



# UPS

## UNION PREPARATORY SCHOOL

### Policies & Code of conduct

IMPLEMENTATION DATE: March 2017

REVIEW CYCLES: At least every five years



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## Admission policy

### UNION PREPARATORY SCHOOL ADMISSION POLICY

- No pupil will be refused admission to the Union Schools on grounds of race or religious belief.
- No pupil will be refused admission to the Union Schools on the grounds of financial circumstances provided they live in the feeder area or the community zoned for the school as the school cannot burden the parents of its feeder community with financial responsibility of pupils not living in its feeder area.
- Pupils living in our hostels are deemed to form part of our feeder area no matter where their parents or guardians might reside.
- An admission fee will be payable on application to the Union Schools. If the application is not successful the full amount will be refunded. If the pupil is accepted the full amount will be deducted from the first school fees paid to the Union Schools.
- Every effort will be made to ensure that the ratio of girls and boys in each grade remains approximately equal.
- Where selection becomes necessary because the number of applicants exceeds the number of available places, selection shall be based on the following criteria:
  - Preference will be given to siblings, except where this is not in the best interest of the child.
  - Preference will be given to applicants who reside in the hostel or to whom the Union Schools are the nearest schools, provided that applications are submitted before the closing date of applications.
  - Preference will be given to applicants who have a record of success in identified areas.
  - Preference will be given to applicants with a record of involvement or who demonstrate an interest in one or more of the cultural or sport activities which form a part of the Union Schools' extra-curricular programme.
  - The capacity of the school to provide an acceptable quality of education to the applicant (where applicants have special needs)
  - The age of the pupil (the grade number plus 5 (if birthday before 30 June) will be the general cut-off point)
  - Whether or not the applicant is a child of a past pupil of Union High.
- The language policy will be referred to when considering the best interest of the child and the school. Please see **Language Policy**.

SIGNED AT \_\_\_\_\_ ON THIS/HER \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_

\_\_\_\_\_  
Governing Body Chair

\_\_\_\_\_  
Principal



## Anti-Bullying policy

### MISSION STATEMENT

- 1.1 UPS adopts a zero tolerance approach to any form of bullying. In so doing, UPS strives in the first instance to prevent bullying from taking place, to see to it that bullying is immediately brought to an end where it is reported and to deal with incidents of bullying (or alleged bullying) swiftly and fairly with a view to ensuring that it does not re-occur.

### OBJECTIVES OF THIS POLICY

2.1 The objective of this Policy is to:

- 2.1.1 support other school rules, code of conduct, policies and programmes in ensuring a caring, friendly and safe environment for all learners so they can learn in a relaxed and secure atmosphere;
- 2.1.2 create a climate in which learners are informed about issues concerning bullying, understand the various types of bullying that can occur and are empowered to act against it;
- 2.1.3 assure learners and parents that they will be supported when bullying is reported;
- 2.1.4 deal with bullying of any kind consistently and effectively with a zero-tolerance approach;
- 2.1.5 ensure that learners, parents and staff are fully informed of this bullying policy and the procedures contained herein, and to foster a productive partnership in dealing with bullying.
- 2.1.6 make all staff and parents aware of their role in fostering knowledge and attitudes that promote respect, and in discouraging attitudes and practices that contribute to bullying, low self-confidence and esteem.

### WHAT IS BULLYING?

3.1 Bullying is deliberate and ongoing aggressive, unkind or disrespectful behaviour with the intention of hurting, injuring, threatening or disempowering another person to the extent that a person feels that he cannot do anything about it. Bullying results in pain and distress to the victim. Bullying may be perpetrated by an individual or group, who does not stop when asked. Bullying may also be an abuse of power intended to hurt, injure, threaten or frighten another person.

3.2 There are various forms of bullying behaviour, which need to be identified so that they are recognizable. Central to any prevention of bullying is knowing where to draw the line between what is acceptable and what is not, especially in relation to behaviours such as horseplay, schoolboy bantering or teasing.

3.3 The following are examples of typical bullying behaviours:

- 3.3.1 Emotional/Psychological: including, tormenting, influencing others to dislike someone, making a fool of someone, trying to dominate someone, constant threatening looks or aggressive posturing. This form of bullying can also include rejection by a group of an individual, rumour spreading or intimidation that is not physical;
- 3.3.2 Physical: this could include pushing around, kicking, hitting, punching or any use of violence, taking or damaging someone else's property, acting either one-on-one, or otherwise as a group against an individual;
- 3.3.3 Racist: racial taunts, graffiti, gestures



3.3.4 Sexual: unwanted physical contact, sexually abusive comments

3.3.5 Homophobic: because of, or focussing on the issue of sexuality

3.3.6 Verbal: name-calling, sarcasm, “tuning”, “dis-ing”, spreading rumours, teasing, foul language, threats, taunts aimed at belittling or humiliating the victim.

3.3.7 Cyber: relating to misuse of internet, email, cell phone, misuse of associated technology (e.g. camera & video facilities).

3.4 Bullying can also take place when educators bully pupils, and also when groups of pupils gang up against an educator.

3.5 Any misuse of power by senior learners on junior learners such as PE or fitness sessions which are not conducted with the prior and full authority of the appropriate educator at UPS is considered to be a form of bullying. Likewise, any attempt by seniors to impose order on, or gain compliance from juniors through any physical means or by forcing juniors to face groups of seniors acting in concert with the intention of intimidating or humiliating the junior is by definition an abuse of power, and as such is bullying.

#### 4 WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

4.1 Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect.

4.2 Learners need to be empowered so that they know how to deal with bullying. UPS has a responsibility to respond promptly and effectively to issues of bullying.

4.3 UPS needs to offer assistance to learners who are bullied, as well as discipline the perpetrators of bullying and support them in learning different and appropriate ways of behaving.

#### SIGNS AND SYMPTOMS OF POSSIBLE BULLYING

5.1 A learner may indicate by actions, signs or behaviour that he is being bullied. Adults should be aware of these possible signs and that they should investigate if a learner:

5.2 does not want to go to school;

5.3 finds excuses for not going to school, such as feeling sick

5.4 is very tense, fearful and unhappy after school

5.5 talks about hating school;

5.6 has bruises and/or scratches and/or cuts;

5.7 talks about not having any friends;

5.8 refuses to tell parent about what happens at school;

5.9 suffers from insomnia;

5.10 is nervous when another child approaches;

5.11 is afraid of meeting new people or trying new things;

5.12 becomes withdrawn anxious, or lacking in confidence;

5.13 attempts or threatens suicide or runs away;



- 5.14 begins to do poorly in school work or a sudden drop in marks;
- 5.15 comes home hungry (money / lunch has been stolen);
- 5.16 becomes aggressive, disruptive or unreasonable
- 5.17 is bullying other children or siblings;
- 5.18 stops eating;
- 5.19 is frightened to say what's wrong;
- 5.20 gives improbable excuses for any of the above;
- 5.21 is afraid to use the internet or mobile phone;
- 5.22 is nervous & jumpy when a cyber message is received;
- 5.23 has personal property damaged/stolen. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

#### RIGHTS AND RESPONSIBILITIES

##### 6.1 Every UPS learner has the right to:

- 6.1.1 learn, work and play without fear of being hurt or humiliated;
- 6.1.2 feel safe, both emotionally and physically;
- 6.1.3 be happy and free to play with friends;
- 6.1.4 feel a sense of belonging, acceptance and friendship;
- 6.1.5 be included in class and playground activity;
- 6.1.6 be treated politely and with respect by others;
- 6.1.7 learn how to solve conflicts in respectful way; and
- 6.1.8 ask for bullying to stop and ask for help if it does not.

##### 6.2 Every UPS learner has the responsibility to:

- 6.2.1 be respectful and friendly to others without discrimination;
- 6.2.2 co-operate with others in school activities;
- 6.2.3 participate in the school's procedures when resolving conflicts; and
- 6.2.4 report behaviour that may constitute bullying.

#### UPS PROCEDURES

##### 7.1 If a learner believes he is being bullied he should:

- 7.1.1 tell the bully to stop (if possible)
- 7.1.2 if this is not effective, ask someone he trusts for help (friend, teacher, parent, HOD) and
- 7.1.3 report the incident – verbally or in writing (not anonymously) – to a class teacher and/or HOD and/or Principal.

7.2 UPS cannot deal with unreported bullying, therefore learners or parents who know someone who is being bullied, are encouraged to:

7.2.1 speak to the person who is being bullied and offer help/support and

7.2.2 report the incident – verbally or in writing - to a class teacher and/or HOD and/or Principal.

7.3 While all members of staff at UPS are committed to preventing bullying and dealing with any incidents firmly and cohesively, those principally involved in handling bullying prevention and procedures are:

7.3.1 Principal (Discipline): dealing with serious incidents of bullying and consequences; keeping a record of all reported incidents of bullying;

7.3.2 HOD: managing the school's proactive approach to combating bullying and empowering learners to deal with bullying behaviour;

7.3.3 Class teachers: dealing with once-off incidents and problematic learner behaviour and relationships;

7.3.4 LO Educator: supporting, training and facilitating change for bullies and victims;

7.3.5 Class Teachers: mediating playground incidents so as to prevent escalation and bullying.

#### DEALING WITH DISPUTANTS

8.1 For the purposes of this policy, references to the term “bully” shall mean alleged “bully”, until it is established that bullying (in whatever form) has in fact occurred.

8.2 The learners involved (or allegedly involved) will be interviewed individually and care will be given to both the victim and the bully. The rights of both the victim and the bully will at all times be protected. The needs of both individuals will be heard, considered and addressed.

8.3 The school's response to all reported incidents of bullying will be sensitive and the consequences will be determined by the severity of the bullying, the age of the learner, prior history, extenuating circumstances etc.

8.4 Possible actions and consequences (not in sequential order) with regard to the bully are:

- Apology to victim;
- Informing of parents;
- Discussion with parents;
- Behavioural contract;
- Written warning;
- Detention;
- Referral to counsellor or therapist;
- Withdrawal of privileges;
- disciplinary hearing; and
- Suspension (internal or external).

8.4.1 Standard procedure as follows:

##### FIRST TIME OFFENDER:

- Official reprimand from principal.
- Misdemeanour noted in file.



- Letter (form) home to inform parents
- Playtime detention outside principal's office.
- Verbal apology to other person.

#### SECOND TIME OFFENDER

- 2x playtime detentions
- Phone call to parents
- Offender writes letter of apology stating what he did to hurt the other person. Also how he will act the following time under the same conditions.
- Copy of letter to be sent home. Parents to sign and return the next day.

#### 3rd TIME OFFENDER

- Phone call to the parents and meeting with Principal arranged
- Internal suspension from the classroom/playground for one day, in addition to the list above.
- Referral to counsellor or therapist;
- disciplinary hearing; and
- Suspension (internal or external).

8.5 Assistance will be offered to the victim and may include meeting with parents, referral to a counsellor (for support and possible skills training), follow-up meetings, monitoring of difficult relationships and additional support as required.

