinators and sport management.
 - 10.1.3 For learners to be considered for a sport's A or first team, they must have participated in the interhouse athletics in at least three different items and are not permitted to withdraw in the event that they advance to the next event.

- 10.1.4 Please trust that our staff make the best possible decisions regarding trials and teams. They consider various factors and do their best to place the best possible players in the different positions to ensure team success.
- 10.1.5 We expect learners to represent the school in their teams by wearing the official sports uniform of Kathu Primary, as per the sporting code. No exceptions will be made; it is the parent/guardian, learner and coach's responsibility to ensure that the school is always represented by neat learners.
- 10.1.6 The school considers it contrary to its ethos to allow learners to start something and not see it through to completion. As such, only medical certificates provided by doctors will be accepted when a learner withdraws from a team mid-season.
- 10.1.7 We expect learners to work hard on their academics and stay up to date with subject teacher requirements. They are also expected to perform well academically.
- 10.1.8 For boys, the school offers athletics, rugby, soccer, cricket, tennis, cross-country and chess. Mini cricket will be offered to Grade 1 to 3.
- 10.1.9 For girls, the school offers athletics, netball, hockey, tennis, cross-country and chess. Mini cricket will be offered to Grade 1 to 3.

First term	Athletics, rugby, netball and chess
	Cross-country preparation for Term 2 also starts
Second term	Rugby, netball, cross-country and chess
	Term 3 sport preparation also starts
Third term	Tennis, cross-country, hockey, cricket, chess and soccer)
	Mini cricket starts on 1 September
Fourth term	Tennis, cross-country, cricket, chess, soccer and mini cricket
	Term 1 sport preparation also starts

- 10.1.10 Special notice (general tennis challenge rules)
- 10.1.10.1 The Kathu Classic determines the school's tennis ranking.
- 10.1.10.2 If a learner enrolled for the Kathu Classic, but is ill on the day, they are permitted one free challenge match, provided they have a valid letter of absenteeism.
- 10.1.10.3 A learner may challenge a maximum of two positions above their ranking.
- 10.1.10.4 Challenge matches may only take place in January, February, June and July.
- 10.1.10.5 New learners are permitted to play one free challenge. If they lose, they are automatically moved to the bottom of the rankings.
- 10.1.10.6 A tennis coach must be involved during a challenge match.
- 10.1.10.7 The coach and parents must be informed on the same that a player is challenged.
- 10.1.10.8 The challenge match must take place within ten days of the challenge being made. If this does not happen, the player with the higher ranking will forfeit their rank. If two learners challenge each other, they may only challenge each other again seven days after the result is made available.
- 10.1.10.9 No parents/guardians may meddle with challenge matches.
- 10.1.10.10 A pro set is played during challenge matches with advantage (7-7 tiebreaker).
- 10.1.10.11 Under-10 players will play a normal set up to 6 (6-6 tiebreaker).

10.2 Sport at external clubs

10.2.1 Learners may participate in sport at external clubs, but those learners who also represent their school teams are expected to prioritise the school during leagues or compulsory sport weekends, which will be identified in advance by the sport code's annual programme.

10.3 Culture offered by the school

10.3.1 Choir (junior and senior phase)

10.3.2 Spelling competitions

10.3.3 Orators

10.3.4 Entrepreneurs

10.3.5 Junior phase revue

10.3.6 Mr and Ms Kathu Primary (only Grade 6 participants)

10.3.7 Drama: 1 x Grade 2-3 group; 3 x Grade 4-7 groups

10.3.8 Eisteddfod

10.4 Sport and culture tours and excursions

10.4.1 Each tour has its own payment instructions. Only learners whose tour fees have been paid in full before the tour will be permitted to go on the tour. If there are several payment dates, it will be applied very strictly. If a payment is missed, the relevant learner will be placed on the waiting list.

10.4.2 If a learner did not submit the required forms with necessary proof, they may not attend the tour.

10.4.3 The tour leader is in control of the tour arrangements and any incidents during the tour can be reported to them if necessary, before contacting parents. The teacher/tour leader will then contact the parents if necessary.

10.4.4 Learners must strictly adhere to the tour rules. No exceptions.

10.4.5 There is limited space on tours and learners whose fees are paid first at the financial office will be moved to the top of the list.

10.4.6 Parents must contact the teacher/tour leader if they have any pressing questions.

11 ACADEMICS

11.1 General

11.1.1 Foundational principle for Kathu Primary: Educators must teach learners how to interpret, process and analyse information as objectively as possible in order to draw accurate conclusions and make the information their own, thereby gaining a good understanding of the subject.

11.2 Homework policy

11.2.1 Purpose

11.2.1.1 Test a learner's comprehension of the content discussed in class.

11.2.1.2 Encourage independence and responsibility in learners.

11.2.1.3 Encourage initiative and guide leaders to complete a task independently.

- 11.2.1.4 Provide a control mechanism for the educator to determine which learners need attention and assistance.
- 11.2.1.5 Foster conscientiousness and neatness in learners.
- 11.2.1.6 Equip learners with critical skills they will need in future, e.g. reading up on or researching a subject.
- 11.2.1.7 Encourage learners to be proactive in terms of class work.
- 11.2.1.8 Allow learners to complete tasks that are impractical in a class setting at home.

11.2.2 Parent involvement

- 11.2.2.1 There must be regular contact between the parent/guardian and the educator to determine to what extent the parent must provide homework assistance at home, e.g. obtaining sources or procuring material for projects. The educator can communicate with the parent/guardian by writing a note in the work book or in any other manner.
- 11.2.2.2 A record must be kept of parents/guardians who support their children with homework and those who do not. The latter must be engaged with and encouraged to support the learner.
- 11.2.2.3 Each parent/guardian must sign the learner's work book on a regular basis to keep track of the learner's work.
- 11.2.2.4 The parent/guardian must show serious interest in the learner's homework and take responsibility for the learner completing their homework.
- 11.2.2.5 If the parent/guardian is illiterate, a family member must assist the learner.

11.2.3 Implementation of the homework policy

- 11.2.3.1 Failure to complete homework is considered an offence. Homework that is completed can be rewarded.
- 11.2.3.2 Exceptions will be considered under special circumstance like illness, death and other unforeseen circumstances.
- 11.2.3.3 Time must be set aside to assess homework.
- 11.2.3.4 Sign homework on a regular basis, even if not completed.
- 11.2.3.5 Homework must vary with the goal of developing different skills, e.g. research, summaries and practical tasks.
- 11.2.3.6 Educators must contact parents/guardians who do not take care of their responsibilities in terms of the learner's homework. The goal must be to find a solution to the problem.
- 11.2.3.7 If homework was not done, determine why it was not done. If it was intentionally not done, the following measures will be implemented:
 - 11.2.3.7.1 First time – Warning
 - 11.2.3.7.2 Second time – Message to parent
 - 11.2.3.7.3 Third time – Meeting with parent

11.2.4 Implementation in Grades

11.2.4.1 Grade 1-3

- 11.2.4.1.1 The parent/guardian and educator must work together.
- 11.2.4.1.2 The educator must guide the learner when doing homework in class.
- 11.2.4.1.3 The volume and level of homework is important. Homework should not take up a learner's entire afternoon. As such, recognised guidelines are used when assigning homework. The educator may allocate additional work for further capturing or to encourage reading with comprehension. The parent/guardian can choose for the learner to receive additional work, should they want to give the learner the best opportunities for academic development.

11.2.4.2 Grade 4-7

- 11.2.4.2.1 The subject policy determines the volume and level of homework given for specific subjects.
- 11.2.4.2.2 Subject areas must collaborate to coordinate homework.
- 11.2.4.2.3 Homework between grades must show progress and become gradually more advanced and encourage independence. This can, e.g. include visits to libraries and research centres.
- 11.2.4.2.4 Educators must give clear task instructions with clear and specific sources that the parent/guardian and learner will understand.
- 11.2.4.2.5 There must be differentiation between the different grades.

11.2.5 Learner responsibility regarding homework

- 11.2.5.1 Each learner must have a dated homework book in which they can note every day's homework.
- 11.2.5.2 It remains the learner's responsibility to correctly note each day's homework.
- 11.2.5.3 It remains the learner's responsibility to ensure that their homework books are signed.

11.3 Formal assessments and text books

- 11.3.1 All exams and tests must be assessed.
- 11.3.2 Learners will get reports in April, June and September.
- 11.3.3 The Department of Education's CAPS requirements must be followed.
- 11.3.4 Assessments must be submitted seven days before the start of an exam.
- 11.3.5 Assessments that are submitted late will be penalised.
- 11.3.6 Learners who are sick or absent must still submit assessments. If a doctor's certificate can be provided, the assessment will not be penalised for late submission.
- 11.3.7 Stress-related illnesses must be diagnosed by a registered psychologist or psychiatrist.
- 11.3.8 All assessments must be submitted and marks will not be adjusted in the case of non-submission.

11.3.9 All text books are the school's property. It must be returned to the school on the day a learner leaves the school or on the last day it is needed for exam purposes. Should the book be lost or unusable, the parent will be held financially responsible for the book's replacement.

11.3.10 When text books are returned to the school at the end of the year, it must be neatly covered, and any loose or torn pages must be repaired.

11.4 Control

11.4.1 Tests, books and assessments are assessed by the teacher.

11.4.2 Parents may request to view the portfolio at any time to validate results.

11.5 Checking of books

11.5.1 All exam work must be assessed.

12 EXAMS/FORMAL TESTS AND AWARD CEREMONY

12.1 Exams/formal tests

12.1.1 If a learner is absent on a test or exam day, they must submit a medical note to the subject teacher within two days. Should the learner fail to do so, they will receive zero for the exam/test in question, which will negatively affect their year mark.

12.1.2 With the passing of immediate family (father, mother, brother, sister, grandmother or grandfather) the learner can submit the death certificate within five days of the date of death (as indicated on the death certificate). In such a case, the learner will receive the average of the assessment in question. If a death certificate is not submitted, the learner will not get a mark for the assessment.

12.1.3 No exam, exam subject or formal test can be written earlier or later than the set date. It may, however, be written earlier or later on the set date.

12.1.4 Sometimes, a parent/guardian may keep a learner at home for personal reasons. Learners are informed of exam dates at least seven days in advance of said date. No exams may be postponed or moved.

12.1.5 If a learner cannot write an exam/test on the set date, they forego the opportunity to write.

12.1.6 The June Top 10 candidates are determined by the cumulative mark for the first two terms of the year in question. If two learners have the same mark, the cumulative marks for the first two terms are considered. The learner with the higher mark will be placed ahead of the other learner.

12.1.7 Foundation phase: Assessment and re-assessment policy

12.1.7.1 Assessment is continuous.

12.1.7.2 Re-assessment can take place for home language, additional language and mathematics.

12.1.7.3 Learners must obtain a mark within 7% of the pass rate to qualify for re-examination.

12.1.7.4 Learners can only be re-assessed if they failed the overall exam/test.

12.1.7.5 Only the section that the learner failed will be re-assessed. That section will be marked until the learner achieves the minimum pass rate.

12.2 Alternative examination methods for learners with special education needs

12.2.1 Please note that these examination methods only apply to learners with a learning disability, learning problem or physical disability that affects their ability to learn. These methods aim to enable such learners to clearly present their knowledge on a given subject. Learning Support Education Network (LSEN) assistance during exams is subject to strict approval by the Kathu Primary LSEN panel and proof that such assistance is required must be provided must be provided. This process is repeated annually.

12.2.2 Legal aspect

12.2.2.1 According to the South African Qualifications Authority Act 58 of 1995 (SAQA), “[c]redibility in assessment is assured through assessment procedures and practices governed by various principles, including the principle of fairness, which determines that assessment practices should not, in any way, hinder or advantage a learner”.

12.2.2.2 According to the Education White Paper 6 for Special Needs Education “Building an Inclusive Education and Training System (2001) gives the following guidelines for learners with specific learning disabilities or problems: ‘There is a shift from categorization or labelling of learners according to disability towards addressing barriers experienced by individual learners. Support should be based on the levels of support needed to address the particular barrier experienced by a learner’”.

12.2.2.3 According to the Admission Policy for General Public Schools, “[t]he rights and wishes of learners with special education needs, must be taken into account at the admission of the learners to an ordinary public school. The South African Schools Act, 1996 requires ordinary public schools to admit learners with special education needs, where this is reasonably practical. Schools are encouraged to make the necessary arrangements, as far as practically possible, to make their facilities accessible to such learners” (number 22).

12.2.3 Principles in accommodating diversity

12.2.3.1 All learners can learn if they receive the necessary support.

12.2.3.2 The standard of assessment must not be lowered and the learner must not be unfairly advantaged above others. The same academic standard must apply to all learners.

12.2.3.3 Alternative assessment methods must be used to create equal opportunities for learners with learning disabilities or problems without giving them an unfair advantage. Learners with learning disabilities or problems will be given the necessary support to present an accurate version of their knowledge.

12.2.3.4 It is important to identify a learning problem early in a learner’s school career, to ensure that the learner receives the necessary support and is familiar with the assessment methods that apply to them, before they are evaluated externally.

12.2.3.5 Any assessment intervention must be based on the support the learner needs and not on the traditional categories of learning disabilities and learning problems.

12.3 Alternative methods of examination (LSEN) at Kathu Primary

12.3.1 Please note that these examination methods only apply to learners with learning disabilities, learning problems, or physical disabilities that influence their ability to

learn. These methods enable the learner to give an accurate representation of their knowledge.