8.6 The Principal will keep a record of all bullying incidents reported or referred to him.

#### ADDITIONAL MEASURES AND APPROACHES IN SUPPORT OF THIS POLICY

9.1 This policy, in conjunction with the other UPS rules and policies, aims to prevent as well as remediate bullying; some of the measures in place to support this at UPS are:

- social skills, life skills and assertiveness training in Life Orientation;
- bullying information and education in Life Orientation;
- focus on bullying, respect for diversity and related issues in assemblies;
- encouragement of an open, "telling" environment;
- adequate supervision by staff during break-times;
- separation of playground areas;
- information for parents via policy and website;
- teacher awareness;
- inclusion of diversity topics within curriculum on an on-going basis;
- co-operative learning approach to teaching;
- clarity of school rules and policies.

SIGNED AT \_\_\_\_\_ ON THIS/HER \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_\_\_

\_\_\_\_\_  
Governing Body Chair

\_\_\_\_\_  
Principal





## Assessment policy

The school adhere to the requirements of CAPS. All grade requirements differ.

### 1. Purpose and scope of assessment

- 1.1 Assessment is the process of collecting analysing and interpreting information to assist teachers in making decisions about the progress of their students
- 1.2 Assessment should provide evidence of student performance relative to learning outcomes and assessment standards as described in the national curriculum for grades R-12
- 1.3 Classroom assessment should be both formal and informal and should be used to provide feedback to students that supports and enhances their learning experience
- 1.4 Formal assessment tasks must be designed to provide systematic evaluation of student performance and progress and evidence which can be used to evaluate student performance relative to the assessment standards for each specific learning programme, learning area, or subject.
- 1.5 For each learning programme, learning area or subject, the formal assessment tasks should include a range of appropriate activities. These may include examinations, tests, projects, oral presentations, written reports, demonstrations, performances, investigations, practical work and creative writing.

### 2. Frequency of assessment

#### 2.1 Continuous assessment

- 2.1.1 Informal continuous assessment should form part of the daily classroom routine of teachers as a means to monitor student progress and to provide feedback to students. This informal monitoring should include homework checks, questioning, teacher observation of student work, discussion, brief informal oral or written tests, etc.
- 2.1.2 Formal continuous assessment should take place on a regular basis and should be based on the prescription as laid down by the department of education for the year which lists the following items for each grade:
  - the nature of formal continuous assessment tasks
  - the set date or completion date for each task
  - the mark allocation for each task
  - the proportion of marks that the task will contribute to the total CASS mark
  - which assessment tasks will be included in the portfolio of every student
  - the teacher responsible for setting the assessment task

#### 2.2 Examinations (Intermediate Phase only)

- 2.2.1 Formal examination will take place in the second and fourth term each year. The second term examinations may be included as one of the formal CASS tasks for a subject or learning area
- 2.2.2 On completion of examinations, students will be given an opportunity to review their scripts. After the mid-year examination these scripts will be used for remediation and to improve the examination technique of students.

#### 2.3 Learning area/subject files: Each subject head is required to keep a portfolio of all material related to the assessment of the subject for the year for each grade The portfolio must include the following:

- 2.3.1 The assessment plan for the year for each grade



- 2.3.2 The formal CASS assessment tasks for each grade, including the rubric or marking memorandum used to assess the task (once completed)
- 2.3.3 A copy of the examination papers (IP only) and marking memorandum for each grade (once completed)
- 2.3.4 The learning programmes, work schedules and lesson plans (once completed) for each grade
- 2.3.5 The subject averages, symbols and code distributions for each grade for the subject or learning area
- 2.3.6 The mark list for each grade listing, for each student, all marks included as part of the formal assessment as well as the average mark for each assessment task

## 2.4 Teacher portfolio

Each teacher is required to keep a portfolio of all material related to her teaching assessment for each class that she teaches. The portfolio must include the following:

- 2.4.1 The assessment plan for the year of each subject and grade that she teaches
- 2.4.2 The formal CASS assessment tasks for each subject and grade that she teaches, including the rubric or marking memorandum (once completed)
- 2.4.3 A copy of the examination papers (IP only) and marking memorandum for each grade (once completed)
- 2.4.4 The work schedule(s) and lesson plan(s) (once completed) for each subject and grade that she/he teaches
- 2.4.5 The mark lists for each subject and grade that she teaches listing, for each student, all marks included as part of the formal assessment as well as the average mark for the class and the grade, for each assessment task

## 3 Policy on work missed through absence

- 3.1 Students who miss an examination through ill-health are required to provide a doctor's certificate confirming this
- 3.2 Students who miss a standardised (CASS) test through ill health or other legitimate reasons will be expected to write the test on the day they return to school. Their mark may be adjusted at the teacher's discretion (IP applicable)
- 3.3 Students who for legitimate reasons such as ill health miss tasks which form part of their CASS assessment should be given an opportunity to complete the tasks on the day that they return to school
- 3.4 Students who fail to hand in an assignment or who miss tasks through absence for reasons that are not legitimate may be kept after school to complete the task.
- 3.5 A student may be given 0 for a task only in instances of proven dishonesty or plagiarism
- 3.6 The onus falls on the student to catch up missed work by using a classmate's books for missed notes (IP applicable)

SIGNED AT \_\_\_\_\_ ON THIS/HER \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_

\_\_\_\_\_  
Governing Body Chair

\_\_\_\_\_  
Principal



## Class placement policy

1. The principal, educators and school governing body believe that the placement of learners in classes for the following year should not be a random exercise but should instead be a thorough, carefully considered process. This policy records the main features of the class placement system based on these principles.
2. The best interest of each learner is a factor of paramount importance in the process. The intention is to establish a well-matched relationship between the learner and the educator and to create a balanced and manageable classroom environment which is conducive to learning.
3. In reaching a decision, the educators of the current grade of the learners, will consult with each other during the fourth term of each year.
4. Attention will be given to the learners' and educators' respective personalities and how these can best be matched, as well as to the educators' styles of teaching and managing discipline in the Intermediate Phase.
5. An effort will be made to maintain supportive friendships between learners, where a friendship is clearly important to the learner's emotional well-being. Educators will separate learners where they do not view the friendship as beneficial to a learner's well-being or development.
6. Each class is to have a similar number of academically strong, average and weaker learners.
7. The number of learners who attend music lessons or require remedial assistance during school are taken into account so that educators are best able to cope with disruptions to their lessons and to facilitate work being caught up.
8. An endeavour is made for each class to have an even spread of learners who are responsible and self-motivated, as well as those who require careful management due to less self-discipline. This is to ensure an optimal learning environment.
9. Cultural, racial and religious diversity in a class is taken into account.
10. Specific needs due to a learner's home circumstances, which have been brought to the knowledge of the educators concerned, are taken into account.
11. Parents' requests for a preferred educator for their learner cannot be accommodated due to the increasing number of requests over the years and the logistical difficulties that this creates in the professional management of the school. However, where a parent believes that circumstances exist which provide motivation for a learner to be placed with a certain educator, or for a learner not to be placed with a certain educator, the parent may address a confidential letter to the principal explaining the reasons. The due date for such letters will be 25 October of respective year.
12. Class placements for the following year will be communicated in the end of year school report.

SIGNED AT \_\_\_\_\_ ON THIS/HER \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_\_\_

\_\_\_\_\_  
Governing Body Chair

\_\_\_\_\_  
Principal



## Code of conduct policy

### Code and rules of conduct

#### 1. Introduction

This document is the code of conduct of Union Preparatory School, as approved by the governing body. The governing body has consulted the school's parents, learners and educators on the content of the code of conduct. The code of conduct has been drafted in accordance with the relevant provisions of the Constitution of the Republic of South Africa, Act 108 of 1996; the South African Schools Act, Act 84 of 1996 ('SASA'); the National Education Policy Act, Act 27 of 1996; Guidelines for a Code of Conduct for Learners (General Notice 776 in Government Gazette 18900 dated 15 May 1998); the Regulations on Devices to be used for Drug Testing and the Procedure to be followed (GN 1140 in Government Gazette 31417 dated 19 September 2008); Regulations for Safety Measures at Public Schools (GN 1040 in Government Gazette dated October 2001, as amended) and relevant provincial legislation.

#### 2. Objective

Although the State is obligated to make education available and accessible, this must be enhanced by the dedication and commitment of responsible role players, namely educators, learners and parents. This code of conduct is intended to promote such dedication and commitment.

This code of conduct aims to establish a disciplined and purposeful school environment, which is dedicated to promoting and maintaining the quality of the learning process.

The code of conduct endorses the school's mission statement.

**Learners and their parents/guardians are expected to acquaint themselves with the school's code of conduct and its provisions. As soon as learners are enrolled at the school/hostel, they are subject to the code of conduct, and must strictly adhere to it. Should learners transgress or violate the code of conduct, they will be acted against in accordance with the disciplinary procedure for learners.**

#### 3. Code of conduct, General rules

- 3.1 Learners shall be good ambassadors of the school, and shall conduct themselves in accordance with the school's code of ethics at all times.

##### 3.1.1. GENERAL MANNERS AND RESPECT

Learners are expected to:

- Greet staff and all visitors to the school.
- Respect other members of the school community, regardless of personal, religious or cultural differences.
- Stand when staff or visitors enter the classroom, or meet/speak to them in the playground.
- Remain silent before, during or after assembly.
- Always be courteous, friendly, and helpful.
- Be respectful to staff members at all times.
- Stand quietly at lines.
- Be honest and act with integrity.



### 3.1.2. GENERAL BEHAVIOUR

Learners must adhere to the following general rules:

- No bad language will be tolerated.
  - No skateboarding or rollerblading is permitted on school grounds, including during organised functions or activities held at the school.
  - Bicycles may not be ridden in the school grounds.
  - Learners may not run in the school buildings.
  - Learners should not bring items of value to school.
  - Learners may not play in the areas designated for staff parking.
  - Learners may not tamper with any other learner's suitcase, tog bag or other possession without permission of the owner.
  - No learner may enter the swimming pool area, Playscape or playpark unless under the supervision of a teacher.
- 3.2 While wearing the school uniform, or any part thereof that is sufficient to establish a link with the school in the public eye, or while representing the school, either directly or indirectly, as participants, supporters, assistants, spectators or otherwise, learners shall refrain from any conduct that could bring the school, staff or their fellow learners into disrepute.
- 3.3 In their interaction with the principal, vice-principal, educators and other staff of the school, learners shall be courteous and respectful at all times and shall refrain from any action that constitutes disrespectfulness or rebelliousness.
- 3.4 In their interaction with one another, learners shall practise self-restraint as far as possible, and shall display mutual respect and tolerance. In particular, learners shall refrain from any action aimed at harming, or that could possibly cause harm to, any other learner's physical, spiritual and moral well-being. Any sexual or improper physical contact between learners on school grounds, or in any other place where they could be identified as learners of the school, is strictly prohibited.
- 3.5 A school educator shall have the same rights as a parent with regard to controlling and disciplining the learner according to the code of conduct, both during such learner's school attendance as well as at any school activity.
- 3.6 Learners may not eat or drink in the classroom or library. The chewing of gum during school activities is prohibited.
- 3.7 The use of cellphones during school activities is strictly prohibited. Calls may be made in emergencies only and only with the school principal's permission.
- 3.8 The smoking, possession and/or use of tobacco products, liquor, other alcoholic substances or drugs during any school activity, or when learners are dressed in school uniform, is strictly prohibited.
- 3.9 In case of a reasonable suspicion that learners have violated this code of conduct or the laws of the country, the school principal or an educator is entitled to search such learners and/or the property in their possession for any dangerous weapons, guns, drugs or other harmful and dangerous substances, stolen goods or pornographic material that the learners may have brought onto the school grounds. Throughout, learners' dignity will be respected, and therefore, the search will be conducted in private, by persons of the same sex, and in the presence of another person. The search process and outcome must be recorded.



- 3.10 Any conduct that unfairly prejudices the administration, discipline or efficiency of the school shall be regarded as a violation of this code of conduct.
- 3.11 A conviction of a criminal offence in a court of law shall be regarded as a violation of this code of conduct.
- 3.12 Transgressions that may lead to suspension and/or expulsion include but are not limited to:
- conduct that poses a threat to others' safety and infringes upon others' rights;
  - possessing, threatening with or using dangerous weapons;
  - the possession, use, trading or any visible sign of narcotic or unauthorised drugs, alcohol and intoxicating substances of any nature;
  - fighting, assault or abuse;
  - indecent behaviour or swearing;
  - adopting or assuming a false identity;
  - harmful graffiti, hate speech, sexism or racism;
  - theft, or the possession of stolen goods, including the theft or possession of test or examination papers before such test or examination has been conducted;
  - unlawful conduct towards and/or vandalising, destroying or damaging school property;
  - disrespectfulness, offensive behaviour and verbal abuse aimed at educators or other school staff or learners;
  - repeated violations of school rules or this code of conduct;
  - criminal and oppressive behaviour, such as rape and gender-based harassment;
  - victimisation, bullying and intimidation of other learners;
  - the transgression of examination rules; and
  - Intentionally and knowingly providing false information, or forging documents, in order to obtain an unfair advantage.

#### 4. **Class rules**

- 4.1 The class educator shall formulate class rules upon the adoption of this code of conduct, and at the beginning of each ensuing school year, after having consulted the learners in the class as well as their parents.
- 4.2 The class rules must be compiled in writing and –
- 4.2.1 immediately be tabled to the principal and school governing body;
  - 4.2.2 be displayed in a legible format in a prominent spot in the classroom; and
  - 4.2.3 be made available to all learners and their parents.
- 4.3 Learners are expected fully and promptly to comply with the class rules as well as any verbal instruction given by the class educator or any staff member that is reasonably essential to give effect to this code of conduct and/or for the sound and professional management of the school.
- 4.4 Any violation of the class rules shall be regarded as a violation of this code of conduct and school rules.

#### 5. **Rules with regard to appearance and school wear**

- 5.1 School wear: All learners must abide by regulations prescribed in **The Learners' dress code policy**



5.1.1 The school uniform must be worn with pride and should be clean and presentable (e.g. no missing buttons) at all times. Shoes must be polished and all items of clothing should be clearly marked.

5.1.2 When wearing the school uniform, learners should not:

- Place their hands in their pockets.
- Display jewellery except if permission has been granted by the Principal.
- Chew gum at any time.
- Wear any form of casual clothes.

5.1.3 A neatly shaped hairstyle, tied up or cut off the collar and ears is considered part of the uniform. The hair should be clean and never cut in a way that will attract attention by being too long, too short, tinted or treated in any way. Learners may not: Use gel or wax; Wear unusual styles or steps in hair.

5.2 Jewellery: All learners must abide by regulations prescribed in **The Learners' dress code policy**

5.3 Nails: Nails may not extend beyond fingertips. No nail polish may be worn.

5.4 Make-up: No make-up will be allowed.

## 6. **Sports and extracurricular activities**

6.1 Participants in sports and extracurricular activities

6.1.1 Learners who are selected to represent the school as participants in any sports or other extracurricular activities must be dressed in the sportswear, school wear or other prescribed clothing as determined by the educator responsible for the activity concerned, both during and after participation in such activity.

6.1.2 Each learner is required to participate in the extra-mural program offered at the school. (Min 1 Cultural and 1 Sport in each season)

6.1.3 When a learner has committed himself to an extra-mural activity he must fulfill all obligations and responsibilities in this regard to the satisfaction of the Headmaster or master-in-charge.

6.1.4 All learners who participate in the aforementioned activities shall be loyal to the school and fellow participants. In particular, participants must report promptly and on time at the venue of the activity or the venue from where participants depart to the activity. Learners who have been selected to represent the school in an activity may only be excused from attendance if a written apology is handed to the sports or cultural head in advance. Unforeseen absence from an activity will only be excused if the sports or cultural head receives a written apology no later than three days following the relevant activity.

6.1.5 Learners who represent the school at sports activities will at all times be courteous towards, and comply with the rulings, prescripts and instructions of:

6.1.5.1 the sports head and the educator/instructor /coach involved in the relevant sports code;

6.1.5.2 the referee or adjudicator with regard to the relevant activity; and

6.1.5.3 the team captain.





6.1.6 Although it is assumed that learners who participate in sports activities shall do so with commitment and dedication, such learners are expected also to practise self-restraint and self-discipline. In particular, no learner may display bad sportsmanship, use foul or offensive language, get involved in fights or incidents, or engage in any foul or improper play.

6.2 Spectators and supporters at sports and other extracurricular activities

6.2.1 Apart from their duty to comply with the provisions of this code of conduct, all learners attending any school activity as spectators or supporters shall also refrain from any disruptive, improper, rebellious, unnecessarily inciting or indecent behaviour. In particular, learners may not respond negatively to any ruling by an adjudicator or referee.

6.2.2 Learners who attend any school activity as spectators or supporters shall abide by and obey any instructions and directives they receive prior to, during and after the activity concerned from the principal, any educator, other school leaders, or parents appointed by the principal to assist with the transport, supervision or control of learners who need to be transported to and from the activity concerned, or who attend the activity.

6.2.3 The abovementioned rules equally apply to any participation in any extracurricular activity apart from sports activities, except cases on which the rules obviously have no bearing.

7. **School property**

7.1 'School property' includes the following:

7.1.1 The grounds and buildings occupied by the school, as well as any permanent addition to such grounds and buildings

7.1.2 All other property, including equipment, books, stock, motor vehicles and the like that the school owns, rents or stores, or with regard to which the school could be held legally liable in case of any damage or loss

7.2 As the school has been developed and erected for the use of all learners who attend it, all learners are obligated to do everything in their power to protect the school's property in order for it to be utilised to the benefit of all current and future learners of the school.

7.3 No learner may remove any school property from the school grounds without the prior consent of the principal or an educator of the school.

7.4 Learners may not handle, damage, mark, deface or destroy any property of the staff of the school, fellow learners, visitors to the school, or members of the public. This rule applies to property on the school grounds, in the immediate vicinity of the school, at or near the venue of any school activity, as well as any vehicle with which learners are transported, and the property contained therein.

7.5 Learners may not damage, deface or destroy any school property. Any learner who deliberately misuses, damages or vandalises any school property shall replace or pay for such property. Destruction of and/or damage to property is a criminal offence.

8. **School notices**

All learners are obligated to hand to their parents all school notices that were distributed to learners for such purpose by the governing body, principal or an educator of the school, as well as promptly return to the class educator any acknowledgement of receipt that was to be completed by the parents.





## 9 **School work and homework**

- 9.1 There shall be an orderly atmosphere in the classroom at all times. Learners may not disrupt or hinder teaching.
- 9.2 Learners must promptly carry out instructions in class.
- 9.3 All learners must have and maintain such homework book as may be required by the principal or class educator.
- 9.4 All learners must do their prescribed homework and promptly return it to the relevant educator by the due date. Failure to comply with this rule shall be excused only if, on the day on which the homework was to be completed, the learner hands to the educator a written note from his/her parents with an acceptable excuse for such failure.
- 9.5 All learners must do their prescribed homework enthusiastically, diligently and with dedication in order to develop a consistent work ethic. Failure to comply with this rule without an acceptable excuse shall be regarded as a transgression of this rule.
- 9.6 Homework must be signed by parent/guardian daily
- 9.7 Learners are obligated to catch up as soon as possible on any work that they have missed.
- 9.8 Learners shall move swiftly and in single file from one class to the next. Chatting in groups or visits to the restroom between classes are not allowed.

## 10 **Tests and assessments**

- 10.1 All learners are obligated to abide by the tests and assessments that educators may require. Failure to comply with this rule shall be excused in exceptional cases only, provided that the parents of the learner concerned supply the principal with a full and acceptable written explanation at the earliest possible opportunity.
- 10.2 Learners shall refrain from any form of dishonesty when tests and assessments are conducted.

## 11. **Punctuality**

- 11.1 Learners are expected to arrive on the appointed time at the beginning of the school day and the start of any other school activity. Learners are to arrive at school in the morning before the first bell and are to line up as required. The first bell rings at 07:05 (with exception of Mondays in winter months when first bell rings at 08:00- these dates will be communicated to all parents). Learners may not leave the school before closing time without written request by the parent and permission of the Principal. Learners may not leave the school grounds during breaks. When learners arrive late, they must provide a written apology from their parents. Learners who arrive late must first report to the office before proceeding to their particular class.
- 11.2 School times: Will be communicated to you and may vary per grade

## 12. **Absence from school**

- 12.1 Learners may be absent from school in exceptional cases only.
- 12.2 When any learner is absent from school without an acceptable excuse, it shall be regarded as truancy, which is strictly prohibited.
- 12.3 Learners who are absent from school for one to three consecutive days must upon their return to school submit a written explanation by their parents. Absence for more than three consecutive days shall be excused only if a certificate from a registered medical practitioner is submitted, except in the case of death or trauma in the learner's family, or another reason approved by the principal.



### 13. **Environment**

- 13.1 Learners have the right to a safe environment and school that are conducive to education.
- 13.2 Learners may not litter on school grounds or in school buildings.
- 13.3 Learners who attend any school activity as spectators or supporters are expected to leave the grounds they have occupied in a neat and clean condition, and must ensure that all litter is picked up and placed in garbage bins.
- 13.4 Learners must leave restrooms in a clean condition.
- 13.5 Any action or failure by learners that constitutes or could constitute a health risk to other learners must be avoided.
- 13.6 The application of slogans (graffiti), stickers, posters and the like to any surface at the school is strictly prohibited, unless it is done with the principal's consent.
- 13.7 Learners shall comply with any reasonable instruction from the principal or educator with regard to maintaining a clean and hygienic school environment.