12.3.2 Kathu Primary is a mainstream school and assistance is provided in accordance with the Department of Education's guidelines. Only three options are available to learners who provide proof of a learning disability, learning difficulty, or physical disability that influence their ability to learn. These methods are differentiation, adjusted curriculum, and concessions.

12.3.3 To qualify for assistance, parents/guardians must submit relevant medical reports (no older than one year) to the school-based support team, who will refer the matter to the Inclusivity Department for approval. Requests for support must be submitted annually on the closing date determined by the Department of Education.

12.3.4 Where medical reports must be submitted as proof of the learning disability, such reports must include guidelines on managing the disability from the perspective of the relevant medical field.

12.3.5 To qualify for concessions, a formal diagnosis must be submitted with the application, as well as a scholastic and IQ evaluation, and DBE 126. The formal diagnosis will determine how the concession will be implemented. Implementation will be strictly according to the guidelines provided by the medical reports.

12.3.6 Learners who do not qualify for LSEN support at Kathu Primary

12.3.6.1 Learners with low cognitive function, where the goal is to improve such function. Relevant medical reports must be submitted.

12.3.6.2 Improvement of language proficiency where the learner struggles to understand the language of instruction and assessment due to having a different home language. Exceptions may apply to immigrants who gained citizenship and are not proficient in Afrikaans or English. Relevant medical reports must be submitted.

12.3.6.3 Those who seek exemption from learning cursive writing from Grade 4 to Grade 7. Relevant medical reports must be submitted.

12.4 Award ceremonies and other formal events

12.4.1 During our award ceremony and other prestige events, strict formal etiquette will be observed to honour and show respect for each learner's achievements. As such, the following will apply during such events:

12.4.1.1 No cell phones allowed, as it may cause disruptions.

12.4.1.2 No walking around during ceremonies.

12.4.1.3 No children under the age of seven will be permitted. These ceremonies are long; children cannot sit still for such a long period of time and become disruptive, which is disrespectful to the award recipients.

12.4.1.4 No refreshments are allowed during prestige events.

12.4.1.5 Parents are not permitted to remove their children during prestige events. It is part of our ethos that learners congratulate one another and show mutual respect.

12.4.1.6 This type of event is a privilege and not a right. Should a learner act in an unsatisfactory manner, they do not have to be invited to such an event again and may be prevented from participating in the rest of the event.

- 12.4.1.7 Only academic, sport and cultural achievements are recognised at Kathu Primary's award ceremony and other formal events.
- 12.4.2 Academic awards
- 12.4.2.1 Foundation phase
- 12.4.2.1.1 The award ceremony for Grade 1 to 3 takes place in the evening.
- 12.4.2.1.2 The average percentage of the first three terms in Afrikaans or English Home Language, Afrikaans or English First Additional Language, and Mathematics will be used.
- 12.4.2.1.3 A learner must have written a minimum of two National Education Policy 27 of 1996 exams to qualify for an award.
- 12.4.2.1.4 A learner who transfers from another school (that also follows the National Education Policy 27 of 1996) will only qualify for a grade or subject position if the previous school's achievement records have been submitted to Kathu Primary.
- 12.4.2.1.5 Grade 1-3:
- 810-854 percentage points (good academic achievement)
 - 855 and higher percentage points (excellent academic achievement)
- 12.4.2.1.6 The Star Award is awarded to the learner who best embodies the school's values and does not receive any academic achievement awards.
- 12.4.2.1.7 The Most Versatile Award is awarded to a learner in Grade 3. It is the highest award a learner in the foundation phase can achieve. Academics, sport and culture offered by Kathu Primary is recognised for this award.
- 12.4.2.2 Senior primary
- 12.4.2.2.1 The total mark for the first three terms will be used.
- 12.4.2.2.2 No percentages are indicated on certificates from Kathu Primary or the ATKV.
- 12.4.2.2.3 Grade 4 to 6: 255 points per subject area.
- 12.4.2.2.4 Grade 7: 240 points per subject area.
- 12.4.2.2.5 A learner must have written a minimum of two National Education Policy 27 of 1996 exams to qualify for an award.
- 12.4.2.2.6 A medical certificate must be submitted if a learner did not write an exam.
- 12.4.2.2.7 A learner who transfers from another school (that also follows the National Education Policy 27 of 1996) will only qualify for a grade or subject position if the previous school's achievement records have been submitted to Kathu Primary.
- 12.4.2.2.8 Subject teachers will identify possible candidates for any awards in a given subject area.
- 12.4.2.2.9 The November Top 10 candidates are determined by the cumulative mark for the first three terms of the year in question. If two learners have the same

mark, the cumulative marks for the first two terms are considered. The learner with the higher mark will be placed ahead of the other learner.

12.4.2.3 Bilingualism (Grade 4 to 7)

12.4.2.3.1 One learner in each grade is awarded the trophy for Best Communicator in English and the trophy for Best Communicator in Afrikaans.

12.4.2.3.2 Screening process:

- Each grade's top three learners in English Home Language and Afrikaans First Additional Language, as well as the three top learners in Afrikaans Home Language and English First Additional Language are announced at the end of Term 3. The learners are chosen based on the highest cumulative marks achieved in the relevant subjects.
- The aforementioned learners participate in the final round in Term 4.
- The final round consists of an interview that is assessed by means of writing a column task the learner must complete.
- The learner who achieves the highest mark will be awarded the trophy during the award ceremony.
- The determination of the panel (consisting of language subject teachers) is final.

12.4.2.4 Grade 4

Award	Description
Certificate	Awarded to the highest achiever in each of the six subjects.
ATKV certificate	Awarded to the highest achiever in Afrikaans.
Certificate	Awarded for exceptional achievement in the Grade, with 1530 points for the first three terms (excluding Coding and Robotics).
Certificate	Awarded for exceptional achievement in each subject for learners with 255 points and higher.
Certificate	Awarded to each of the Top 10 learners (June, November, or June and November); Coding and Robotics excluded.
Certificate	Awarded to the learner who shows the most improvement (a minimum of 10% from March to September).
Trophy for bilingualism	Awarded to the learner who is the best communicator in both English and Afrikaans.

12.4.2.5 Grade 5

Award	Description
Certificate	Awarded to the highest achiever in each of the six subjects.
ATKV certificate	Awarded to the highest achiever in Afrikaans.
Certificate	Awarded for exceptional achievement in the Grade, with 1530 points for the first three terms (excluding Coding and Robotics).
Certificate	Awarded for exceptional achievement in each subject for learners with 255 points and higher.
Certificate	Awarded to each of the Top 10 learners (June, November, or June and November); Coding and Robotics excluded.
Certificate	Awarded to the learner who shows the most improvement (a minimum of 10% from March to September).
Trophy for bilingualism	Awarded to the learner who is the best communicator in both English and Afrikaans.

12.4.2.6 Grade 4 and 5

Award	Description
Kathu Primary Trophy	Awarded to a learner with exceptional general knowledge.
ATKV Trophy	Awarded to the Junior Orator of the year.

12.4.2.7 Grade 6

Award	Description
Certificate	Awarded to the highest achiever in each of the six subjects.
ATKV certificate	Awarded to the highest achiever in Afrikaans.
Certificate	Awarded for exceptional achievement in the Grade, with 1530 points for the first three terms (excluding Coding and Robotics).
Certificate	Awarded for exceptional achievement in each subject for learners with 255 points and higher.
Certificate	Awarded to each of the Top 10 learners (June, November, or June and November); Coding and Robotics excluded.
Certificate	Awarded to the learner who shows the most improvement (a minimum of 10% from March to September).
Trophy for bilingualism	Awarded to the learner who is the best communicator in both English and Afrikaans.

12.4.2.8 Grade 6 and 7

Award	Description
Adri Stolz Trophy	Awarded to a learner with exceptional general knowledge.
ATKV Trophy	Awarded to the best Senior Orator.

12.4.2.9 Grade 7

Award	Description
ATKV Trophy	Awarded to the highest achiever in Afrikaans Home Language.
ATKV Book Prize	Awarded to the highest achiever in Afrikaans Home Language.
Kathu Primary Trophy	Awarded to the highest achiever in Afrikaans First Additional Language.
ATKV Book Prize	Awarded to the highest achiever in Afrikaans First Additional Language.
Rema Tip Top Trophy	Awarded to the highest achiever in Mathematics.
ACVV Trophy	Awarded to the highest achiever in English First Additional Language.
Standard Bank Trophy	Awarded to the highest achiever in English Home Language.
WC Hubbart Trophy	Awarded to the highest achiever in Social Sciences.
MM Klue Trophy	Awarded to the highest achiever in Natural Sciences.
Jan Fouché Trophy	Awarded to the highest achiever in Creative Arts.
Kathu Primary Trophy	Awarded to the highest achiever in Life Orientation.
Kathu Primary Trophy	Awarded to the highest achiever in Economic Management Sciences.
Kathu Equestrian Club Trophy	Awarded to the highest achiever in Technology.
Kathu City	Awarded to the dux learner.

Award	Description
Council Shield	
VNB Trophy	Awarded to the most versatile Grade 7 learner.
Trophy for bilingualism	Awarded to the learner who is the best communicator in both English and Afrikaans.
ATKV certificate	Awarded to the learner with the best achievement in Afrikaans (240 points and higher).
Certificate	Awarded for exceptional achievement in the Grade (2160 points for the first three terms, Coding and Robotics excluded).
Certificate	Awarded for exceptional achievement in each subject (240 points and higher).
Certificate	Awarded to each learner in the for Top 10 (June, November, or June and November, Coding and Robotics excluded).
Certificate	Awarded to the learner who showed the most improvement (a minimum of 10% from March to September).

12.4.3 Honours criteria: Academics

12.4.3.1 Grade 4 to 6

- 12.4.3.1.1 An average mark of 540 out of 600 must be maintained through the first three terms. This average is determined by the learner's marks achieved in all subjects, except for Coding and Robotics.

12.4.3.2 Grade 7

- 12.4.3.2.1 An average mark of 765 of 900 marks must be maintained through the first three terms. This average is determined by the learner's marks achieved in all subjects, except for Coding and Robotics.

12.4.4 Senior trophies: Academics

Trophy	Description
ATKV Trophy	Grade 7 Afrikaans Home Language
Kathu Primary Trophy	Grade 7 Afrikaans First Additional Language
Kathu Primary Trophy	Grade 7 Bilingualism
Rema Tip Top Trophy	Grade 7 Mathematics
ACVV Trophy	Grade 7 English First Additional Language
Standard Bank Trophy	Grade 7 English Home Language
WC Hubbart Trophy	Grade 7 Social Sciences
M Klue Trophy	Grade 7 Natural Sciences
Kathu Primary Trophy	Grade 7 Life Orientation
Kathu Primary Trophy	Grade 7 Economic Management Sciences
Kathu Equestrian Club Trophy	Grade 7 Technology
Jan Fouché Trophy	Grade 7 Creative Arts
Adri Stolz Trophy	Grade 6 and 7 General Knowledge
Kathu City Council Shield	Dux learner
VNB Trophy	Grade 7 Most Versatile Learner

- 12.4.4.1 Please note that all trophies are floating trophies.

- 12.4.4.2 The Dux learner will receive a mini trophy with a plaque to keep.

- 12.4.4.3 Academic trophies are only for Grade 7 learners.

12.4.5 Sport trophies: Foundation and senior phase

- 12.4.5.1 The trophy is awarded to the highest achieving learner in any given criteria, e.g. highest ABSA table marks for athletes in the foundation phase.

Trophy	Description
Rugby	
Piet Visagie Trophy	Exceptional rugby player (under 13)
Hannie Wessels Trophy	Best rugby back (under 13)
Wiese Brothers Trophy	Best rugby flank (under 13)
R Jacobs Shield	Best rugby back (under 11)
Kathu Primary Shield	Best rugby flank (under 11)
PL van Schalkwyk Trophy	Best rugby player (under 9)
PL van Schalkwyk Trophy	Most improved rugby player (under 9)
Koos vd Colff Trophy	Best rugby back (under 9)
Under 9 Fathers (1998) Trophy	Best rugby flank (under 9)
Under 9 Fathers (1998) Trophy	Most dedicated rugby player (under 9)
Kathu Primary Trophy	Best rugby player (under 8)
Kudu Smit Trophy	Best rugby player (under 7)
Cricket	
PL van Schalkwyk Trophy	Best bowler (under 13)
PL van Schalkwyk Trophy	Best batter (under 13)
Kathu Primary Shield	Most versatile cricket player (under 13)
Willie Smal Trophy	Best bowler (under 11)
Deon van Rooyen Trophy	Best batter (under 11)
Maritz Trophy	Most versatile cricket player (under 11)
Kathu Primary Shield	Best bowler (under 9)
Kathu Primary Shield	Best batter (under 9)
Johan Reyneke Trophy	Best mini-cricket player
Kathu Primary Trophy	Most improved mini-cricket player (Grade 3)
Kathu Primary Trophy	Most improved mini-cricket player (Grade 2)
Kathu Primary Trophy	Most improved mini-cricket player (Grade 1)
Golden Certificate	Under 7 or under 8 for exceptional improvement in mini-cricket
Tennis	
Frankell Seehoff Trophy	Outstanding tennis player/star
Kathu Primary Trophy	Best tennis player (boys)
Kathu Primary Trophy	Best tennis player (girls)
Sakkie Olivier Trophy and Coenie Theron Trophy	Best tennis doubles (boys)
Magda Fourie Trophy and Susan vd Berg Trophy	Best tennis doubles (girls)
Kathu Primary Trophy and Von Wielligh Trophy	Best tennis doubles (mixed)
Henk Kock Trophy	Best tennis player (boys) Grade 3
Herta Hegewisch Trophy	Best tennis player (girls) Grade 3
Anniekie Olivier Trophy	Most dedicated junior tennis player (girls)
Helena Loots Trophy	Most dedicated junior tennis player (boys)
Netball	
Gerrie van der Colff Trophy	Most improved netball player (under 13)
Oxford Trophy	Best netball player (under 13)
Kathu Primary Trophy	Most improved netball player (under 12)
Kathu Primary Trophy	Best netball player (under 12)
L. Hattingh Trophy	Most improved netball player (under 11)
Kathu Primary Trophy	Best netball player (under 11)
Kathu Primary Trophy	Most improved netball player (under 10)

Trophy	Description
Kathu Primary Trophy	Best netball player (under 10)
Kathu Primary Trophy	Best netball player (under 8)
Kathu Primary Trophy	Best netball player (under 7)
Esme Reyneke Trophy	Most improved junior netball player
Rina and Izelle Trophy	Best junior netball player
Athletics	
Victor Ludorum	Boys
Victrix Ludorum	Girls
Mariaan Wait Trophy	Junior dash (girls)
Willem Wait Trophy	Junior dash (boys)
Dashes are determined by the highest ABSA table scores.	
Cross-country	
Alkie Bester Trophy	Best cross-country athlete (girls)
A. Maritz Trophy	Best cross-country athlete (boys)
Alet ten Tusscher Trophy	Best junior cross-country athlete
Nicolaas Zaayman Trophy	Most dedicated cross-country athlete
Chess	
Elna Potgieter Trophy	Best chess player
Soccer (boys)	
Kathu Primary Trophy	Outstanding soccer player (under 14)
Kathu Primary Trophy	Best attacker (under 14)
Kathu Primary Trophy	Best defender (under 14)
Kathu Primary Trophy	Outstanding player (under 12)
Hockey (girls)	
Kalinke Botma Trophy	Hockey player of the year
Mikayla Martin Trophy	Best hockey goalie of the year
RB Electrical Trophy	Best hockey player (under 13)
RB Electrical Trophy	Best hockey player (under 11)
RB Electrical Trophy	Best mini-hockey player of the year
RB Electrical Trophy	Best mini-hockey player (under 9)
RB Electrical Trophy	Best mini-hockey player (under 7)

12.4.6 Culture trophies

Trophy	Description
Drama	
ATKV Trophy	Best actor
ATKV Trophy	Best actress
Kathu Primary Trophy	Best junior actor
Kathu Primary Trophy	Best junior actress
Music	
Petro de Klerk Trophy	Best music student
Hammies van Niekerk Trophy	Most improved music student (Foundation Phase)
Hammies van Niekerk Trophy	Most improved music student (Intermediate and Senior Phase)

12.4.7 Special trophies: Sport and other

Trophy	Description
Hardie Louw Trophy	Sportsman of the year (only sport offered at Kathu Primary will be considered)
Croxley Trophy	Sportswoman of the year (only sport offered at Kathu Primary will be considered)
Kathu Primary Trophy	Most versatile sports achiever of the year (only sport offered at Kathu Primary will be considered)
All learners who wish to compete for the three aforementioned trophies must submit their CVs and the relevant proof.	
Harald Fiedler Trophy	Exceptional progress in LSEN or a remedial programme for a phase.
Conradie Floating Trophy for Perseverance	This trophy is awarded to a learner with a medical problem that hinders learning, but who persevered and exceeded expectations (senior primary/foundation phase).

12.5 Acknowledgements and honours

12.5.1 Honours can be achieved in academics, sport and culture.

12.5.2 A cord can be added to the honours blazer that can be purchased at the school clothing shop.

12.5.3 Learners who qualify, will receive a badge that they can wear with their formal school uniform or tracksuit.

12.5.4 Once a learner qualifies, they will receive their badge during a school assembly, which they can wear immediately.

12.5.5 A learner can only receive honours once a year/season, e.g. representing the Northern Cape in tennis.

12.5.6 Learners are not permitted to wear blazers or badges that they did not earn during their school career at Kathu Primary.

12.5.7 Academics (Grade 4 to Grade 7)

Award	Description
Honours	<ul style="list-style-type: none"> Grade 4 to 6: 540 points (per term) maintained for the first three terms. Grade 7: 765 points (per term) maintained for the first three terms.
Double honours	<ul style="list-style-type: none"> Only achieved during a learner's Kathu Primary school career. Awarded to a learner who achieved honours in academics for three years in a row (Grade 4-6 or Grade 5-7).
Medal	<ul style="list-style-type: none"> Only achieved during a learner's Kathu Primary school career. Awarded to a learner who achieved honours in academics for four years in a row (Grade 4 to 7).

12.5.8 Culture

Activity	Criteria
Orators	Participation in the national finals.
Choir	Participation in a culture festival/Eisteddfod's national finals.

12.5.9 Sport

12.5.9.1 Half honours

12.5.9.1.1 Only school sport will be recognised during the award ceremony.

12.5.9.1.2 Learners receive half honours as indicated per sport (only recognised provinces – not regions). To qualify for half honours, the learner must have represented their province or highest provincial team at a national tournament where at least two recognised provinces competed.

12.5.9.2 Outside sports will be acknowledged during a school assembly during the year when the learner's sport club has sent the results to Kathu Primary.

Sport		Criteria for half honours
12.5.9.3	H o n o u r s	Athletics
		The learner must achieve first place in an athletics item at the Northern Cape Championships.
		Rugby
		The learner must place in the B team (who will play matches) or higher at the final trials.
12.5.9.3.1	O n l y s c h o o l	Tennis
		The learner must participate on a provincial level, regardless of how many provinces participate.
		Cricket
		The learner must place in the rural B team (who will play matches) at the final trials.
		Netball
		Soccer
		The learner must participate at the official national finals.
		The learner must participate in the official national finals.
		Chess
		The learner must represent their province or be included in the highest provincial team at a national tournament where 1-3 recognised provinces participated.
		Cross-country
		The learner must achieve first place at the Northern Cape Championships.

school sport will be recognised during the award ceremony.

12.5.9.3.2 To qualify for honours, the learner must have represented their province or highest provincial team at a national tournament where at least four recognised provinces competed.

12.5.9.4 Double honours

12.5.9.4.1 The learner must obtain provincial colours in the same sport/culture item three times in a row.

12.5.9.4.2 The learner must represent South Africa on international level in a school sport.

12.5.9.5 Certificates

12.5.9.5.1 A-team league winners will receive their certificates at the award ceremony (all other sport-related awards will be awarded at the sport prize-giving):

Sport	Criteria
Netball	The learner must end in the Top 10 at the SA school championships
	Van Druten team
Athletics	John Taolo Gaetsewe team
Rugby	Van Druten team
7s Rugby	Van Druten team
Cricket	John Taolo Gaetsewe team
Cross-country	John Taolo Gaetsewe team
Tennis	John Taolo Gaetsewe team

Sport	Criteria
Hockey	John Taolo Gaetsewe team
Chess	John Taolo Gaetsewe team
All sport codes	League winners (Soccer Challenge Cup included)
All sport codes	Provincial colours obtained in three or more different school sports/culture activities in one year

12.5.10 Culture certificates and trophies

Award	Description
Orators	
ATKV Trophy	Junior orator
ATKV Trophy	Senior orator
General knowledge	
Kathu Primary Trophy	Best Grade 3
Kathu Primary Trophy	Best Grade 4 and 5
Adri Stolz Trophy	Best Grade 6 and 7
Choir and Eisteddfod	
Certificate	Participated in an Eisteddfod or cultural festival on regional level. The learner must obtain a diploma at minimum.
Half-honours	Participated in an inter-provincial competition where at least two other provinces competed. The learner must reach the finals.
Honours	Participated in an inter-provincial competition where at least four other provinces competed. The learner must reach the finals.
Mr and Ms Kathu Primary (only Grade 6 learners may participate)	
Certificate	Awarded to Mr and Ms Kathu Primary
Participation in this event will contribute to the marks for most versatile learner in Grade 7.	
Drama	
Certificate	Awarded to learners who obtained gold
Half-honours	Awarded to learners who participated in the primary school production that won Best Overall Primary School Production at the Logan Drama Festival or the Silwervaring Arts Festival.
Entrepreneurs	
Elna Potgieter Trophy	Senior entrepreneur of the year
Kathu Primary Trophy	Junior entrepreneur of the year

12.5.11 Most versatile learner

12.5.11.1 Only academic, sport and cultural achievements at school will be considered for this award. All learners who wish to compete for this trophy must submit their CVs and the relevant proof.

12.5.11.2 Criteria for most versatile learner:

Division	Points
Academics	
Medal	12
Double honours	11
Honours	10
First place	8
Second place	6
Third place	5
Top 10	4
Leadership	
RCL head leader	10

Division	Points
RCL deputy leader	8
RCL member	4
Official RCL committee (operations)	
Chair	4
Secretary/Treasurer	2
Tuck shop prefect	2
Media leader	2
Culture	
Performing arts (drama/choir/individual activity) judging takes place separately	
National participation	10
Inter-provincial (chosen for final performance)	8
Obtain A++	5
Obtain A+ Gold	4
Drama Group A	3
Obtain A Silver	2
Regional participation	1
Spelethon	
National	10
Provincial team	8
JTG team	6
School participation	1
Orators	
Provincial team	8
Regional team	6
Winner – school level	4
Second and third place – school level	3
Final – school level	2
Participation	1
Mr/Ms Kathu Primary	
Winner	4
Second place	3
Third place	2
Participation	1
Entrepreneur	
Entrepreneur of the year	3
Term winner	2
Participant	1
Sport offered by the school	
International	12
Medal winner at national tournament	11
National	10
Provincial	9
Provincial B/rural/was placed at a provincial championship	7
Region	6
Sub-region	5
A team (any A team)	4
Captain of the provincial team	3
Captain/Ludorum (appointed earlier)	2
Participation	1

12.5.11.2.1 Please note: A point is awarded for the highest achievement in each sub-section, as well as highest leadership position achieved. E.g. Rugby: Craven week = 9 plus school captain = 2 total = 11. If the captain was injured and an acting captain was appointed, the acting captain can be considered a captain.

13 LEADERS

13.1 Representative Council of Learners

13.1.1 Procedures

- 13.1.1.1 Elections take place in October of each year and is monitored by the principal and a delegate.
- 13.1.1.2 Kathu Primary uses a percentage system when electing the Representative Council of Learners (RCL). This system uses the following criteria: votes (50), CV (25) and Academics (25).
- 13.1.1.3 At the first Grade 6 parents' evening in January, the RCL nomination and election procedure will be explained to parents/guardians. This process will also be explained to the Grade 6 learners at a school assembly. If a learner is still under a valid sanction by the disciplinary committee after a hearing, the learner will not be permitted to apply for an RCL position.

13.1.2 Step 1: Identifying Grade 6 candidates

- 13.1.2.1 Each Grade 6 learner who wishes to make themselves electable for the RCL, must complete an RCL candidate form (Form A) during the election period in October. On this form they must indicate which sport and/or culture activities they participate in or were involved in in that year. This form will serve as a CV and makes up 25% of the learner's final mark. Educators may also identify possible leaders and request that they apply for the RCL.

	School team (2 points)	Deputy captain (1 point)	Captain (2 points)	Office use
Sport				
Athletics				
Hockey				
Cricket				
Cross-country				
Netball				
Rugby				
Chess				
Soccer				
Tennis				
Subtotal (max 24)				/24
Culture				
Drama				
Eisteddfod				
Choir				
Orators				
Subtotal (max 8)				/8
Other				
Scholar patrol				
Media prefect				
Subtotal (max 4)				/4
Max (36)				/36
Total x 72				/72

13.1.3 Step 2: Point allocation of the CVs completed by learners

- 13.1.3.1 Each Grade 6 class teacher will mark their own class CVs according to the given memorandum (Form B). Educators will work in pairs and both will sign the form. Each learner's total marks will be noted on a class list and submitted to the principal together with the forms. Educators sign next to each CV entry to confirm learner claims.