### 14. **Exemption from provisions of the code of conduct**

- 14.1 Learners may submit a written application to the governing body for total or partial exemption from one or more of the items contained in the code of conduct based on cultural, religious or medical grounds.
- 14.2 Such application must include full reasons as well as confirmative evidence. Therefore, the onus of proof still lies with the learner to substantiate the application for exemption.
- 14.3 Applications for exemption will be considered at the start of the school year only, unless the applicant can prove that the matter is urgent or necessitated by a change in circumstances.
- 14.4 In considering an application for exemption, the governing body shall be entitled to obtain any information that it deems necessary for a fair adjudication of the application.
- 14.5 The governing body shall consider the application for exemption with the necessary earnestness and responsibility, and within the framework of the Constitution and court judgements, and will inform the learner of its decision in writing.

### 15. **In addition to the code of conduct all school Policies must be adhered to.**

### 16. **In case of a violation of any provision in this code of conduct, or other school policies, the prescribed disciplinary procedure shall be followed.**

SIGNED AT \_\_\_\_\_ ON THIS \_\_\_\_\_ DAY OF \_\_\_\_\_

\_\_\_\_\_  
Governing body chair

\_\_\_\_\_  
School principal



## Curriculum policy

**Union Preparatory School follows the Curriculum Assessment Policy Statement which builds on the vision and values of the Constitution and Curriculum 2005.** The implementation of the curriculum as indicated in the departmental documentation is the responsibility of the Academic Head and the HOD of the Foundation Phase.

The curriculum can play a vital role in creating awareness of the relationship between human rights, a healthy environment, social justice and inclusivity. CAPS has tried to ensure that all Learning Areas reflect the principles and practices of social justice, respect for the environment and human rights as defined in the Constitution. CAPS adopts an inclusive approach by specifying minimum requirements for all learners.

The critical and developmental outcomes are a list of outcomes that are derived from the Constitution.

The critical outcomes envisage learners who will be able to:

- Identify and solve problems and make decisions using critical and creative thinking.
- Work effectively with others as members of a team, group, organisation and community.
- Organise and manage themselves and their activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information.
- Communicate effectively using visual, symbolic and/or language skills in various modes.
- Use Science and Technology effectively and critically showing responsibility towards the environment and health of others.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

The developmental outcomes envisage learners who are able to:

- Reflect on and explore a variety of strategies to learn more effectively.
- Participate as responsible citizens in the life of local, national, and global communities.
- Be culturally and aesthetically sensitive across a range of social contexts.
- Explore education and career opportunities.
- Develop entrepreneurial opportunities.

In a multilingual country like South Africa it is important that the learners reach high levels of proficiency in at least two languages. The language of Learning and Teaching at Union Preparatory School is English, The additional language taught is Afrikaans.

SIGNED AT \_\_\_\_\_ ON THIS/HER \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_\_\_

\_\_\_\_\_  
Governing Body Chair

\_\_\_\_\_  
Principal



## Disciplinary code in the classroom policy

A culture of teaching and learning is to be maintained and it cannot occur in a climate of disorder. Each pupil in our care is entitled to receive maximum benefit from all our school has to offer without disturbance from badly behaved pupils. In all cases the management of discipline needs to be procedurally and substantively fair.

### Classroom Behaviour charts

Weekly monitoring of misdemeanours and merit worthy behaviour. Please see attached pages.

#### Merit

- Star received for each merit
- 10 stars = Allowed to wear civvies to school and receive Principals sticker

#### Demerit

- Explained on chart attached.

#### Punishing entire class

Punishing an entire class should be avoided as far as possible. An entire class should never be punished for poor behaviour by a group of learners within the class.

SIGNED AT \_\_\_\_\_ ON THIS/HER \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_

\_\_\_\_\_  
Governing Body Chair

\_\_\_\_\_  
Principal

Union Preparatory School				
Name:				
MERIT CARD			GRADE:	Class teacher:
1	11	21	31	41
2	12	22	32	42
3	13	23	33	43
4	14	24	34	44
5	15	25	35	45
6	16	26	36	46
7	17	27	37	47
8	18	28	38	48
9	19	29	39	49
10	20	30	40	50



DEMERIT CARD								
NAME: _____								2014
DOME	DOME	DOME	DOME	DOME	DOME	DOME	DOME	DOME
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DEMÉRIT	DEMÉRIT	DEMÉRIT	DEMÉRIT	DEMÉRIT	DEMÉRIT	DEMÉRIT	DEMÉRIT	DEMÉRIT
5 moves to the sad face = 1 Dome detention								
3 Dome detentions = 1 demerit								
9 dome detentions= 3 Demerits = meeting between principal,teacher and child								
18 dome detentions= 6 Demerits= meeting between principal, SMT,parent,teacher								
27 dome detentions= 9 Demerits = meeting between principal,SMT,SGB,parents and teacher								
APPLICATION TO DEPARTMENT FOR LIMITED SUSPENSION								
30 dome detentions=10 Demerits or more= meeting with all of the above parties-disciplinary hearing								
APPLICATION TO DEPARTMENT FOR TRANSFER OR EXPULSION								

Union Preparatory School																										
Merit Accumulation Form																										
Class		Term		Learner																						
		Level 1= 1 move					Level 2=2 moves					Level3=3moves					Level4=4moves					Level 5 = 5 moves				
		Improved Homework/work	Covered books back times only	Picking up litter without prompting	Sharing class equipment	Parents attending meetings	Waiting turns	Helpfulness	Homework well done	Taking initiative	Return letters and reply slips	Signed mid term report	Good sportsmanship	Gravely/courage/facing challenges	Marked improved behaviour	Assignment/task completed on time	Act of Kindness	Neat organised desk	Persistence & improved classwork	Improved work ethic	Marked improvement in test	Excellent conduct in/around class	Excellent work ethic	Exceptionally good work	Exceptional test work/presentation	
Week 1																										
Week 2																										
Week 3																										
Week 4																										
Week 5																										
Week 6																										
Week 7																										
Week 8																										
Week 9																										
Week 10																										
Week 11																										
Week 12																										



Union Preparatory School																												
Demerit Accumulation Form																												
Class	Term		Learner																									
Misdemeanours	Level 1- 1 move		Level 2-2 moves		Level 3-3 moves		Level 4-4 moves		Level 5- 5 moves																			
	Unsigned Homework/work	Books left home / school	Chewing gums / spit in class	Late lining up	Throwing objects	Pushing/taking in lines	Untidy work	Incomplete work	Littering	Late for school	Poor personal appearance	Incomplete uniform/mixed	No sports clothes	Books / cards lost	No absentee/doctors note	Non-attendance of sport	Quarrelling and teasing	Climbing fences/tress/buildings	Severely disrupting behaviour	Poor corridor behaviour	Rough play and bullying	Bad/foul language/lying	Troff and cheating	Violence/constructive behaviour	Disrespect teacher and learners	Misbehaviour in bus	Dangerous Weapons	Substandard leaving w/o permit
Week 1																												
Week 2																												
Week 3																												
Week 4																												
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Week 6																												
Week 7																												
Week 8																												
Week 9																												
Week 10																												
Week 11																												
Week 12																												



## Disciplinary hearing procedures policy

### Procedure for disciplinary action against learners

In case of a violation of any provision prescribed in the code of conduct for learners, this disciplinary procedure is to be followed. In order to enforce this disciplinary procedure, misconduct is divided into three categories. These correspond with the various disciplinary steps that could be taken and the various procedures that could be followed in handling misconduct.

For the purposes of procedural matters, a violation of hostel rules shall be regarded as a violation of the code of conduct, and the same procedural requirements shall apply, with the necessary amendments, depending on the circumstances.

Any reference to the governing body in this disciplinary procedure includes the disciplinary committee of the governing body.

#### 1. Disciplinary action

##### 1.1 Minor transgressions

##### 1.1.1 Category A misconduct

Any violation of the following but not limited to 3.1, 3.6–3.7, 4, 5, 6.1.1–6.1.3, 6.2.2, 9, 10, 11, 13.2, 13.3, 13.7 and 15 of the code of conduct

In case of the violation of any of the abovementioned provisions, such violation shall be referred to an educator of the school, who will be entitled to impose the following sanctions:

- a) A verbal or written warning
- b) Supervised school work that will contribute to the learner's progress at school as well as improve the school environment, provided that the parents are informed timeously and the child's safety is ensured
- c) The performance of tasks by the transgressor in favour of the person/institution who has been wronged by the transgression
- d) Suspension from participation in school activities, such as sports and cultural activities (excluding social events)

##### 1.1.2 Category B misconduct



Any violation of the following but not limited to 3.2–3.4, 3.8–3.10, 6.2.1, 7.2–7.5, 10, 12, 13.4 and 13.6 of the code of conduct

In case of the violation of any of the abovementioned provisions, such violation shall be referred to the school principal, who will be entitled to impose the following sanctions:

- a) Any of the sanctions in 1.1.1(a) to (d) above, to which the following could be added:
- b) Exclusion from participation in social events of the school
- c) Agreed, affordable compensation
- d) The repair or replacement of damaged property

## 1.2 Major transgressions

### 1.2.1 Category C misconduct

Any violation of 3.12 of the code of conduct

In case of the violation of any of the abovementioned provisions, such violation shall be referred to the governing body, who will be entitled to impose the following sanctions:

- 1.2.2 Should the governing body opt for suspension as the only sanction, they may suspend the learner for up to seven school days.
- 1.2.3 Should the governing body decide to recommend to the Head of Education that the learner be expelled, the governing body may suspend such learner for a reasonable period of up to fourteen school days, pending the Head of Education's decision.

## 2. Preventative suspension

Based on reasonable grounds and intended as a precautionary measure, the governing body may suspend a learner from attending school for up to seven school days if such learner is suspected of having committed serious misconduct (Category C). However, such suspension may only be imposed after the learner has been afforded a reasonable opportunity to make representations with regard to such suspension to the governing body.

## 3. Disciplinary hearing

### 3.1 Preliminary inquiry



When a learner is suspected or alleged to have committed a major transgression (Category C), the school principal may appoint an investigating officer. The latter will collect information for the school principal to decide whether a disciplinary hearing is warranted.

### 3.2 Hearing

- 3.2.1 The investigating officer shall draw up a charge sheet, and the parents and learner shall receive written notice of the charge and the date, time and venue of the hearing. These arrangements must be made in consultation with the disciplinary committee.
- 3.2.2 The notice must contain sufficient information on the date, place and nature of the alleged transgression.
- 3.2.3 At least five school days must lapse between the delivery of the notice and the hearing.
- 3.2.4 The governing body shall appoint the disciplinary committee. The chair of the committee must be a governing body member. The disciplinary committee shall have the power to take charge of and finalise the disciplinary hearing, as if it has been done by the governing body themselves, and shall be entitled to do everything that the governing body may do in terms of applicable legislation, including imposing and enforcing any sanction, and recommending expulsion to the Head of Education.
- 3.2.5 The learner must be assisted by his/her parent or a person appointed by the parent. In case of major transgressions, the learner is entitled to apply for representation by a legal representative or any person who is appointed by the parent of the learner. Such application must be directed to the chair of the disciplinary committee at least two school days before the start of the hearing. No other persons, apart from those mentioned above, may attend the hearing on behalf of the accused learner.
- 3.2.6 When a learner has legal representation, he/she may choose to expedite the disciplinary procedure by entering into a plea bargain with the presiding officer.
- 3.2.7 Apart from minor learners' right to testify through mediators, as envisaged in Section 8(7)–(9) of SASA, minor learners (either accused or witnesses) will also be entitled to be assisted by their parents or an educator of their choice during disciplinary proceedings. However, a person who assists a learner may not answer any questions on behalf of the learner or address the disciplinary committee.
- 3.2.8 Learners who are involved in disciplinary proceedings shall also be entitled to receive support, advice and counselling from educators who have been appointed for such purpose by the school principal



or the governing body, provided that such educator may not assist the learner at the disciplinary hearing, unless the parent of the learner authorises the educator to do so.