13.1.4 Step 3: Discussion with Grade 6 learners and the voting process

- 13.1.4.1 The principal or a delegate will discuss leadership and the responsibilities of the RCL in the school hall with all the Grade 6 learners. The characteristics of a leader and those of a head leader will be discussed. The leaders will then go to their classes where they will vote, by Grade, for thirty learners in the Grade, regardless of gender, both Afrikaans and English learners, as well as possible head leaders. This will be done on Form C. The nominated learner must ensure that their preferred name appears on the ballot.
- 13.1.5 Step 4: Vote counting
- 13.1.5.1 The class teacher will count the votes and note it on an empty Form C. The number of votes will be noted next to each learner's name. Votes for RCL members must be indicated in black, and votes for head boy and head girl must be indicated in red. Votes will be counted by two educators, both of whom will sign the form. After the learners have been identified, they will be discussed by the Grade 6 learners to confirm that their discipline records are clean. The Grade 6 educators, in conjunction with the principal and the RCL committee may remove names from the shortlist if there is a valid reason, e.g. a learner received six verbal warnings or had a hearing.
- 13.1.6 Step 5: Finalise points
- 13.1.6.1 The principal finalises all section marks and hands it over to the Grade 6 Head. Weighting is as follows: CV (25%), academics (consists of the previous three terms' average marks and not the percentage) (25%) and votes (50%).
- 13.1.7 Step 6: Processing points
- 13.1.7.1 The necessary processing will be done by the Grade 6 Head on a computer and will be presented to the principal or a delegate. Grade 6 staff, together with the principal and RCL committee will finalise the number of RCL members. A guidelines of 34 is used, or as determined by the principal.
- 13.1.8 Step 7: Announcement of prefects
- 13.1.8.1 The register teacher will prepare the certificates, lists and badges for the award ceremony. The learners' parents/guardians will pin their badges to their blazers at the ceremony.
- 13.1.9 Step 8: Head leaders – who votes for head leaders?
- 13.1.9.1 Once the RCL has been elected and announced to the learners, the learners who wish to make themselves electable for head leaders, can apply.
- 13.1.9.2 They will then present their intentions for the next year to the Grade 6 learners and answer questions from a panel. Thereafter, the election will take place. Current Grade 6 learners (initially) and RCL members will vote.
- 13.1.9.3 The principal or delegate will count the votes and the head leaders will be announced during the award ceremony. Their parents will pin their badges to their uniforms. The boy and girl with the most votes in the head leader category, will be the head boy and head girl. Deputy head leaders will be those learners who obtained the second-most votes in the head leader category. Only the head leader column is considered for votes and not the general RCL column.
- 13.1.10 Further administration
- 13.1.10.1 All elections are closed-ballot.

- 13.1.10.2 The register teacher in question will place all ballots and the controlled vote counts in an envelope and sign on it, as will the principal, once it has been sealed. It will then be placed in the safe until the end of the fourth term of the new year.
- 13.2 Coding and Robotics leaders
- 13.2.1 Election procedures
- 13.2.1.1 Takes place in November every year.
- 13.2.1.2 Learners who wish to make themselves electable must collect application forms from the Head of Coding and Robotics and return them within seven days.
- 13.2.1.3 Learners who make themselves electable must maintain an average of 75% for term 1 to 3.
- 13.2.1.4 The list of candidates will be presented to the principal, Grade 6 educators and the Head of Coding and Robotics.
- 13.2.1.5 The shortlist will be presented to the staff, who may include names of learners who do not appear on the list and who they think will be good leaders.
- 13.2.1.6 The list will be approved by the management team. The management team may remove names from the shortlist if they have valid reasons, e.g. bad behaviour.
- 13.2.1.7 The final list of candidates will be compiled and the Coding and Robotics Head will interview each learner.
- 13.2.2 Election
- 13.2.2.1 The Grade 6 learners of the year in question, together with the educators, choose eight learners to be the Coding and Robotics leaders.
- 13.2.2.2 Should two or more learners get the same number of votes, another election will be held until there are no more ties.
- 13.2.2.3 The number of boys and girls in the leadership group does not necessarily have to be the same. The strongest leaders should be chosen.
- 13.2.2.4 The principal, Head of Coding and Robotics, and the management team will be the first to be informed of the result. Thereafter, the staff and learners will be informed.
- 13.2.2.5 The badges will be handed out during the first school assembly of the second term. The leaders' parents/guardians may attend the assembly to pin their badges on their blazers.
- 13.2.3 Further administration
- 13.2.3.1 All elections are closed-ballot.
- 13.2.3.2 The learners must sign an acknowledgement of duty.
- 13.2.3.3 There is a probation period of one term, after which the learners will receive their badges.
- 13.3 Scholar patrol

- 13.3.1 Application forms will be handed out during the exam in the fourth term to all Grade 5 learners and Grade 6 learners who make themselves electable in that year. The scholar patrol will only be announced during the second week of the following year.
- 13.3.2 Once the completed application forms have been submitted, the learner's disciplinary record will be reviewed. If the learner has negative twelve points or more, their application will be considered.
- 13.3.3 Twenty-four Grade 5 learners and eight Grade 6 learners will be selected for the scholar patrol. The Grade 6 learners who already made themselves electable will become the captains. The leaders for the following year will be determined by their commitment during the year.
- 13.3.4 If more than twenty-four applications qualify, learners will be elected using a closed ballot.
- 13.3.5 After training, the Department of Transport will come to the school and approve or reject the learners in the scholar patrol.

14 SCHOOL GOVERNING BODY

- 14.1 An election is held every three years. Members are elected annually in the SGB, where they can be re-elected after a year.
- 14.2 Portfolios include chair, deputy chair, treasurer and secretary. All members, except the secretary, must be parents/guardians of the school who are not employed by the school.
- 14.3 The SGB consists of nine members: five parents, three educators and one non-educator. The latter is usually a secretary or the foreman.
- 14.4 The SGB meets monthly to discuss matters relating to school management.
- 14.5 Each SGB member chairs a sub-committee. They can co-opt parents and non-parents for assistance with their portfolio.
- 14.6 The members and principal form the day management team who handle urgent matters, plan the agenda for the following meetings and determine if matters from the previous minutes have been concluded.

15 STAFF (NON-EDUCATORS)

- 15.1 The school's general foreman and five administrative staff members are considered part of the staff complement, despite not being educators.
- 15.2 The general foreman ensures that the cleaners and groundskeepers maintain the school buildings and grounds. The foreman does minor repair work and presents a monthly written report to the SGB to report on buildings, vehicles and school grounds.
- 15.3 The administrative office also serves as the principal's secretaries. They receive any parents/guardians, learners and visitors to the school.
- 15.4 The financial office handles all matters related to learner finances.
- 15.5 If a long weekend starts on a Thursday, the administrative staff will follow Friday office hours.

16 DISCIPLINARY CODE OF CONDUCT

- 16.1 Introduction
 - 16.1.1 All stakeholders are herewith informed that the disciplinary code of conduct has been compiled to adhere to the following:

- 16.1.1.1 The Constitution of Republic of South Africa, 1996
- 16.1.1.2 The South African Schools Act (SASA) 84 of 1996, Articles 8, 8a and 9
- 16.1.1.3 National Education Policy Act (NEPA) 27 of 1996, Article 10
- 16.1.1.4 Guidelines for the Consideration of Governing Bodies in Adopting a Code of Conduct for Learners, 1998.
- 16.1.1.5 Protocol for the Management and Reporting of Sexual Abuse in Harassment in Schools, 2009
- 16.1.1.6 Circular 74 of 2009 (managing serious misconduct)
- 16.1.1.7 Determining Conduct that Constitutes Serious Misconduct in Public Schools in the Northern Cape and Related Matters, Extraordinary Provincial Gazette, 3 December 2007
- 16.1.1.8 Die Children's Act of 2005, 1 and 2
- 16.1.1.9 No physical contact between learners. This applies to learners of the same and opposite genders.
- 16.1.1.10 In the case of a pandemic, the National and Provincial Health and Risk Policies will be strictly implemented.
- 16.1.2 The purpose of this code of conduct is to establish a disciplined and goal-oriented school environment that is committed to improving and maintaining the quality of the learning process. It is important to note that, according to the South African Schools Act of 1996, nothing absolves a learner from adhering to the code of conduct of the school they attend. It is the school's responsibility to ensure that all individuals in the school environment's rights, as described in the Bill of Rights, are protected, promoted and adhered to. Any reference to the SGB in this disciplinary procedure includes the SGB's disciplinary committee.
- 16.2 Ethics code
 - 16.2.1 I pledge allegiance to the Constitution of the Republic of South Africa and I undertake to respect, maintain and promote the law and legal system.
 - 16.2.2 I pledge to:
 - 16.2.2.1 live out the values of Kathu Primary at all times;
 - 16.2.2.2 faithfully follow this code of conduct, as well as the rules and regulations of Kathu Primary;
 - 16.2.2.3 maintain high moral and ethical standards;
 - 16.2.2.4 strive to behave in a way that is responsible and promotes the school's good name;
 - 16.2.2.5 approach my school work eagerly, diligently and with commitment; and
 - 16.2.2.6 show the necessary politeness and respect to all staff, learners and visitors.
 - 16.2.3 I subject myself to any disciplinary guidelines should I transgress any provision or guideline in the school's code of conduct.

17 INTERNAL SCHOOL RULES

- 17.1 Learners are only permitted in the lobby at the secretaries or in the administrative block's hallway when they have to see the secretaries, principal or deputy principal, or when they are sent on an errand by a staff member.
- 17.2 Behaviour toward buildings and equipment
 - 17.2.1 The school buildings must always be neat.
 - 17.2.2 Learners must help to keeping the school buildings neat and may be asked, from time to time, to contribute to this end.
 - 17.2.3 Littering is a serious offence.
 - 17.2.4 School benches must be kept neat.
 - 17.2.5 No notice, poster or pamphlet may be placed on the notice board or any other place in the building without the permission of the principal or his delegate.
 - 17.2.6 School equipment may not be used without permission.
 - 17.2.7 Learners who damage or vandalise the building and equipment, or lose equipment, will be liable for repair/replacement costs.
 - 17.2.8 Learners may not use or remove anything in the staff room without permission and may not be in the staff room without being accompanied by an educator.
 - 17.2.9 Learners may not be in the school hall, printing rooms, staff room, theatre, kitchen or chamber without supervision.
- 17.3 Orderliness in the buildings
 - 17.3.1 Orderliness must be maintained at all times.
 - 17.3.2 Learners may not be in the classrooms or stroll in the corridors before school, during breaks and after school, without permission.
 - 17.3.3 When learners go to the toilets, they must behave in an orderly fashion and keep left in the corridors.
 - 17.3.4 Learners may only use the toilets during class time if permitted by the class educator.
 - 17.3.5 When the weather necessitates it, learners may spend the time before school and during breaks on the corridors, but in an orderly manner.
- 17.4 School grounds
 - 17.4.1 The playground must always be neat.
 - 17.4.2 Littering is prohibited.
 - 17.4.3 Learners must help to protect trees and shrubs against vandalism.
 - 17.4.4 Bicycles may only be parked in allocated areas.
 - 17.4.5 Learners on bicycles must be considerate of pedestrians.
 - 17.4.6 Throwing or kicking rocks and husks on school grounds is prohibited.
 - 17.4.7 Smoking, as well as drug and alcohol use is prohibited.
 - 17.4.8 Chewing gum is not allowed on school grounds.
 - 17.4.9 No one outside the school grounds may sell anything to learners on the school grounds.
 - 17.4.10 Learners may not leave school grounds during school hours.

17.5 Extramural activities

- 17.5.1 Should a learner have valid reasons for not attending a practice or championship, they must get permission to do so from the relevant educator.
- 17.5.2 Learners who are chosen to represent their school, may not let their school down by displaying poor behaviour, discipline or appearance.
- 17.5.3 Should a learner experience any difficulties, they must reach out to the relevant educator as soon as possible.
- 17.5.4 Learners who are guilty of nine or more disciplinary transgressions in a year, will not be permitted to partake in any school tours or excursions in that year.
- 17.5.5 When learners participate in the school's extramural activities, they are under the jurisdiction of the school and their behaviour and actions must not bring the school into disrepute. This rule also applies to learners who travel to and from matches and championships, or are on school tours.

17.6 General

- 17.6.1 Apart from during school hours, full school uniform is compulsory during school excursions.
- 17.6.2 Captains and cheerleaders at house athletics will discuss their uniforms with the relevant educator before the event. The goal is to save money for the parents.
- 17.6.3 Official school uniform is not required for practice, but learners must wear appropriate attire.
- 17.6.4 Full tennis wear must be worn at all times when on the tennis court.
- 17.6.5 Learners must be dressed appropriately when they move to and from practices in the streets.
- 17.6.6 School bags and backpacks with hard sides are preferred, as they do not damage books as much. School bags and backpacks without reinforced sides can be reinforced with cardboard. School bags and backpacks may not be left lying around the school building. No slogans, stickers or drawings are allowed on school bags.
- 17.6.7 Should a learner's general appearance not align with school policy, the learner will receive a letter addressing the matter. The parent/guardian will have seven days to correct the problem.
- 17.6.8 Should a parent/guardian wish to meet with an educator, the principal or one of the management team members, they must make an appointment in advance by contacting the administrative office.
- 17.6.9 No parent/guardian may go to a teacher's class without prior permission. They must first report to the administrative office for a visitor card.
- 17.6.10 All clothing, lunch tins, sport bags and sport equipment must be clearly marked.
- 17.6.11 The school is not responsible for anything that gets stolen or lost.
- 17.6.12 Should a learner suspect or confirm that they are pregnant, the principal must be informed, who will, in turn, inform the SGB.
- 17.6.13 Such a learner will then come to school at their own risk. The school is not liable for any injuries.
- 17.6.14 Should an RCL member suspect or confirm that they are pregnant or have fathered a child, they are required to follow the aforementioned step and immediately step down as an RCL member and return their badge to the principal.

- 17.6.15 Learners must, at all times, be good ambassadors of the school and ensure their conduct aligns with the school's code of ethics.
- 17.6.16 When learners are dressed in school uniform or their attire can connect them to the school, whether directly or indirectly, whether as participants, supporters, helpers, spectators or any other capacity, they must refrain from behaviour that brings the school, its staff and fellow learners into disrepute.
- 17.6.17 In their interactions with the principal, deputy principal, educators and other staff, learners must always be polite and respectful, and refrain from disrespectful and rebellious behaviour.
- 17.6.18 When interacting with one another, learners must practice self-control and show respect and tolerance to one another. In particular, learners must refrain from behaviour that infringes on another's physical, spiritual or moral wellbeing, or that can lead to it. Any sexual or improper physical contact between learners is prohibited when they are on school grounds or can be identified as learners of the school.
- 17.6.19 A Kathu Primary educator has the same rights as a parent when it comes to managing and disciplining a learner according to the code of conduct when a learner is at school or during any school activities.
- 17.6.20 Learners may not eat or drink in classrooms, the assembly hall or the library. Chewing gum during school time is prohibited.
- 17.6.21 Cell phone use during school activities is prohibited. Calls may only be made in emergencies and with the principal's permission.
- 17.7 Use of bathrooms by learners
- 17.7.1 Junior Primary Phase
- 17.7.1.1 The Grade 1 and 2 classes, accompanied by the educator, will go to the bathrooms once before first break and once between first and second break.
- 17.7.1.2 Grade 3 learners can go to the bathrooms before school and during breaks, and will no longer be accompanied by the teacher for routine bathroom breaks.
- 17.7.2 Senior Primary Phase
- 17.7.2.1 From Grade 4, learners can go to the bathrooms before school and during breaks unaccompanied. Learners must be mindful that it is extremely disruptive when an educator has to wait for a learner to come to class after breaks.
- 17.7.2.2 Important: Should a learner have or develop a bladder, kidney or gastro-intestinal condition, the parent/guardian must bring this to the educator's attention in a letter. The necessary arrangements will then be made.
- 17.8 Basic class rules (will be placed in a prominent place in each class, where learners can see it)
- 17.8.1 Enter and exit classrooms calmly and orderly.
- 17.8.2 Learners are encouraged to participate in class discussions, but must raise their hands if they wish to speak.
- 17.8.3 Learners must listen carefully and refrain from speaking when instructions are given. Instructions will not be repeated without good reason.
- 17.8.4 Learners may not walk around in the class without permission.

- 17.8.5 Learners must always keep themselves busy constructively while they wait for other learners to complete a task or when the educator leaves the classroom.
- 17.8.6 Class captains must maintain order in the class when educators are not present. Verbal warnings will be given to learners who misbehave.
- 17.8.7 Learners must treat their fellow learners and their belongings with respect.
- 17.8.8 Keep classrooms clean. All litter must be discarded of in rubbish bins. Workers will not clean the classrooms if the floors are full of litter.
- 17.9 School rules regarding buildings
 - 17.9.1 No one may run in the corridors. Walk in rows and keep to the left.
 - 17.9.2 No learners are allowed on the corridors before school or during breaks.
 - 17.9.3 Learners must keep quiet in the school buildings and listen to the educators and the RCL members.
 - 17.9.4 Littering is prohibited. Dispose of litter in the rubbish bins.
 - 17.9.5 No learner is permitted in a class or any other room without an educator present.
 - 17.9.6 Graffiti is prohibited! Be proud of our school and keep it clean.
 - 17.9.7 Learners are not permitted to bring their cell phones or other electronic devices (e.g. iPods or Mp3s) to school. Such devices will immediately be confiscated and kept in the school safe until the learner's parent/guardian signs it out.
 - 17.9.8 No eating or drinking is allowed inside the buildings. If you spill any food or drinks, you must clean it up.
 - 17.9.9 When using water, do not completely open the taps, and ensure it is tightly closed. Water is precious and we need to use it sparingly.
 - 17.9.10 No chewing gum, alcohol or drugs are permitted in the school buildings or on school grounds.
 - 17.9.11 Learners are not permitted in the administrative block, unless they have to meet with a secretary or were sent by an educator.
 - 17.9.12 Learners may not be in the library unless accompanied by an educator.
 - 17.9.13 There must be silence in the library. Learners must wait in line outside the library until an educator unlocks the door for them. Learners must respect the library equipment and not loiter in the library without proper reason.
 - 17.9.14 No learners are allowed in the staff room without an educator present.
 - 17.9.15 No physical contact is permitted between learners of the same or opposite genders.
- 17.10 Playground rules (playgrounds may only be used during break times)
 - 17.10.1 Do not litter. Dispose of litter in the rubbish bins.
 - 17.10.2 Do not swear.
 - 17.10.3 Do not fight.
 - 17.10.4 Do not climb in any trees or climb on or handle any apparatus.
 - 17.10.5 Junior and senior learners have separate playgrounds.
 - 17.10.6 Learners may not play with balls during breaks.
 - 17.10.7 Learners may not play close to cars.
 - 17.10.8 Learners may not leave the school grounds without prior authorisation.

- 17.10.9 Respect others and their belongings.
- 17.10.10 Be quiet in lines after breaks.
- 17.10.11 Learners may not sell anything on school grounds without permission.
- 17.10.12 Using or being in possession of addictive substances like alcohol, tobacco and drugs on school property is prohibited.
- 17.10.13 No pets are allowed on school grounds.
- 17.10.14 No real weapons or toy weapons are permitted on school grounds.
- 17.10.15 No-one may play on the tar or grass surface in front of the school before, during or after school hours.
- 17.11 School excursions and sporting events
 - 17.11.1 Be an ambassador for your school.
 - 17.11.2 Be friendly and polite to all learners and adults.
 - 17.11.3 Be respectful towards learners and educators.
 - 17.11.4 Use polite language.
 - 17.11.5 Be neat.
 - 17.11.6 Do not litter. Clean up after yourself.
 - 17.11.7 Do not leave your group.
 - 17.11.8 Show good sportsmanship.
 - 17.11.9 Be calm and sit still when on a bus. It is illegal to walk around in a moving bus. Keep the bus clean and clean it up after an excursion.
- 17.12 General examples of misconduct
 - 17.12.1 Swearing at learners, educators or any other individual.
 - 17.12.2 Rude language use in general or toward specific individuals.
 - 17.12.3 Misconduct in the school environment that does not promote the school's vision and mission.
 - 17.12.4 Staying away from classes without permission.
 - 17.12.5 Graffiti, including writing, drawing and engraving school benches.
 - 17.12.6 Disrespectful behaviour towards learners, educators and other staff.
 - 17.12.7 Copying tests.
 - 17.12.8 Humiliating other learners.
 - 17.12.9 Making a mess in the toilets. Do not block toilets or basins with toilet paper and do not throw wet toilet paper against the ceiling or walls.
 - 17.12.10 Littering on schoolgrounds.
 - 17.12.11 Serious physical altercations on schoolgrounds.
 - 17.12.12 Failure to give school letters to parent/guardian.
 - 17.12.13 Being late for school on a regular basis.
 - 17.12.14 Wasting educating time.

- 17.12.15 Talking while educators are teaching or disrupting behaviour of any kind that hinders the promotion of quality education, including walking around during a lesson without permission, throwing things around in class and writing letters in class.
- 17.12.16 Kicking or throwing rocks or husks.
- 17.12.17 Playing with balls on school grounds during school hours.
- 17.12.18 Begging.
- 17.12.19 Having an electronic device (e.g. cell phone, music players and smart watches) on the school grounds at any time of the day. Exceptions will only be made when an educator gives written permission with specific conditions about where it will be kept and why it may be brought to school. The school is not responsible for any incidents relating to these devices and is also not required to investigate any cases relating to these devices. If a teacher has given written permission, the teacher in question will be held responsible for handling any cases resulting from incidents related to the devices.
- 17.13 Examples of serious misconduct
 - 17.13.1 It is important to note that the principal and their delegates can, at will, search any group of learners or their belongings for any dangerous objects or illegal drugs if there is reasonable reason to believe that these objects or drugs may be present, as indicated in SASA article 8a. If an RCL member is found guilty of serious misconduct, they can lose their RCL membership.
 - 17.13.2 Any of the following behaviours or any other behaviour that has not been mentioned, but that causes another person physical danger, causes serious emotional problems or harms their dignity or that is contrary to any other relevant legislation:
 - 17.13.2.1 Possession of the school's discipline book, or having knowledge of the disappearance of the school's discipline book.
 - 17.13.2.2 Behaviour by learners that spread HIV, e.g. pricking someone with a needle, pen or any other sharp object.
 - 17.13.2.3 Being in a cult and/or participating in cult activities on school property.
 - 17.13.2.4 Behaviour that endangers others and disregards their rights.
 - 17.13.2.5 Being in possession of dangerous weapons and/or threatening others with it or using it.
 - 17.13.2.6 Possession of, using, transferring or showing clear evidence of narcotics, prohibited drugs, alcohol or any other drugs. This includes the use of nicotine (smoking, chewing, sniffing, vaping, etc.) with any device, or the possession of any device that can be used in the aforementioned. This applies to school hours or any school activity where learners are wearing their school uniforms or can be identified as a Kathu Primary learner.
 - 17.13.2.7 Repeated assault or any form of violence.
 - 17.13.2.8 Immoral behaviour.
 - 17.13.2.9 False identification of yourself.
 - 17.13.2.10 Dangerous graffiti, hate speech, sexism and racism.

- 17.13.2.11 Theft or possession of stolen goods, including tests or exam papers before the given tests/exams are administered.
- 17.13.2.12 Illegal behaviour, vandalism or the destruction of school property.
- 17.13.2.13 Disrespect, offensive behaviour and verbal abuse toward educators, other staff members or learners.
- 17.13.2.14 Repeated transgression of school rules or the code of conduct.
- 17.13.2.15 Criminal and oppressive behaviour, like rape and gender-based harassment.
- 17.13.2.16 Victimisation, bullying and intimidation of other learners.
- 17.13.2.17 Transgression of exam rules.
- 17.13.2.18 Intentionally providing false information or providing falsified documents to obtain an advantage at school.
- 17.13.2.19 If there is a reasonable suspicion that learners have transgressed the code of conduct or the laws of the country, the principal or an educator has the right to search the learner under suspicion and their belongings for any dangerous weapons, guns, drugs or other harmful and dangerous substances, stolen goods or pornographic material that they may have brought to school. Such learners' dignity will be respected throughout the process and, as such, any searches will be done in private, by persons of the same gender and in the presence of another individual. The search and its outcomes will be formally noted.
- 17.13.2.20 Any behaviour that can unfairly disadvantage the administration, discipline or efficiency of the school will be considered a transgression of the code of conduct.
- 17.13.2.21 A learner found guilty of a criminal offence by a court will be considered in transgression of the code of conduct.
- 17.13.2.22 Transgressions that can lead to expulsion include, but are not limited to:
 - 17.13.2.22.1 Behaviour that threatens others' safety and violates their rights
 - 17.13.2.22.2 Being in possession of, threatening with or using dangerous weapons
 - 17.13.2.22.3 Being in possession of, using, dealing or visible proof of narcotics and prohibited drugs, alcohol and other intoxicating substances of any nature
 - 17.13.2.22.4 Fighting, assault or abuse
 - 17.13.2.22.5 Immoral behaviour or swearing
 - 17.13.2.22.6 Assuming or presenting a false identity
 - 17.13.2.22.7 Any form of hate speech, sexism, racism or other anti-social behaviour
 - 17.13.2.22.8 Theft or the possession of stolen goods, which includes the theft or possession of tests or exam papers before the administration thereof
 - 17.13.2.22.9 Unlawful behaviour toward and/or vandalism, the destruction or damaging of school property, which includes graffiti
 - 17.13.2.22.10 Disrespectful, offensive behaviour and verbal abuse toward educators, other school staff or learners

- 17.13.2.22.11 Repeated transgression of school rules or this code of conduct
- 17.13.2.22.12 Criminal and oppressive behaviour, like rape and gender-based harassment
- 17.13.2.22.13 Victimisation, bullying and intimidation of other learners
- 17.13.2.22.14 Transgression of exam rules
- 17.13.2.22.15 Intentional presentation of false information or falsifying documents to obtain an unfair advantage

17.14 Category C-misconduct

17.14.1 In case of the transgression of any of the following provisions, the transgression must be referred to the SGB, who is authorised to apply the following punitive measures (if an RCL member is found guilty of serious misconduct, they may lose RCL membership):

- 17.14.1.1 In the case of transgression of the code of conduct by members of the RCL and other school leaders, together with, or as an alternative to the aforementioned, suspension for up to six weeks, or expulsion from the RCL or another leadership position in the school.
- 17.14.1.2 After a hearing where any learner is found guilty of transgressing the code of conduct, the RCL can subject the learner to any of the aforementioned punitive measures, suspend the learner or make a recommendation to the Department of Education that the learner be expelled.
- 17.14.1.3 If only suspension is considered, the SGB can expel the learner for up to seven school days.
- 17.14.1.4 If the SGB decides to make a recommendation to the Department of Education that the learner be expelled, they can suspend the learner for up to fourteen school days, pending the Department of Education's ruling.

17.15 Media centre

17.15.1 Vision: To develop a love of reading in children

17.15.2 Mission: To ensure that learners become effective users of information and ideas. The media centre strives to provide a wide variety of material at a suitable level. Learners will be encouraged to develop a lifelong love for learning and expanding their knowledge, and will be enabled to obtain information.

17.15.3 Policy

- 17.15.3.1 Books and other media centre material is provided for interest, information and promotion of knowledge of all who use the media centre. Material will not be excluded or rejected as a result of origin, background or views of those who contributed to the origin of the material.
- 17.15.3.2 The media centre will provide books, material and information that present all viewpoints of current and historical matters. Material will not be prescribed or removed as a result of disagreement with a theory.
- 17.15.3.3 The books, material and information in the media centre do not represent the views of Kathu Primary or any of the school's employees.