- 3.2.9 Should the learner and/or his/her parents and/or representative fail to attend despite proper notification, the hearing may proceed in their absence.
- 3.2.10 The hearing must be fair and just, and shall be conducted in terms of the prescripts of the applicable provincial legislation. The prosecutor and learner (or the learner's representative on behalf of the learner, if applicable) must be afforded the opportunity to put their case, may put questions to witnesses, may call witnesses, and may scrutinise or table documents related to the matter.
- 3.2.11 The members of the disciplinary committee themselves shall also be entitled to call witnesses, request additional witnesses or testimony, put questions to the witnesses, or investigate or have investigated further any aspect that could promote fairness and justice.
- 3.2.12 After testimony has been heard, the committee shall decide whether the learner is guilty or innocent. For this purpose, or for the purposes of settling any dispute that may arise during the proceedings, the committee shall be entitled to adjourn for a reasonable period of time in order to consider its ruling. Such consideration shall occur behind closed doors and may be attended by committee members only.
- 3.2.13 Should the learner be found guilty, both the learner and the prosecutor shall receive another opportunity to testify and/or make representations on extenuating and aggravating circumstances that the committee needs to consider in order to impose an appropriate sanction. In order to consider an appropriate sanction, the committee shall be entitled again to adjourn for a reasonable period of time. Such consideration shall occur behind closed doors and may be attended by committee members only.

### 3.3 Finding and sanction

- 3.3.1 In case of a guilty finding, the disciplinary committee's ruling, including the imposed sanction, must be communicated in writing to the learner and his/her parents as well as the prosecutor within a maximum of five school days.
- 3.3.2 Despite any guilty finding and sanction imposed by the governing body, any stakeholder may refer any transgression of the code of conduct that may constitute a criminal offence to the South African Police Service for investigation.

## 4. Internal appeal



- 4.1 A party who is aggrieved with the outcome of disciplinary proceedings before the governing body's disciplinary committee shall be entitled to appeal in writing to the chair of the governing body against the guilty finding, imposed sanction, or both, within 24 hours of receiving written notice of the outcome.
- 4.2 The notice of appeal must clearly outline the grounds for the appeal.
- 4.3 The chair of the governing body must appoint an appeals committee within 24 hours of receiving the notice of appeal, which committee must consist of a member of the governing body as chair, and at least two other experts. The members of the disciplinary committee who had heard the matter may not serve on the appeals committee as well.
- 4.4 The chair of the governing body must hand the notice of appeal to both the chair of the appeals committee and the other party to the proceedings before the disciplinary committee, and must ensure that the record of the disciplinary proceedings be made available to the appeals committee.
- 4.5 Within 24 hours of receiving the notice of appeal, the other party shall be entitled to make representations in response thereto to the chair of the appeals committee.
- 4.6 In considering the appeal, the appeals committee shall be restricted to considering the record of the proceedings before the disciplinary committee, the notice of appeal, and any representations that the other party may submit.
- 4.7 Any party who wishes to submit to the appeals committee for its consideration any evidence that does not form part of the record of proceedings before the disciplinary committee, must apply in writing for permission to the chair of the appeals committee. In case of the appellant, such application must be contained in the notice of appeal, and in the case of the other party, application must take place within 24 hours of receiving the notice of appeal.
- 4.8 The application to submit new evidence must contain a full explanation why the evidence had not been available or tabled during the disciplinary proceedings, must outline the nature of the evidence, and must explain in what way the evidence bears reference to the consideration of the appeal.
- 4.9 The appeals committee must announce its decision to the parties in writing within seven school days of receiving the notice of appeal.
- 4.10 In considering the appeal, the appeals committee may:
  - a) set aside or uphold the disciplinary committee's guilty or not guilty finding and/or imposed sanction;



- b) impose an alternative sanction (including a heavier sanction); and
- c) deliver any other ruling that the appeals committee deems fair and just under the circumstances.

5. General provisions

The governing body is expected to keep proper record of the disciplinary proceedings. For this purpose, the governing body may appoint a person to minute or electronically record the proceedings. Such person shall not form part of the committee.

SIGNED AT \_\_\_\_\_ ON THIS/HER \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_\_\_

\_\_\_\_\_  
Governing Body Chair

\_\_\_\_\_  
Principal

## Educators code of conduct policy

Union Preparatory School ("the school") offers a balanced curriculum of the highest quality and relevance to children from diverse backgrounds, allowing them to develop their full potential as contributing members of society. This goal is attributable to a large extent to the quality and standard of the educators at the school and the manner in which they conduct themselves towards the learners, the school, the parents and society. To this end, all educators bind themselves to the principles, standards and values, listed hereunder.

### 1. CONTRACT OF EMPLOYMENT

Regardless of whether the educator is employed by the state or by the School Governing Body, this code of conduct will be applicable to each of them and shall become a term of the relevant employment contract.

### 2. RELATIONSHIP WITH THE LEARNERS

The educators shall:

- respect the dignity, beliefs and constitutional rights of the learners, which includes the right, where appropriate to confidentiality;
- acknowledge the uniqueness, individuality, and specific needs of each learner, guiding and encouraging each to realise his full potential;
- strive to enable learners to develop a set of values consistent with those upheld in the Bill of Rights as contained in the Constitution of South Africa;
- exercise authority with fairness and compassion;
- avoid any form of humiliation, and refrain from any form of child abuse, physical or psychological; promote gender equality and refrain from any form of sexual relationship with learners or sexual harassment (physical or otherwise ) of learners;
- use appropriate language and behaviour in his or her interaction with learners, and act in such a way as to elicit respect from the learners;
- Take all reasonable steps to ensure the safety of the learners; recognise where appropriate, learners as partners in education.

### 3. THE EDUCATORS AND THE PARENT

The educators shall:

- recognise the parents as partners in education, and promote a harmonious relationship with them;
- Do what is practically possible to keep parents adequately and timeously informed about the wellbeing and progress of the learners.

### 4. THE EDUCATORS AND THE COMMUNITY

Educators recognise that an educational institution serves the community, and therefore acknowledge that there are differing customs, codes and beliefs in the community and they respect such customs, codes and beliefs.

### 5. EDUCATORS AND THEIR COLLEAGUES

The educators shall:

- refrain from undermining the status and authority of his or her colleagues;



- promote gender equality and refrain from sexual harassment (physical or otherwise) of his or her colleagues;
- respect the various responsibilities assigned to colleagues and the authority that arises therefrom, to ensure the smooth running of the school;
- Use proper procedures to address issues of professional incompetence or misbehaviour.

## 6. THE EDUCATORS AND THEIR PROFESSION

The educators:

acknowledge that the exercising of his or her professional duties occur within a context requiring cooperation with and support of colleagues, and therefore behave in such a way as to enhance the dignity and status of the profession;

- shall keep abreast of educational trends and developments;
- shall promote the ongoing development of teaching as a profession;
- Accept that he or she has a professional obligation towards the education and induction into the profession of new members of the teaching profession.

## 7. THE EDUCATORS AND THEIR EMPLOYER

The educators shall:

- recognise the employer as a partner in education;
- acknowledge that certain responsibilities and authorities are vested in the employer through legislation, and shall serve his or her employer to the best of his or her ability;
- Refrain from discussing confidential and official matters with unauthorised persons.
- not abuse the position he or she holds for financial, political or personal gain;
- not be negligent or indolent in the performance of his or her professional duties;
- dress appropriately and in accordance with school policy and custom;
- be punctual and attend school for the stipulated hours as required by the job and its responsibilities and inform school management timeously if going to be late or absent from school;
- be involved in extramural activities as allocated and to support after hour school functions where possible;
- Meet all deadlines timeously or re-negotiate deadlines if necessary.

## 8. THE EDUCATORS AND THE SOUTH AFRICAN COUNCIL OF EDUCATORS

The educators:

- shall co-operate with the South African Council for Educators to the best of his or her ability;
- accept and comply with the Disciplinary Powers and Procedures of the South African Council for Educators.

SIGNED AT \_\_\_\_\_ ON THIS/HER \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_

\_\_\_\_\_  
Governing Body Chair

\_\_\_\_\_  
Principal





## Grade 4 Academic Enrichment Group policy

1. The purpose of the " Academic Enrichment Group " is to identify a group of high achieving Grade 4 learners, for whom it would be deemed beneficial to be extended academically, culturally and socially
2. Achievers with an 80%+ aggregate are selected each term.
3. The club will run as an extra curricula activity/outing once a term on a day to be decided between the teacher in charge and the SMT. The Top Level club is not to be run during school time as it then becomes an outing all grade 4's could afford. It is an EXTRA MURAL activity.
4. Excursion dates are to be included in the term timetable. Details need not be included.
5. Activities can be varied and produce diverse stimuli. Members of the community can be approached to compliment a session if need be. Activities are for the discretion of the teacher in charge.
6. Parents of children selected are to be notified in writing by the teacher in charge.
7. Outings should not interfere with normal teaching hours. Liaison with the term planner will aid choosing an excursion date.
8. The activities need to create an excitement and a feeling of anticipation amongst the children of what's to come. This in turn will rub off on the other grade 4's and motivate them to work harder so that they can also attend.
9. The teacher in charge and staff should monitor the behaviour and attitude of the children in the Top Level Club. It may not be used as a bullying tactic. If children are seen to display such behaviour, they will be counselled
10. This is an exciting and valuable addition to what Union Prep has to offer. Just as effort is put into our remedial learners, we need to extend our children who excel. As there are extra remedial lessons at the end of the teaching day, so too do we need to extend children who excel
11. The Top Level Club must have an ACADEMIC EXTENSION factor. It is not simply an excursion
12. Some visual evidence of the termly outing should be displayed in the foyer and posted on the website and Facebook for marketing purposes.
- 13 A characteristic of the extension program is that it becomes a dynamic vital active and present forum. Parents and pupils must be aware of an organised exciting opportunity for mental stimulation.
14. The top level club will add strong marketing value to UPs.