17.15.4 Rules

- 17.15.4.1 Learners may only visit the media centre during the times indicated in the media centre timetable.
- 17.15.4.2 Learners must wait outside the media centre in orderly lines until the educator unlocks the door and accompanies them inside the media centre.
- 17.15.4.3 No learner may enter the media centre unaccompanied.
- 17.15.4.4 No bags or suitcases are allowed in the media centre.
- 17.15.4.5 No food or drinks are allowed in the media centre.
- 17.15.4.6 There must be silence in the media centre at all times.
- 17.15.4.7 No hands, feet or any other objects are allowed on the shelves or any other surface.
- 17.15.4.8 Media centre books, material and equipment must be handled with respect.
- 17.15.4.9 Listen to and obey all instructions from media centre staff and leaders.
- 17.15.4.10 Computers and other electronic equipment may only be used as per guidelines.
- 17.15.4.11 Fees will be charged for the use of media centre equipment like computers, printers and copy machines.
- 17.15.4.12 The correct borrow procedure must be followed when checking out books.
- 17.15.4.13 Fines will be given if books are returned late.
- 17.15.4.14 Fines will be given equal to the replacement value of the book(s) if a book is not returned or is returned in an unusable state.
- 17.15.4.15 Since a media centre visit is not a basic right, but a privilege, learners who disobey rules and are guilty of misconduct, will be refused entry to the media centre. The period that they are refused entry will be determined by the media centre staff and will be based on the type of transgression.

18 BULLYING AND CYBERBULLYING POLICY

18.1 Introduction

- 18.1.1 This policy is compiled in alignment with the provisions of the Constitution of South Africa, 1996; the SASA 84 of 1996; die NEPA 27 of 1996; applicable provincial education legislation; the Protection from Harassment Act 17 of 2011; the Criminal Law (Sexual Offences and Related Matters) Amendment Act 32 of 2007, and the United Nations Convention on the Rights of the Child, 1989.
- 18.1.2 All learners have a right to attend a public school that offers a safe and secure learning environment. Kathu Primary intends to provide a reasonable learning opportunity to all learners. To this end, the school will benefit from creating a safe, orderly and polite school environment that promotes education and learning.
- 18.1.3 Bullying is disadvantageous for the school environment and learners' learning, achievement and wellbeing. It interferes with the mission of the school to educate learners and disrupts school operations. Bullying not only affects the learners who are the targets, but also those who participate in such behaviour or observe it. It therefore has to be prevented to ensure learner safety in an inclusive learning environment.

18.1.4 This policy must be read in conjunction with the school's Code of Conduct for Learners, and is an integral part thereof.

18.2 Definitions

18.2.1 **Blackmail** is when a person illegally and intentionally obtains a material or immaterial advantage of some sort over another and the pressures that person to force them to forego the advantage.

18.2.2 **Bullying** is the systematic and continuous subjection of one or more learners, educators, other staff or visitors to the school to physical pain or psychological crisis. It is further described as the unwelcome and repeated written, verbal or physical behaviour, including threatening, insulting or humiliating acts, by a learner or adult, which is serious and extensive enough to create an intimidating, unfriendly or offensive educational environment, create discomfort or humiliation, or interfere with the learner's school achievement or participation in an unreasonable manner and can include teasing; social exclusion; threats; intimidation; stalking; physical violence; theft; sexual, religious or racial harassment; public humiliation; and destruction of property.

18.2.3 **Crimen injuria** means the illegal, intentional and serious infraction of another person's dignity or privacy.

18.2.4 **Electronic communication** means any communication through an electronic device, which includes a telephone, cell phone, computer or pager, which includes communication like e-mail, instant messages, text messages, blogs, cell phones, pagers, online games and websites.

18.2.5 **Cyberbullying** means bullying with the assistance of technology or any electronic communication, which includes, amongst others, sending of signs, signals, text, images, sounds, data or intelligence of any kind through any electronic device, which includes, amongst others, a computer, telephone, cell phone, text message device and personal digital assistant.

18.2.6 Examples of behaviour that constitute cyberbullying include, amongst others:

18.2.6.1 The publication of awful comments or reports of any defamatory, inaccurate, derogatory, violent, disparaging, offensive or sexual material about a learner on a website or any other online application.

18.2.6.2 The publication of misleading or falsified photos or digital videos of a learner on a website, or the creation of false websites or social network profiles, pretending to be the victim.

18.2.6.3 The imitation or presentation of another learner by using that learner's electronic device or account to send e-mails, text messages and instant messages, or making telephone calls.

18.2.6.4 The sending of e-mails, text messages or instant messages or leaving voicemails that are mean or threatening, or that are so copious that it bombards the victim's email account, instant messenger account or cell phone.

18.2.6.5 The use of a camera phone or digital video camera to take photos or record humiliating or sex-based content of learners and then distribute it.

18.2.7 **Sexting** is taking nude or half-nude photos and videos and/or sexually suggestive messages using cell phones and sending it to and from other learners using instant messages.

18.2.8 **Criminal defamation** means the illegal and intentional publication of an event that relates to someone else and is intended to cause serious reputational damage.

18.2.9 **Harassment** means the direct or indirect participation in behaviour that the person harassing knows causes harm, or is convinced will cause harm to the intended victim or related person, by, unreasonably:

18.2.9.1 Following, stalking or attacking the intended victim or related person, or coincidentally hanging around outside or near the building or place where the intended victim or related person works, does business or studies.

18.2.9.2 Verbally, electronically or in any other way and using any method, communicating with the intended victim or related person, regardless of whether or not a discussion takes place.

18.2.9.3 Sending letters, telegrams, packages, faxes, e-mails or other objects to the intended victim or related person, having it delivered or delivering it, or leaving it where it will be found, handed over or brought to the attention of the intended victim or related person.

18.2.9.4 Sexually harassing the intended victim or related person.

18.2.10 **Revenge** is an act or gesture to a person who reports bullying or alleged bullying. This includes making false reports of bullying.

18.3 Application

18.3.1 This policy applies to any learner, educator and other staff at the school, as well as any visitor or volunteer who behaves in a manner that constitutes bullying, cyberbullying or revenge. All aforementioned parties must adhere to this policy.

18.3.2 This policy applies to bullying that takes place:

18.3.2.1 At the school or on the schoolgrounds, whether in a school building, on property where a school building or facility is located and on/in property that a school owns, rents or uses for a school-sponsored activity, event, programme, education or training; it also includes vehicles used for school-related transport.

18.3.2.2 While learners are transported to and from school-sponsored events.

18.3.2.3 At any school-sponsored event, activity, programme, education or training.

18.3.2.4 Through the use of data, telephones, computer software or technology that is obtained by a computer, computer system or computer network of the school.

18.3.2.5 Elsewhere, but only if the bullying violates the rights of a learner at the school or if the school is involved or included in any manner.

18.4 Prohibited activities or behaviour

18.4.1 Bullying

18.4.2 Cyberbullying

18.4.3 Harassment

18.4.4 Revenge on anyone who reported bullying or harassment

18.4.5 False reports of bullying

18.4.6 Defamation of the school's good name

18.5 Anyone guilty of this prohibited behaviour, will be disciplined accordingly.

- 18.6 When it comes to cyberbullying, the following behaviours as well as harassment and sexting constitute criminal offences and will therefore also be considered misconduct, as per the school's code of conduct:
- 18.6.1 **Crimen injuria:** Any act that infringes upon another person's dignity. This can take the form of sending someone else a message that, whether implicitly or explicitly, invites, suggests or contains sexually immoral or improper content, or by sending such content.
- 18.6.2 **Criminal defamation:** Defamatory comments about third parties in chat rooms, on social networks, or in e-mails, text messages or instant messages, amongst others, constitute cyberbullying.
- 18.6.3 **Blackmail:** When a person illegally and intentionally threatens to electronically distribute information about or compromising images of another person.
- 18.7 Reporting
- 18.7.1 Bullying, suspected bullying or any other prohibited acts as per section 18.4 can be reported in person or in writing (anonymously or otherwise) to school staff. Any person who is aware of any bullying, suspected bullying or any other prohibited act as per section 18.4 must report such events to the principal or his delegate by following the following protocol:
- 18.7.1.1 Cell phones
- 18.7.1.1.1 Ask the learner to show you the cell phone in question.
- 18.7.1.1.2 Pay close attention to everything on the screen that relates to an improper text message or image, including the date, time and names.
- 18.7.1.1.3 Transcribe a voice message and again note the date, time and names.
- 18.7.1.1.4 Instruct the learner to store the message/image.
- 18.7.1.1.5 Accompany the learner to the principal or their delegate.
- 18.7.1.2 Computers
- 18.7.1.2.1 Ask the learner to show you the material in question on the computer screen.
- 18.7.1.2.2 Ask the learner to store the material.
- 18.7.1.2.3 Immediately print the offensive material.
- 18.7.1.2.4 Ensure that all the pages and information are in the right order and that nothing is excluded.
- 18.7.1.2.5 Accompany the learner to the principal or their delegate, and take the offensive material with.
- 18.7.1.2.6 Normal procedures will then be followed, including interviews with learners and taking of statements.
- 18.7.2 Parents/guardians and other adults who are aware of incidents of bullying are encouraged to report such behaviour to a staff member.
- 18.7.3 All other members of the school community, including learners, parents/guardians, volunteers and visitors, are encouraged to report any act that transgresses this policy, whether in-person or anonymously at the principal or their delegate.

- 18.7.4 Retaliation or revenge against anyone who reports bullying is prohibited. If it is found that a learner falsely accuses anyone of bullying, they will face the disciplinary consequences.
- 18.7.5 As per Article 54 of the Criminal Law (Sexual Offences and Related Matters) Amendment Act, 32 of 2007, anyone who is aware of a sexual offence against a child must immediately report it to the police. Failure to do so constitutes an offence. As such, anyone who is involved in sexting or sexual harassment, or are aware of such acts, are obliged to report it.
- 18.7.6 In case of violation of any provisions of this policy, the disciplinary procedure as per part 3, Article 2 to 5 of the school's code of conduct, must be followed.
- 18.7.7 Alternative disciplinary guidelines include, amongst others:
- 18.7.7.1 A meeting with the learner and their parents/guardians
 - 18.7.7.2 Introspection activities, like instructing the learner to write an essay to describe their misconduct
 - 18.7.7.3 Counselling
 - 18.7.7.4 Anger management
 - 18.7.7.5 Health guidance or intervention
 - 18.7.7.6 Mental health guidance
 - 18.7.7.7 Participation in skills development and conflict resolution activities, like social-emotional cognitive skills development, conflict resolution groups and recovery conferences
 - 18.7.7.8 Community service
 - 18.7.7.9 Internal detention or expulsion, which can take place during lunch, after school or over weekends
- 18.8 Exemption from code of conduct provisions
- 18.8.1 Learners can apply to the SGB, in writing, for exemption or partial exemption from one or more items of the code of conduct, on cultural, religious or medical grounds.
- 18.8.2 Such an application must contain detailed reasons and include proof. The burden of proof to qualify for exemption rests on the learner.
- 18.8.3 Exemption applications will only be considered at the beginning of every school year, unless urgency or changed circumstances justify later application.
- 18.8.4 When considering an exemption application, the SGB will be permitted to obtain any information required to make a fair ruling on the application.
- 18.8.5 The SGB will consider the exemption application with the necessary seriousness, objectivity and responsibility, within the framework of the Constitution and court rulings, and inform the learner of their decision in writing.
- 18.9 Policy amendments
- 18.9.1 The SGB can make amendments to this policy from time to time, including adding information, adjusting information or changing information.
- 18.9.2 Any transgressions of the provisions in this code of conduct will be subjected to the prescribed disciplinary procedure.

19 DISCIPLINARY MEASURES

19.1 Introduction

19.1.1 The school uses the D6 communication system to inform parents/guardians of any misconduct on the part of the learner. This system is also used to log and categorise such misconduct (different categories receive different demerit marks).

19.1.2 The Disciplinary Committee (DC) holds hearings on days and at times as communicated to parents/guardians. This committee consists of a Chairperson (SGB educator), a Complainant (educator) and a Secretary (educator).

19.1.3 A delegate is an adult (over the age of 18) who is part of the family, who the parents/guardians gave written permission to attend the hearing.

19.2 Application of the disciplinary code by the DC

19.2.1 Misconduct offences

19.2.1.1 Parents/guardians are informed of a learner's misconduct immediately after said misconduct has been investigated and the learner found guilty. When a learner reaches -12 points, a hearing will be held, which will be attended by the Grade Head and Department Head of the relevant grade (this is for general misconduct). Hearings that deal with serious and repeated misconduct will be attended by the DC.

19.2.1.2 The letter will inform the parents/guardians of the date and time of the disciplinary hearing at school. For the hearing, the learner and parents/guardians must be informed of the indictment in writing at least five days before the hearing. The parents/guardians must sign the tear-off slip to acknowledge receipt of the information and confirm that at least one of them or a representative will attend the hearing. Communication will be sent to the parents to confirm all hearing details.

19.2.1.3 In terms of the hearing, the learner and their parents/guardians must:

19.2.1.3.1 Receive information, which they are legally permitted to request, if requested, about the indictment.

19.2.1.3.2 Be given the opportunity to be heard, present their side of the case and provide relevant facts.

19.2.1.3.3 Not be refused representation by legal council, in which case a written exposition of the indictment must be provided or, in less serious cases, a learner can be represented by a parent/guardian.

19.2.1.3.4 Be heard by an objective person.

19.2.1.3.5 Treated with dignity.

19.2.1.3.6 Informed in writing of the DC's ruling about whether or not the learner is guilty of misconduct or not and the punishment that will apply or not.

19.2.1.3.7 Be given the right to reach out to the principal if they are dissatisfied with DC's ruling.

19.2.1.3.8 The DC must keep records of the hearing proceedings, whether in writing or electronically.

- 19.2.1.3.9 Sign the tear-off slip and send back to the school. Failing to do so, will be considered a sign of contempt toward the school on the part of the parents/guardians. In such a case, the hearing will continue in the absence of the parents/guardians and, if the learner is found guilty, the parents/guardians will be informed of the consequences. The parents will only in such cases be permitted to approach the SGB, since they showed contempt for the school's code of conduct, which is illegal.
- 19.2.1.3.10 If the parents/guardians cannot attend the hearing with the learner and they did not request leave two days before the hearing or, in extreme circumstances, on the day of the hearing, with fair reason, the hearing will continue regardless. If the learner is present, but not the parents/guardians, the hearing will start with an educator who does not teach the learner in question, to represent the learner. If a fair reason is given for the parents/guardians' absence or inability to attend, the hearing will take place within seven days of the original date. No second postponements are allowed and it is the parents/guardians' responsibility to act in the learner's best interests by attending the hearing.
- 19.2.1.4 In the case of disciplinary offences, corrective measures can be taken and may include:
- 19.2.1.4.1 A verbal warning or written admonishment by an educator or the principal.
- 19.2.1.4.2 School work under supervision, which will contribute to the learner's progress at school, the improvement of the school environment, with the understanding that the parents/guardians will be informed, well in advance, and that the safety of the child will be ensured, and that tasks assigned to the learner are age and ability appropriate and not exploitative or dangerous.
- 19.2.1.4.3 Conducting tasks that will help the learner.
- 19.2.1.4.4 Agreed-upon and affordable remuneration.
- 19.2.1.4.5 Replacement of damaged property.
- 19.2.1.4.6 Expulsion from certain school activities, e.g. sport, cultural activities or any other privileges learners may enjoy.
- 19.2.1.4.7 Notice received of the compulsory programme for the strengthening of positive values on Friday afternoons. The programme will be determined by the learner's progress. The programme lasts until 17:00, after which their parents/guardians must fetch the learner from the teacher. Parents/guardians will be asked to attend guidance sessions.
- 19.2.1.5 After the next three verbal warnings (via D6), the learner and parents/guardians will be requested to appear in front of the SGB again.
- 19.2.1.6 Please note: if a learner talks, copies another learner's work or cheats, their exam paper will be taken in immediately, with the notes. They will then be given a new exam answer sheet, which they have to continue in the remaining time. The first exam answer sheet and notes will be used as proof and the learner's parents/guardians will be notified, in writing, of the incident by the administrative office. All learners involved will receive a written warning.

19.3 Application of the disciplinary code by the SGB

19.3.1 Serious misconduct

- 19.3.1.1 Any learner who allegedly transgressed any rule that may result in suspension or expulsion must be taken to the principal. The principal will hear the testimony and then decide which steps to take. The principal must inform the parents/guardians of such events, in writing, together with the proposed action and rules for a fair hearing by a small disciplinary committee (tribunal), consisting of members appointed by the SGB. This tribunal may not intimidate the learner. In the case of very young learners, special arrangements must be made for the hearing and parents/guardians must be allowed to represent the learner.
- 19.3.1.2 The appointed disciplinary committee must conduct the hearing in accordance with provincial regulations as determined by a member of the Executive Council.
- 19.3.1.3 For the hearing, the learner and parents/guardians must:
 - 19.3.1.3.1 Be informed, at least five days before the hearing, of the date and time of the hearing and that the learner will not be allowed on schoolgrounds, unless for formal assessments (alternative arrangements will be made for the learner), pending the hearing that will take place seven days after the incident, with preference for as early as possible.
 - 19.3.1.3.2 Be provided with information on the indictment (as it is their legal right), should they request it.
 - 19.3.1.3.3 Be given the opportunity to be heard, present their side of the case and provide relevant facts.
 - 19.3.1.3.4 Not be refused representation by legal council, in which case a written exposition of the indictment must be provided or, in less serious cases, a learner can be represented by a parent/guardian.
 - 19.3.1.3.5 Be heard by an objective person.
 - 19.3.1.3.6 Be treated with dignity.
 - 19.3.1.3.7 Be informed in writing of the DC's ruling about whether or not the learner in question is guilty of misconduct or not and the punishment that will apply in the case of suspension or expulsion.
 - 19.3.1.3.8 Be afforded the right to appeal to the principal within three days and, if still dissatisfied, allowed to appeal to the MEC.
- 19.3.1.4 The SGB must keep records of hearing procedures, and may inform the Department Head of their decision to suspend a learner or must inform the Department within twenty-four hours if expulsion is recommended.
- 19.3.1.5 Subjected to provincial legislation, a learner can only be expelled by a Department Head.
- 19.3.1.6 In the case of misconduct or serious misconduct, corrective measures can be applied. These measures can include one or more of the of the following or any other approved departmental consequences:
 - 19.3.1.6.1 Verbal warning or written admonishment by the SGB.

- 19.3.1.6.2 School work under supervision that will contribute to the learner's progress in school and improvement of the school grounds, provided the parent/guardian is informed at least two days in advance and that the safety of the child is ensured through supervision of a responsible adult.
- 19.3.1.6.3 Carrying out the tasks that will help the learner.
- 19.3.1.6.4 Agreed-upon affordable remuneration.
- 19.3.1.6.5 Replacement of damaged property.
- 19.3.1.6.6 Suspension from school activities, e.g. sport, cultural activities or any other privileges learners may enjoy.
- 19.3.1.6.7 Notice received of the compulsory programme for the strengthening of positive values. The programme duration will be determined by the learner's progress. The programme may run until 17:00, after which the parents/guardians must fetch the learner from the teacher. Parents/guardians or a representative must attend these sessions and will be informed of such sessions at least seven days in advance.
- 19.3.1.6.8 Suspension of no more than seven school days. Such suspension does not necessarily have to be served at the learner's home, but can also be served at the discipline class. During the learner's time in this class, they will be expected to continue with normal school work as communicated to them. They will also be expected to comply with remediation measures to address the reason for their suspension.
- 19.3.1.7 If it was found that an RCL member is guilty of serious misconduct, their badge will immediately be removed until the case is investigated, followed by a ruling about a sanction.
- 19.3.1.8 Withholding of information by an RCL member constitutes dereliction of duty and they will also lose their badge until the case has been investigated and a ruling made about a sanction.

19.4 Consequences of repeated misconduct

- 19.4.1 RCL members can forfeit their badges.
- 19.4.2 The portfolio of the learner will accompany them to other schools (including high school) and it can create a negative impression. (Only if the six-month sanction period has not yet been served.)
- 19.4.3 Learners who were sent home for seven days, still have to go to school for formal assessments. They will lose education time and will be marked absent. Everyone involved must know that it is the learner's responsibility to catch up on work they missed while expelled.

20 SCHOOL AND SPORT UNIFORMS

- 20.1 School uniform and general neatness
 - 20.1.1 Learners must always be neat and uniform, as it instils a feeling of pride, self-respect and a feeling of belonging in the school. Parents/guardians must please pay attention to learners' appearance and clothing to ensure they can feel proud when heading to school and know who they are and how they present themselves.

20.1.2 Learners who transfer to Kathu Primary in the middle of the year, may wear their badges from the previous school for that year, but no material badges of the previous school may be sewn on to the Kathu Primary uniforms.

20.2 Grade 1 - 3 learners

20.2.1 Learners in Grade 1 to 3 must wear the prescribed school and sport uniform. They may, if they so choose, attend school bare feet when wearing summer uniform or summer sport uniform. They may not come to school with school shoes or sport shoes and take it off at school, because it easily gets lost.

20.3 Boys

20.3.1 General appearance

20.3.1.1 No smart watches are permitted at school.

20.3.2 Hair

20.3.2.1 Hair must always be clean, neat and nicely cut. Fringes may not be so long that it touches the eyebrows. The hair at the back of the neck may not touch the blazer or shirt collar when it is upright in the normal position.

20.3.2.2 Hair may not be dyed.

20.3.2.3 No "tails" or plaits are permitted.

20.3.2.4 No dreadlocks are permitted.

20.3.2.5 Learners may not leave hair long on top and shave it off entirely at the bottom.

20.3.2.6 No definitive step is allowed (more than 2 cm difference in hair).

20.3.2.7 No ponytails or long extensions are permitted.

20.3.2.8 Only a parting will be allowed; no bladed styles.

20.3.2.9 The top hair may not stand more than 3 cm away from the scalp. This applies to all hair textures.

20.3.3 Nails

20.3.3.1 Nails may not be long. If the palm of the hand is observed, the nails may not be visible over the finger tips.

20.3.3.2 No nail polish may be used.

20.3.3.3 Nails must always be clean and neat.

20.3.4 Jewellery

20.3.4.1 No jewellery is allowed, except for wrist watches and Medic-Alert bracelets.

20.3.4.2 No sticks, etc. may be placed in ear piercings to keep them open.

20.3.5 Summer uniform: Mondays, Wednesdays and Fridays (from the first Monday in September until the end of April)

20.3.5.1 Blue short-sleeve school shirt.

20.3.5.2 Gray school short or trousers with black belt.

20.3.5.3 Long grey socks and black laced shoes.

- 20.3.5.4 A pullover jersey may be worn with school uniform.
- 20.3.5.5 No mittens, gloves, scarves, jackets, jerseys or coats may be worn during school hours or breaks.
- 20.3.5.6 No ski pants, “second skin” or vests may be visible.
- 20.3.5.7 Shoes may not be removed when wearing trousers.
- 20.3.5.8 Grade 1 to 4 may attend school barefoot.
- 20.3.5.9 Grade 1 to 4 may wear school flip-flops instead of going barefoot.
- 20.3.5.10 All Grade 7 learners must wear their full school uniform on Wednesdays and/or formal assemblies.
- 20.3.6 Chilly summer days
 - 20.3.6.1 On a “cool” day, a school jersey, school blazer or school tracksuit top may be worn over the school shirt, together with the grey shorts or trousers, grey socks and school shoes. The sleeves may not be pulled up.
 - 20.3.6.2 When a school blazer is worn, it must be worn with the school tie.
- 20.3.7 Fridays
 - 20.3.7.1 Complete provincial colours (tracksuits optional) may be worn.
 - 20.3.7.2 Learners may not change uniforms during the day or remove some of the uniform.
 - 20.3.7.3 Voortrekkers: Members may wear their active wear, which includes the Voortrekker golf t-shirt, dark blue denim shorts (to the knee) or dark blue denim trousers and takkies. No bleached, skinny or torn jeans.
 - 20.3.7.4 RCL members may wear dark blue denim trousers with their RCL shirt and takkies. No bleached, skinny or torn jeans.
- 20.3.8 Summer sport uniform: Tuesdays and Thursdays
 - 20.3.8.1 Red golf t-shirt with school badge or the red and blue golf t-shirt with the school badge.
 - 20.3.8.2 Blue school sport shorts (at least 10 cm below the buttocks).
 - 20.3.8.3 White sport socks (not secret socks); can be bought from the school clothing shop.
 - 20.3.8.4 A pullover jersey is not permitted.
 - 20.3.8.5 No ski pants, “second skin” or vests may be visible.
 - 20.3.8.6 Sport takkies (not fashion sneakers).
 - 20.3.8.7 Barefoot (Grade 1-4) is also permitted.
 - 20.3.8.8 Grade 1 to 4 may wear school flip-flops instead of going barefoot.
 - 20.3.8.9 On cool summer days, the school tracksuit or only the school tracksuit top may be worn with the school sport uniform on Tuesdays and Thursdays. NO learners may be barefoot when wearing the school tracksuit or school tracksuit top.

- 20.3.8.10 Only the school tracksuit top may be worn with sport shorts, not a jersey or sleeveless pullover.
- 20.3.9 Winter uniform: Mondays, Wednesdays and Fridays (from the first Monday in May until the end of August)
- 20.3.9.1 Blue short-sleeve school shirt.
- 20.3.9.2 Gray school short or trousers with black belt.
- 20.3.9.3 Long grey socks and black laced shoes.
- 20.3.9.4 School jersey and/or school blazer.
- 20.3.9.5 A tie must be worn with the school blazer.
- 20.3.9.6 No gloves, scarves, blazers, jerseys or coats may be worn during school hours or breaks unless approved by the school.
- 20.3.9.7 Beanies may not be worn with a school blazer on these days.
- 20.3.9.8 No ski pants, “second skin” or vests may be visible.
- 20.3.9.9 Shoes may not be removed when wearing trousers.
- 20.3.9.10 All Grade 7 learners must wear their full school uniform on Wednesdays and/or during formal assemblies.
- OR**
- 20.3.9.11 Complete school tracksuit.
- 20.3.9.12 Blue school shirt.
- 20.3.9.13 Long grey socks and black laced shoes.
- 20.3.9.14 No gloves, scarves, blazers, jerseys or coats may be worn during school hours or breaks unless approved by the school.
- 20.3.9.15 No ski pants, “second skin” or vests may be visible.
- 20.3.9.16 Shoes may not be removed when wearing trousers.
- 20.3.10 Fridays
- 20.3.10.1 Complete provincial colours and/or tracksuits may be worn.
- 20.3.10.2 Learners may not change uniforms during the day or remove some of the uniform.
- 20.3.10.3 Voortrekkers: Members may wear their active wear, which includes the Voortrekker golf t-shirt, dark blue denim trousers and takkies. No bleached, skinny or torn jeans.
- 20.3.10.4 RCL members may wear dark blue denim trousers with their RCL shirt and takkies. No bleached, skinny or torn jeans.
- 20.3.11 Winter sport uniform: Tuesdays and Thursdays
- 20.3.11.1 Complete school tracksuit.
- 20.3.11.2 Red golf t-shirt with school badge (short or long-sleeve).