SIGNED AT \_\_\_\_\_ ON THIS/HER \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_

\_\_\_\_\_  
Governing Body Chair

\_\_\_\_\_  
Principal



## Homework policy

### 1 INTRODUCTION AND PHILOSOPHY REGARDING HOMEWORK

- 1.1 We believe that homework is an essential part of shaping young scholars into responsible adult citizens who can take responsibility for the outcome of their own lives. We try to inculcate in them a sense of duty and responsibility.
- 1.2 We believe that it contributes to forming a sound work ethic, which they will need as adults.
- 1.3 We view homework as an essential learning aid at our school, seeing that most of our learners only learn during their few hours at school.
- 1.4 We believe that consolidation at home is necessary after learning a new concept in class.
- 1.5 We believe that daily practice is important in bonds, tables, spelling, phonics, reading and content subject facts.
- 1.6 We believe that parents should be involved in the day to day progress made by their children and stay abreast of expectations posed to their children on a daily basis. Our school – home – school vision must be strengthened by involving the parents / home carers in the process of education.

### 2 POLICY

- 2.1 Our policy, therefor is that learners should be given tasks to complete after school from Monday to Thursday afternoons, except for exam and project preparation, when weekend tasks need to be completed as well.
- 2.2 Regular afternoon homework tasks in the Foundation Phase should be able to be completed in 30 minutes by your average learner.
- 2.3 Homework for Grade 4 learners should not exceed 60 minutes per afternoon.
- 2.4 As far as possible, the tasks should always present in the same format.
- 2.5 Reading aloud to their homework supervisor should always be included.
- 2.6 Mathematics homework must be given every day.
- 2.7 Learners' homework must be completed every day.
- 2.8 Written homework must be checked as completed and then signed off by the parent every day in the writing book. (The homework must not be done by the parent) Parents may assist with the planning and resourcing for projects. Parents may not construct the entire project.
- 2.9 The learner's homework diary must be signed by the parent/guardian/supervisor every day. (Teachers must check that this has been done.)
- 2.10 The penalty for incomplete homework: Kindly refer to the Discipline Policy. (This is structured per grade according to grade specific requirements)

SIGNED AT \_\_\_\_\_ ON THIS/HER \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_

\_\_\_\_\_  
Governing Body Chair

\_\_\_\_\_  
Principal



# Information systems and Social Media Policy

## 1. Introduction

This document is the information systems and social media policy of Union Preparatory School, as approved by the school governing body on ..... The policy has been drafted in accordance with the provisions of the Constitution of South Africa, 1996; the South African Schools Act 84 of 1996 ('SASA'); the National Education Policy Act 27 of 1996; applicable provincial legislation on school education, and the Regulation of Interception of Communications and Provision of Communication-related Information Act 70 of 2002.

The purpose of this policy is to govern the use of the school's information systems in conveying any communication-related information, and the appropriate use of social media platforms by educators, non-educators and learners. The school recognises the evolution of social media as a mode of communication, but also realises that to optimise the use of social media, it must be used responsibly.

The school respects the individual privacy of educators, non-educators and learners. However, this privacy does not extend to their work-related conduct or to the use of equipment, resources or supplies provided by the school.

In terms of the Regulation of Interception of Communications and Provision of Communication-related Information Act 70 of 2002, "any person ... may intercept any communication if he or she is a party to the communication, unless such communication is intercepted by such person for purposes of committing an offence".<sup>1</sup> The school may therefore intercept any communication that is conveyed through the school's information systems or social media platforms and that refers to any information regarding the school.

## 2. Philosophy

The school is committed to the highest standards of conduct and ethics, and its success is built on integrity in all school matters. The school recognises that emerging online collaboration is changing the way in which individuals and organisations communicate, and that social media platforms constitute a large part of people's lives during and after school hours. Therefore, the school encourages ethical and responsible engagement on all social media platforms.

## 3. Application

This policy applies to all users of the school's information and information systems. It also applies to the expression of opinions and comments by educators, non-educators and learners on social media that may in any manner be linked to the school.

## 4. Definitions

**Information systems** – the systems consisting of the network of all communication channels used within the school.

**Intercept** – the aural or other acquisition of the contents of any communication by any means so as to make some or all of the contents of a communication available to a person other than the sender or recipient or intended recipient thereof, and includes the —

(a) monitoring of any such communication by means of a monitoring device;

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<sup>1</sup> Section 4(1).



- (b) viewing, examination or inspection of the contents of any indirect communication; and
- (c) diversion of any indirect communication from its intended destination to any other destination.

**IT** – information technology.

**School** – the school governing body, as well as any person to whom particular authority or functions have been delegated in terms of this policy.

**School management** – the principal or a member of the school staff delegated by the principal.

**Social media** – the means of interaction among people during which they create, share and exchange information and ideas in virtual communities and networks. Social media can include, but is not limited to text, audio, video, images, podcasts, blogs, wikis and photo-sharing, including YouTube, Flickr and Instagram, as well as online social networks such as Facebook, Twitter, LinkedIn, Google+, Myspace and any other multimedia communications.

**Social media platforms** – blogs, micro-blogs, wikis, social networks, social bookmarking services, user rating services and any other online collaboration, sharing or publishing platform, whether accessed via the web, a mobile device, text messaging or any other existing and/or future communication medium.

**Systems hardware** – any mechanical or electronic device linked to a computer system, including the central processing unit and added or additional devices such as printers and external disk drives.

**Systems software** – computer software designed to operate and control the computer hardware and to provide a platform for running application software.

## 5. General

In general, the school's computer and communication systems are intended for official school purposes only. Incidental personal use is nonetheless permissible if the use does not consume more than a trivial amount of resources that could have otherwise been used for official purposes; does not interfere with worker productivity; does not detract from any school activity, and does not cause distress, legal problems or morale problems for the school's or other educators, non-educators and learners.

All systems hardware and software are the property of Union Preparatory School. The school has legal ownership of the contents of all files that are stored on its computer and network systems, as well as all messages that are transmitted via these systems. The school reserves the right to access this information without prior notice whenever a genuine business need exists.

The school reserves the right to audit systems on a periodic basis to ensure compliance with this policy.

The school may at its own discretion examine, move or delete files, including electronic mail (e-mail), for purposes of system maintenance or if the files are determined to be disruptive to the system or its users, either intentionally or unintentionally.

The school provides no warranties of any kind, whether expressed or implied, for the services it provides.

The school will not be responsible for any damages suffered while on this system, including loss of personal data due to system outages or irresponsible use.

The school is not responsible for offensive material obtained by any user using the school's information systems.



## 6. Internet policy

Internet access shall be granted to employees who have a legitimate need for such access, for which the user needs to formally apply. All internet connections shall be via the approved internet service provider of the school. Any other connections are prohibited.

Internet use is a privilege, which constitutes the acceptance of responsibilities and obligations that are subject to government policies and laws. Acceptable use must be legal, ethical and respectful of intellectual property, ownership of data, systems security mechanisms and individual rights to privacy and freedom from intimidation, harassment and annoyance.

Users shall be subject to limitations on their internet use, as determined by the appropriate supervising authority.

To protect the school from profane material and to minimise the use of bandwidth, all internet use shall be monitored by web content filtering software.

Content filtering software shall prevent users from connecting to certain websites that do not relate to school business. All websites that contain sexually explicit, profane and other potentially offensive material shall be blocked via the proxy server.

At any time and without prior notice, school management reserves the right to examine web browser cache files, web browser bookmarks and other information that are stored on or passing through the computers of the school. Such management access ensures compliance with internal policies, assists with internal investigations, and aids in managing the school.

## 7. E-mail policy

The school does not guarantee privacy or confidentiality of any e-mail.

Use of e-mail to violate this or any school policy is prohibited.

Any use of e-mail that does not reflect the image and reputation of the school is prohibited.

The user bears sole responsibility for all transmissions using his/her assigned e-mail address.

Concealment or misrepresentation of names, addresses or affiliations in e-mail is prohibited.

Use of e-mail for commercial purposes is prohibited.

Use of e-mail that is threatening, offensive or intended for purposes of harassment is prohibited.

E-mail is part of the business or administration record of the school, and may be inspected.

## 8. Prohibited activities or behaviour

**The following activities and/or behaviour are prohibited:**

- Copying material bearing copyrights or patents, without proper licensing or authority
- Using the school's information systems for political lobbying, personal gain or commercial purposes



- Copying or removing software from the school's computers
- Downloading material from the internet that is not related to official school activities or business
- Installation of system hardware or software by unauthorised personnel. Under no circumstances shall unlicensed software, privately owned software, games, public-domain software, and freeware, shareware or demonstration software be loaded onto official computer equipment without prior written consent from the governing body.
- Using the school's information system for offensive or harassing material. The following shall constitute computer harassment: (1) using the computer to annoy, harass, terrify, intimidate, threaten, offend or bother another person by conveying obscene language, pictures or other materials, or threats of bodily or psychological harm to the recipient; (2) using the computer to contact another person repeatedly with the intent to annoy, harass or bother, whether or not any actual message is communicated, and/or where no purpose of legitimate communication exists, and where the recipient has expressed a desire for the communication to cease; (3) using the computer to contact another person repeatedly regarding a matter about which one does not have the legal right to communicate, once the recipient has provided reasonable notice that he or she desires such communication to cease; (4) using the computer to disrupt or damage the academic research, administrative or related pursuits of the school or another person; (5) using the computer to invade the privacy, academic or otherwise, of another, or the threatened invasion of privacy of another; and (6) material containing sexist, racist and/or violent content.
- Using the school's information system for discriminatory material. Users must have respect for all persons, and avoid discriminatory behaviour towards and victimisation of other social media users, whether on the basis of gender, race, class, creed, colour, sexual orientation, marital or family status, age, nationality, political belief, religion or disability.
- Viewing or transmission of any material that violates any national, provincial or international law
- Use of school information systems to gain unauthorised access to any system or data
- Accessing, downloading, storing or transmitting obscene material through the school's computer network system

Each educator and non-educator shall be granted access to information as needed to perform his or her assigned function, but shall not be given access to information otherwise requiring protection unless and until such access is needed and formally authorised. Authorised users are responsible for the security of their passwords and accounts.

**The following acts of 'cyber-misconduct' are prohibited:**

- 'Cyber-loafing' and the abuse of the employer's resources: Educators, non-educators and learners are prohibited from using the school's resources, e.g. computers, telephones, etc., for private purposes during or outside school time, thereby abusing the employment relationship.
- Creating disharmony and distributing offensive or abusive material: Educators, non-educators and learners may not circulate information that is racist, defamatory, sexist or pornographic. This constitutes gross misconduct. Racist comments are not only offensive, but create disharmony among people.



- Derogatory statements: Educators, non-educators and learners may not post or distribute derogatory and offensive messages about the school, its staff or the learners. An offender may be found guilty of bringing the school into disrepute, which could lead to disciplinary action or legal action for defamation.
- Breach of trust: Educators, non-educators and learners may not use the school's information, information systems or social media platforms in a way that breaches the school's trust.

### **Engaging in social media communication on behalf of the school**

- Only persons who are authorised by the school governing body ("authorised persons") may engage in social media communication on behalf of the school.
- Only authorised persons may comment on any aspect of the school and/or any matter in which the school is involved. When making such comment, the authorised person must identify him/herself.
- An authorised person who engages in social media communication on behalf of the school must ensure that he/she is familiar with the school's view on specific issues, and should not express views that are inconsistent with those set out by the school.
- If an authorised person is not familiar with or is unsure of the school's position on any particular issue, he/she should seek clarity from the school governing body.
- The school may instruct authorised persons to avoid certain subjects/topics, and has the right to monitor and review authorised persons' comments and submissions. The school shall take appropriate action against any authorised person who makes comments or submissions that have not been authorised by the school.

### **9. Educators, non-educators, learners and parents using social media for official and non-official purposes should be aware of the following:**

The approved social media sites may only be used for official purposes when using the school's information systems.

The message that the school wants to convey to other users must be clearly defined.

Postings must be kept legal, ethical and respectful.

Educators, non-educators and learners may not engage in online communication activities that could bring the school into disrepute, and have a responsibility to avoid establishing online relationships and/or interests that could adversely influence or impair their capacity to act with integrity and objectivity in relation to the school as well as other educators, non-educators and learners. In addition, they should refrain from engaging in any social media activities that may bring the school into disrepute, and will be held accountable for any such behaviour.





Personal details of educators, non-educators, learners and parents may not be disclosed. Educators, non-educators, learners and parents should take note that the school may from time to time share photos on social media sites that were taken during official school activities. People may then be 'tagged'. Users of these social media sites are advised to check their security settings if they prefer to review postings in which they were 'tagged'. Educators, non-educators and learners are advised to block other users who they do not know or do not want to be associated with, from accessing their profiles.

The school does not accept any responsibility or liability for weak security settings on the social media profile of any person associated with the school.

If any educator, non-educator, learner or parent posts a remark, photo or video on any social media platform that may harm the reputation of the school, and affiliation to the school is identified, known or presumed, such educator, non-educator or learner will be subject to disciplinary and legal action. Legal action may be taken against a parent who jeopardises the school's reputation.

All information that is published must be accurate, and confidential information may not be disclosed.

Copyright laws must be adhered to.

Only the official approved logo of the school may be used when participating in social media communication on behalf of the school.

Statements to the media must first be approved by the governing body.

All school information systems privileges shall be promptly terminated when an educator or non-educator ceases to provide services to the school, or when a learner leaves the school. The school reserves the right to revoke any user's privileges at any time.

Conduct that interferes with the normal and proper operation of information systems, adversely affects the ability of others to use these information systems, or is harmful or offensive to others shall not be permitted.

#### **10. Server security (if applicable)**

Where feasible, all servers hosting data and applications shall be located in a physically secure environment where access is strictly controlled. All server rooms shall be regarded as high-risk security areas, to which access shall be strictly controlled.

All servers shall be loaded and protected with the latest, approved anti-virus software. Updates for patches and upgrades shall be implemented regularly by the designated IT service provider or the school's IT specialist, when required.

Only an authorised administrator shall be granted administrative rights to the servers. Administrative passwords shall be kept secret, and only personnel who have been nominated at the school's discretion shall have access to the passwords.

All business or administrative critical data on local computer and notebook hard drives must be copied or moved to a "My Documents" share on a file server, where it will be backed up. Where such an action is not possible, for example due to being away from access to the school network, the data must be copied over on the first available opportunity. It will be the sole responsibility of the user to backup and maintain data security at all times.

Servers shall be backed up on a monthly basis by the IT service provider or the school's IT specialist.





## 11. Acceptance of personal responsibility

Any person who uses an information system of the school shall be responsible and accountable to follow recommended procedures, and to take all reasonable steps to safeguard the information handled by that system as well as any sensitive assets involved. The user is solely responsible for all materials viewed, stored or transmitted from school-based computers. However, the school expects users to comply with all school rules. Failure to do so may result in the suspension or revocation of a user's access privileges as well as disciplinary measures, including the possibility of civil and/or criminal liability. Educators and non-educators who fail to adhere to this policy will be subject to disciplinary proceedings in terms of either the grievance and disciplinary procedure of the school or procedures conducted by the Department of Basic Education. Learners who fail to comply with this policy will be subject to the school's code of conduct for learners.

## 12. Policy amendments

The school governing body may from time to time amend, supplement, modify or alter this policy. This should be done at least every 5 years.

SIGNED AT \_\_\_\_\_ ON THIS/HER \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_\_\_

\_\_\_\_\_  
Governing Body Chair

\_\_\_\_\_  
Principal



## Language Policy

### **UNION PREPARATORY SCHOOL LANGUAGE POLICY**

#### **1. Introduction**

This document is the language policy of Union Preparatory School, as approved by the school governing body. The language policy has been drafted in accordance with the provisions of the Constitution of South Africa, Act 108 of 1996; the South African Schools Act, Act 84 of 1996 ('SASA'); the National Education Policy Act, Act 27 of 1996; applicable provincial legislation on school education; judgements of the South African courts; the International Convention on the Rights of the Child; the African Charter on the Rights and Welfare of Children; the Norms and Standards for Language Policy in Public Schools, 1997 (GN 1701 dated 19 December 1997) and the guidelines of the Pan South African Language Board.

#### **2. Factors Considered**

In drafting this policy, the following factors have been considered:

- The interests of all learners
- The interests of the school community
- The interests of the community in which the school is located
- The capacity of the school
- The resources and staff available to the school
- International best practice with regard to class sizes and language in education, with specific reference to the importance of mother tongue education

#### **3. Teaching and Examination**

All teaching and the taking of tests and examinations shall occur in the school's medium of instruction.

#### **4. Policy on Medium of Instruction**

The school is a single-medium institution.

The medium of instruction is ENGLISH from Grade R to Grade 4.

#### **5. Promotion of Multilingualism**

The school promotes multilingualism by also presenting Afrikaans as a fully-fledged language subject at the school besides the medium of instruction.

This occurs as follows:

Languages offered as fully-fledged subjects: Afrikaans as First Additional Language.

Single medium school: English as Home Language



Every educator at the school takes reasonable steps to inform learners on the importance of multilingualism, and to promote respect for other languages besides the home language and/or medium of instruction.

SIGNED AT \_\_\_\_\_ ON THIS/HER \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_

\_\_\_\_\_  
Governing Body Chair

\_\_\_\_\_  
Principal

U P S



## Learners' dress code policy

### 1. SCHOOL UNIFORM: GIRLS

#### a. **Summer**

- Green panties/ Black Ski-pants (short -must not show )
- UPS School dress
- UPS Bottle green v-neck jersey (with white stripes) (also in winter) (For Cooler days)
- White regulation school socks folded once
- Regulation black school shoes

#### b. **Winter**

- Green bobby socks
- Regulation bottle green school slacks
- White long sleeved collared school shirts
- UHS fleecy top
- UPS Bottle green v-neck jersey (with white stripes) ( can only be worn underneath Fleecy Top)
- UHS scarf /UHS Beanie/ UPS buff (optional)
- Green gloves (optional)
- Green School Blanket (optional)

#### c. **Sports**

- School tracksuits (also in winter) *Please note Tracksuit Tops may be worn with short bottoms but tracksuit pants may only be worn with Tracksuit top*
- Green shorts (also in winter)
- White t-shirts / golf shirts (also in winter)
- Black regulation bathing costume
- Bathing cap (available at clothing shop)
- Sports/Tennis shoes (predominantly white)
- HOCKEY/TENNIS MATCHES: Green UHS Skort, Green Collared Hockey shirts, Green Hockey socks, White Sports shoes or Hockey Togs (preferably black)
- HOCKEY: Shin-pads and Mouth guard required

#### d. **Other**

- Silver or gold plain Ear-ring studs
- School Bag with dividers Preferably Blue, Black or Dark Green
- Bottle green or black drymac/ raincoat

#### e. **Hair**

- Hair colour must seem natural at all times. No unnatural highlights or lowlights are allowed.
- Hair that extends over the collar must be tied.
- Only bottle green, white, black or brown hair accessories (ribbons, combs and bobbles) may be worn. Hair accessories must be plain and no glitter/flowers or any other decorative detail is allowed.
- Hair must be kept off the learners face with clips/alice bands/UPS buff worn as headband



## 2. SCHOOL UNIFORM: BOYS

### a. *Summer*

- Long grey socks (also in winter)
- Khaki shorts
- White short sleeve open neck school shirts
- Bottle green v-neck jersey (with white stripe) (also in winter) (For Cooler days)
- Regulation black school shoes

### b. *Winter*

- Grey long socks
- Grey school slacks
- Long sleeved collared school shirts
- UHS fleecy top
- UPS Bottle green v-neck jersey (with white stripes) (can only be worn underneath Fleecy Top)
- UHS scarf /UHS Beanie/ UPS buff (optional)
- Pair of green gloves (optional)
- Green School Blanket (optional)

### c. *Sports*

- White P.T. Shorts (also in winter)
- White t-shirts / golf shirts (also in winter)
- School tracksuit (also in winter) Please note Tracksuit Tops may be worn with short bottoms but tracksuit pants may only be worn with Tracksuit top
- White socks (also in winter)
- Sports/Tennis shoes (predominantly white)
- Black regulation bathing costume (speedo)
- Rugby jersey
- Rugby Socks
- CRICKET MATCHES: UHS Branded white polo OR Cricket Polo(U11), White PT Shorts, UHS Rugby Socks; White Sports shoes. Enquire with coach re necessary safety gear.
- RUGBY MATCHES: UHS Rugby Jersey, White PT Shorts, UHS Rugby Socks; White Sports shoes. Enquire with coach re necessary safety gear.
- TENNIS MATCHES: UHS Branded white polo, White PT Shorts, UHS Rugby Socks; White Sports shoes.

### d. *Other*

- School Bag with dividers. Preferably Blue, Black or Dark Green
- Bottle green or black drymac/ raincoat

### e. *Hair*

- Hair must be short and neatly cut.
- There may be no hair in the section around the ears. Hair may not touch the ears when it is combed straight down.
- When hair is combed down, it may not touch the eyebrows.



- Sideburns may extend up to the middle of the ear.
- Hair at the back must be gradually layered.
- No undercuts will be allowed.
- Hair colour must seem natural at all times. No unnatural highlights or lowlights are allowed.