- 20.3.11.3 Blue school sport shorts under tracksuit for participation in sport.
- 20.3.11.4 Rugby players may wear blue rugby shorts during the rugby season.
- 20.3.11.5 White sport socks (can be purchased from the school clothing store); no secret socks. Socks are considered secret socks if they are not 2cm above the ankle.
- 20.3.11.6 Sport takkies (not fashion sneakers).
- 20.3.11.7 No ski pants, “second skin” or vests may be visible.
- 20.3.11.8 No gloves, scarves, blazers, jerseys or coats may be worn during school hours or breaks unless approved by the school.
- 20.3.11.9 Shoes may not be removed when wearing trousers.
- 20.3.11.10 Please note: Shirts must be tucked in at all times.
- 20.3.11.11 Only standard buckles are allowed, in other words, no buckles wider than the standard belt loop of standard school trousers.
- 20.3.11.12 If learners do not own the right sport uniform, they must arrive in school uniform and change for sport at school.
- 20.3.11.13 Sport uniform: Ski pants and “second skins” must be the colour of the hem of the outer wear. It can only be worn in the sport period and not during academic time in classes.

20.4 Girls

20.4.1 General appearance

- 20.4.1.1 No smart watches are permitted at school.

20.4.2 Hair

- 20.4.2.1 Long hair can be fastened in one of two ways. A single piece at the back or two pieces that allow for earrings to be visible. Hair can also be braided or worn in a neat bun.
- 20.4.2.2 Hair is considered long if it reaches the bottom of the collar when the head is in the normal upright position. If only the lower part of the hair is long, it must be pinned up neatly.
- 20.4.2.3 The bangs must be neat and above the eyebrows.
- 20.4.2.4 Hair may under no circumstances hang over the face, whether from the top or sides.
- 20.4.2.5 No “tails” are permitted.
- 20.4.2.6 Only dark blue, white or red ribbons, hair bands or balls are permitted.
- 20.4.2.7 Only dark blue, white or red combs or clips may be used.
- 20.4.2.8 No permanent waving is allowed.
- 20.4.2.9 Hair may not be coloured.

- 20.4.2.10 No ethnic decorations or beads may be worn in hair. If extensions are plaited into hair, it must present like long hair and be fastened. It must be the learner's natural hair colour. I.e., a learner may only have one hair colour.
- 20.4.2.11 Only red, blue or white ribbons are permitted (less than 3 cm in width).
- 20.4.2.12 No elastics are permitted.
- 20.4.2.13 No flowers, other decorations or dreadlocks are permitted.
- 20.4.2.14 No buns or ponytails may be worn on top of the head, only at the back of the head.
- 20.4.2.15 Hair may not be shaved on one side of the head and long on the other.
- 20.4.3 Jewellery
 - 20.4.3.1 No jewellery, bands, rings or chains may be worn.
 - 20.4.3.2 Only one piercing is permitted in each earlobe, with a golden or silver ring or stud. The ring may not be more than 1 cm wide.
 - 20.4.3.3 Only wrist watches and Medic-Alert bracelets may be worn on the wrists.
 - 20.4.3.4 No nose or tongue rings or studs are permitted.
- 20.4.4 Makeup
 - 20.4.4.1 No makeup is permitted, including lip gloss.
- 20.4.5 Nails
 - 20.4.5.1 Nails may not be long. If the palm of the hand is observed, the nails may not be visible over the finger tips.
 - 20.4.5.2 No nail polish may be used.
 - 20.4.5.3 Nails must always be clean and neat.
- 20.4.6 Summer uniform: Mondays, Wednesdays and Fridays (from the first Monday in September until the end of April)
 - 20.4.6.1 Blue school dress.
 - 20.4.6.2 Black shoes (laced or buckled, with flat soles and heels).
 - 20.4.6.3 White school shoes (to just above the ankles). The white socks may not be pulled up to the middle of the calf.
 - 20.4.6.4 The dress must be 10 cm above the knee when standing on the knees.
 - 20.4.6.5 A pullover jersey may be worn with the school dress.
 - 20.4.6.6 No beanies, gloves, scarves, blazers, jerseys or coats may be worn during school hours or breaks.
 - 20.4.6.7 No underwear may be visible under the dress hem.
 - 20.4.6.8 No ski pants, "second skin" or vests may be visible.
 - 20.4.6.9 Grade 1 to 4 learners may go to school barefoot.

20.4.6.10 All Grade 7 learners must wear their full school uniform on Wednesdays and/or during formal assemblies.

20.4.7 Chilly summer days

20.4.7.1 On a “cool” day, a school jersey, school blazer or school tracksuit top may be worn over the school dress, together with the white socks and school shoes (laced or buckled with flat soles and heels). The sleeves may not be pulled up.

20.4.7.2 A blazer may be worn over the dress.

20.4.8 Fridays

20.4.8.1 Complete provincial colours (tracksuits optional) may be worn.

20.4.8.2 Learners may not change uniforms during the day or remove some of the uniform.

20.4.8.3 Voortrekkers: Members may wear their active wear, which includes the Voortrekker golf t-shirt, dark blue denim shorts (to the knee) or dark blue denim trousers and takkies. No bleached, skinny or torn jeans.

20.4.8.4 RCL members may wear dark blue denim trousers with their RCL shirt and takkies. No bleached, skinny or torn jeans.

20.4.9 Summer sport uniform: Tuesdays and Thursdays

20.4.9.1 Red golf t-shirt with school badge.

20.4.9.2 Blue school sport shorts (at least 10 cm below the buttocks); not the rugby shorts.

20.4.9.3 White sport socks (not secret socks); can be bought from the school clothing shop.

20.4.9.4 A pullover jersey is not permitted.

20.4.9.5 No ski pants, “second skin” or vests may be visible.

20.4.9.6 Sport takkies (not fashion sneakers).

20.4.9.7 Barefoot (Grade 1-4) is also permitted.

20.4.9.8 Grade 1 to 4 may wear school flip-flops instead of going barefoot.

20.4.9.9 On cool summer days, the school tracksuit or only the school tracksuit top may be worn with the school sport uniform on Tuesdays and Thursdays. NO learners may be barefoot when wearing the school tracksuit or school tracksuit top.

20.4.9.10 Only the school tracksuit top may be worn with sport shorts, not a jersey or sleeveless pullover.

20.4.10 Winter uniform: Mondays, Wednesdays and Fridays (From the first Monday in May until the end of August)

20.4.10.1 Blue school shirt.

20.4.10.2 Navy school trousers.

20.4.10.3 School jersey and/or school blazer.

- 20.4.10.4 Navy socks.
- 20.4.10.5 Black school shoes (laced or buckled with flat soles and heels).
- 20.4.10.6 A tie must be worn with a blazer.
- 20.4.10.7 No gloves, scarves, blazers, jerseys or coats may be worn during school hours or breaks unless approved by the school.
- 20.4.10.8 Beanies may not be worn with a school blazer.
- 20.4.10.9 Shoes may not be removed when wearing trousers.
- 20.4.10.10 No ski pants, "second skin" or vests may be visible.
- 20.4.10.11 All Grade 7 learners must wear their full school uniform on Wednesdays and/or during formal assemblies.
OR
- 20.4.10.12 Complete school tracksuit.
- 20.4.10.13 Blue school shirt.
- 20.4.10.14 White school socks.
- 20.4.10.15 Black school shoes (laced or buckled, with flat soles and heels).
- 20.4.10.16 No gloves, scarves, blazers, jerseys or coats may be worn during school hours or breaks unless approved by the school.
- 20.4.10.17 Shoes may not be removed when wearing trousers.
- 20.4.10.18 No ski pants, "second skin" or vests may be visible.
- 20.4.11 Fridays
- 20.4.11.1 Complete provincial colours (tracksuits optional) may be worn.
- 20.4.11.2 Learners may not change uniforms during the day or remove some of the uniform.
- 20.4.11.3 Voortrekkers: Members may wear their active wear, which includes the Voortrekker golf t-shirt, dark blue denim shorts (to the knee) or dark blue denim trousers and takkies. No bleached, skinny or torn jeans.
- 20.4.11.4 RCL members may wear dark blue denim trousers with their RCL shirt and takkies. No bleached, skinny or torn jeans.
- 20.4.12 Winter sport uniform: Tuesdays and Thursdays
- 20.4.12.1 Complete school tracksuit.
- 20.4.12.2 Red golf t-shirt with school badge (short or long-sleeve).
- 20.4.12.3 Blue school sport shorts under tracksuit for participation in sport.
- 20.4.12.4 White sport socks (can be purchased from the school clothing store); no secret socks. Socks are considered secret socks if they are not 2cm above the ankle.
- 20.4.12.5 Sport takkies (not fashion sneakers).

- 20.4.12.6 Girls may not wear blue rugby shorts, as it is not flattering.
- 20.4.12.7 No ski pants, “second skin” or vests may be visible.
- 20.4.12.8 No gloves, scarves, blazers, jerseys or coats may be worn during school hours or breaks unless approved by the school.
- 20.4.12.9 Shoes may not be removed when wearing trousers.
- 20.4.12.10 Please note: Shirts must be tucked in at all times.
- 20.4.12.11 If learners do not own the right sport uniform, they must arrive in school uniform and change for sport at school.
- 20.4.12.12 Sport uniform: Ski pants and “second skins” must be the colour of the hem of the outer wear. It can only be worn in the sport period and not during academic time in classes.
- 20.5 Wearing casual clothes during school hours
 - 20.5.1 Learners must be dressed neatly and properly.
 - 20.5.2 Boys may not wear nose rings, earrings of any kind, sticks or jewellery.
 - 20.5.3 Girls may not wear spaghetti strap tops, tube tops, off-shoulder tops or halter necks without a jacket over it.
 - 20.5.4 No underwear, including bra straps, may be visible.
 - 20.5.5 No minidresses or skirts are allowed. Pants, skirts and dresses must be of an acceptable length; no shorter than 10 cm above the knee.
 - 20.5.6 No makeup may be worn.
 - 20.5.7 No mini-dresses, mini-skirts or shorts may be worn with ski pants or tights.
 - 20.5.8 No torn or skinny jeans.
 - 20.5.9 Girls with long hair must keep it neat and out of their eyes.
 - 20.5.10 If a learner is not properly dressed, their parents/guardians will be contacted to fetch them from school.
- 20.6 Clothing store
 - 20.6.1 Parents must please take note that only the shop assistants will help.
 - 20.6.2 Shop hours:
 - 20.6.2.1 Monday to Thursday: 07:45 - 14:15
 - 20.6.2.2 Friday: 07:45 - 13:00
 - 20.6.3 If a long weekend starts on a Thursday, the shop will follow Friday hours on that day.
 - 20.6.4 Sport uniforms, sport bags with the school badge, school jerseys and school dresses are stocked in the shop.
 - 20.6.5 The shop has fitting rooms.
 - 20.6.6 Clothes must be paid on the day it is collected. No returns/swaps are allowed after purchase.
 - 20.6.7 Please pay close attention to the washing instructions and use the opportunity to fit the clothes, because no clothes will be swapped/returned for these reasons.

20.6.8 Examples of the correct clothing:





21 EMERGENCY PLAN SUMMARY

21.1 General

21.1.1 The emergency plan has separate sections for the administrative staff, and the educational staff (Grade 1 to Grade 7).

21.1.2 Two different evacuation routes and signals are used:

21.1.2.1 Route 1: When the short, continuous signal is heard, everyone must assemble outside on the rugby field.

21.1.2.2 Route 2: When the long, continuous signal is heard, everyone must stay in the classrooms and stay prone against the walls.

21.1.3 The educators are divided into security, management, first-aid, firefighting, searching and learner management. Each of these sections will have a first and second in command educator.

21.2 Assembly point

21.2.1 Main route: Rugby field. The evacuation route is the same route that is followed when leaving the school building (see school plan).

21.2.2 Unrest and strikes

21.2.2.1 Foundation phase assembly point: Foundation phase quad

21.2.2.2 Senior phase assembly point: Behind library

21.2.2.3 Assembly point when there is a threat from Ben Alberts Road: Strip of trees

21.2.2.4 Assembly point when there is a threat from the strip of trees: Pick-up area in Ben Alberts Road

21.2.3 Parents/guardians must collect learners from the aforementioned assembly points.

21.3 Evacuation

21.3.1 Evacuation will only take place when instructed by the security committee.

21.3.2 Evacuation will take place in the case of a fire or explosion inside the building, or in the case of a bomb threat. Evacuation will not take place when the building is being shot at or when there is unrest or strikes.

21.3.3 Evacuation will only take place along the determined route.

21.3.4 Learners may not run, but must move fast.

21.3.5 A learner register must be put up in each class and taken in the case of an evacuation.

21.3.6 The educator must leave the room last and use the register to determine if all learners are at the assembly point.

21.3.7 The class captain must keep count of the learners when the class is with another educator.

21.3.8 Learners must evacuate the room they are in at the moment in question and move in the same direction as the rest of the learners on the floor.

21.3.9 A daily register must be taken of learners, to ensure that everyone is evacuated if necessary.

21.3.10 Each wing's Head must, in conjunction with another person, ensure that there are no learners in the corridors or in the restrooms (boys and girls).