### 3. UNIFORM RULES AND REGULATIONS

- Undergarments** such as vests, Girls Ski-pants etc **may not show**
- T-shirts and shirts to be **tucked in** at all times
- Learners must **wear shoes and socks** at all times when off the school premises
- In winter the **UPS Fleecy Top MUST be worn** at all times when off the school premises.
- Learners must **arrive for swimming in sports uniform** with socks and white Sports shoes.
- ‘Whites’ is a term used for sports uniform** (White T-shirt/Polo, White shorts(boys)/Green shorts (girls), White socks(or Hockey/Rugby socks), White Sports/Tennis Shoes)
- School tracksuit top may be worn with whites on cooler days. **School tracksuit pants can only be worn with Tracksuit top** (not with T-Shirt/Polo).
- Learners must be **neatly dressed in correct uniform** particularly when off school premises
- Certain sports have specific **match uniforms**. Please ensure that your child is correctly and neatly dressed for matches. Please caution that Learners do not wear uniform which is tatty/torn or too small.
- Girls Hair and Jewellery rules apply when wearing Sports Uniform
- PLEASE DO NOT GIVE OLD UNIFORMS TO CHILDREN WHO ARE NOT IN THE SCHOOL.** It casts a poor image of our school when parts of our uniform are worn with civvies. Previously owned/worn uniforms can be taken to the Clothing shop.
- Items of clothing which are not part of the school uniform may not be worn with the school uniform**
- While wearing the school uniform, or any part thereof that is sufficient to establish a link with the school in the public eye, or while representing the school, either directly or indirectly, as participants, supporters, assistants, spectators or otherwise, learners shall refrain from any conduct that could bring the school, staff or their fellow learners into disrepute.
- Learners must attend after-hours School activities and events in School Uniform unless otherwise instructed by the school.
- The governing body may use its own discretion to grant permission for learners to wear civilian clothes to certain events. Such clothes must be neat and proper.

SIGNED AT \_\_\_\_\_ ON THIS/HER \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_\_\_

\_\_\_\_\_  
Governing Body Chair

\_\_\_\_\_  
Principal

## Summer Uniform:

### GIRLS



### UNISEX



On cooler days School Jersey may be worn



School Bag with dividers  
Preferably Blue, Black or Dark Green

### BOYS



## Winter Uniform:

### GIRLS



### UNISEX



School Fleece Top MUST be worn



On very cold days School Jersey may be worn underneath the Fleece Top



School Bag with dividers  
Preferably Blue, Black or Dark Green

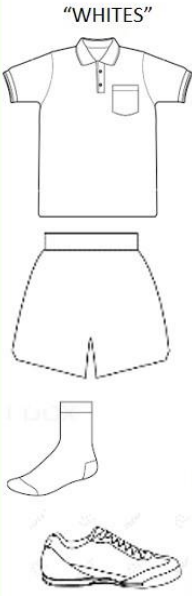




### BOYS



DARK GREEN SCHOOL SCARVES AND BEANIES ARE ALSO SOLD AT THE CLOTHING SHOP. DARK GREEN GLOVES MAY ALSO BE WORN.



## Sports Practice:

BOYS		GIRLS		ALL
<b>"WHITES"</b> 		<b>"WHITES"</b> 		<b>SCHOOL TRACKSUIT</b> 
				

Please note Tracksuit Tops may be worn with short bottoms  
but tracksuit pants may only be worn with Tracksuit top

**PLEASE  
NOTE:**



Red / Blue T-shirts are optional  
for Interhouse Sports fixtures

## Sports Matches:

BOYS		GIRLS		ALL
<b>TENNIS</b> 	<b>SWIMMING</b> 	<b>TENNIS</b> 	<b>HOCKEY</b> 	<b>SCHOOL TRACKSUIT OVER IN WINTER</b> 
<b>CRICKET</b>  <small>*U11's wear Specific Cricket Polo</small>	<b>RUGBY</b> 	<b>SWIMMING</b> 		

Please note Tracksuit Tops may be worn with short bottoms  
but tracksuit pants may only be worn with Tracksuit top

**PLEASE ENSURE THAT YOUR CHILD IS NEATLY DRESSED AND PRESENTED FOR MATCHES.  
PLEASE ASK TEAM COACH WHAT IS REQUIRED IN TERMS OF SAFETY GEAR FOR EACH SPORT**





## Money handling policy

1. For security and protection of all workers, only the principal and the secretary may enter the safe, which remains locked at all times.
2. All money must be placed in the lock-up money boxes daily
3. Only the secretary to have a key to the money boxes.
4. All monies are to be collected from children during the first 30 minutes of the school day. The collected money must be placed in the class container and returned to the secretary before 8:00 in summer and 8:45 in winter on the first day of the week.
5. The teacher must complete the collection list in the container and sign it. The secretary, upon receipt of the money, will count it, countersign that it is correct, remove the money from the container and place it in the lock-up money box.
6. Any withdrawals from the class money must be entered on the collection list and signed for by the teacher and the secretary.
7. All money must be banked before it reaches R5000.
8. Money drawn from the bursar for events will be kept in the locked safe. The secretary will distribute such monies to the responsible recipients. This will be co-signed for.
9. The teacher requesting the money from the budget must reconcile the finances for the event and return all invoices, slips and change, together with a summary, breakdown or balance sheet to the bursar within 7 days of the event.
10. Money that goes missing or unaccounted for becomes, within reason, the responsibility and liability of the teacher accepting it
11. Money should only be requested from budget if it is going to be spent immediately.

SIGNED AT \_\_\_\_\_ ON THIS/HER \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_\_\_

\_\_\_\_\_  
Governing Body Chair

\_\_\_\_\_  
Principal

## Music department policy

### 1. MUSIC LESSONS: PIANO

- Union Preparatory School offers optional piano lessons for Learners from Grade 3 on
- Music teachers are to liaise with class teachers for academic lessons missed by piano pupils. It is the pupil's responsibility to ensure that work is caught up. All learners studying music will receive at least 1 x 30min lesson per week.
- If a music teacher is absent, the lessons will be made up during the term. Lessons missed because of school activities e.g. sport trials, outings and camps will not be made up as this impacts on academic contact time.
- Parents of Piano pupils need to ensure that their child has access to a piano on which to practise/ do homework.
- Pupils sign up at the start of the year and are committed for the full duration of the year.

### 2. MUSIC LESSONS: RECORDER

- Union Preparatory School offers optional Recorder lessons for Learners from Grade 2 on
- Recorder lessons take place after school as per extramural timetable
- Recorder pupils need to have their own Descant Recorder (Cream or Brown only)
- Pupils sign up at the start of the year and are committed for the full duration of the year.
- Pupils may not miss a practice or performance unless excused by the teacher responsible. This should take the form of a note from the parent.

### 3. MUSIC FEES

- Kindly note that fees are charged at a set rate per year divided into four equal instalments over the four terms. Lessons are NOT billed according to an hourly rate.

### 4. EXTERNAL MUSIC EXAMS AND EISTEDDFODS

- Should your child be entered for an external exam or eisteddfod he will be expected to commit to consistent regular practice at home. If the music teacher is not satisfied that the pupil reaches the desired standard before the examination date, the pupil will be withdrawn from the external exam at the cost to the parent.
- Parents whose children participate in external examinations must also take into account the extra cost involved for enrolment, determined by the Grade they are playing and the examination body through which they play. Proof of payment must be sent to the relevant music teacher before the learners are entered into the exam.

### 5. MUSIC HOMEWORK and STATIONERY

- All music students are to purchase stationery as communicated at the start of the year.
- All books/files must be covered and labelled.

### 6. CHOIR

- Union Preparatory School offers Junior choir for Grade 2 Learners and Senior Choir for Grade 3 & 4.
- Choir practice take place after school as per extramural timetable



- Pupils sign up at the start of the year and are committed for the full duration of the year.
- Pupils may not miss a practice or performance unless excused by the teacher responsible. This should take the form of a note from the parent.

#### 7. TEACHING MATERIAL

- All music books must be bought by the parents. Parents are responsible for ordering, purchasing and paying the service provider. Copyright laws do not allow pupils to use photocopies. Copies of the documents pertaining to copyright, stating the legal implications, can be provided on request. The school can be fined if this law is not adhered to.

SIGNED AT \_\_\_\_\_ ON THIS/HER \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_\_\_

\_\_\_\_\_  
Governing Body Chair

\_\_\_\_\_  
Principal



## Religious policy

This document is the religious policy of Union Preparatory School as approved by the governing body. The religious policy acknowledges the fundamental values entrenched in the Constitution of the Republic of South Africa, Act 108 of 1996; the applicable provisions of the South African Schools Act, Act 84 of 1996, and other relevant provincial legislation.

Section 15(1) of the Constitution provides that every person has the right to freedom of conscience, religion, thought, belief and opinion.

Furthermore, Section 15(2) provides that religious observances by state or state-aided institutions may be conducted, provided that:

- (a) such observances adhere to the rules stipulated by the relevant public authority;
- (b) they are conducted equitably; and
- (c) attendance is free and voluntary.

Union Preparatory School acknowledges that the abovementioned rights are not absolute and may be restricted by Section 36 of the Constitution.

Section 7 of the South African Schools Act vests the governing body with the power to determine the rules in terms of which religious observances must be conducted. This power is subject to the Constitution and any other applicable provincial legislation. Religious observances must be conducted on an equitable basis and attended voluntarily by educators and learners.

Based on the above, the governing body of Union Preparatory School has drafted this religious policy with due regard to the religious composition of the school as well as to give effect to the mission of the school.

Union Preparatory School undertakes to ensure that each representative religion at the school is dealt with on an equal basis.

### Definitions

**‘Religion’** – refers to the comprehensive and fundamental orientations in the world, with specific reference to sacred, spiritual and non-secular beliefs; requires dedication; includes organised forms of faith and certain world views, and is collectively used to refer to those organisations that have been established in order to protect and promote these beliefs.

**‘Religion education’** – refers to a curricular programme with clear and age-related educational objectives that the Department of Education prescribes for the teaching and learning of religion, religions and religious

diversity in South Africa and the world. The study of religion must be aimed at achieving identifiable educational objectives that are in accordance with the objectives and outcomes of other learning areas, and, as with other learning areas in the curriculum, programmes in Religion Education must contribute to the development of fundamental observation, listening, reading, writing and reasoning skills.

**‘Religious instruction’** – refers to a programme consisting of information with regard to a specific religion, aimed at promoting adherence to that specific religion. The governing body regards the family and the faith community as the primary providers of religious instruction. The school is an educational institution and, therefore, religious instruction does not form part of its formal programme. However, the school will make its facilities available for such programmes, provided that religious instruction does not interfere with the school’s formal educational objectives.

**‘Religious observances’** – refer to those activities or actions that give expression to the values of a particular faith or belief, and inter alia include prayer meetings, reading from the Scriptures, dress and diets. In terms of the South African Schools Act, religious observances may be conducted in the following ways:

- Voluntary, public events where the school’s facilities are used for the purpose of religious observances
- Voluntary events (during school time) by the school community (learners and educators)
- Voluntary events during normal and other break times at school

### **Mission of the school**

#### **Religious policy of Union Preparatory School**

To give effect to the school’s vision and mission, the religious policy of Union Preparatory School is based on a single faith, namely Christianity. As Union Preparatory School acknowledges and respects the values entrenched in the Bill of Rights, the governing body ensures that the observance of other religions is respected and accommodated.

Educators and learners will be able to attend the particular religious observance voluntarily. The school will in no way compel educators or learners to participate in religious activities against which they have a conscientious scruple. Alternative arrangements will be made for the supervision of those learners who do not want to attend religious observances. Learners must provide the school with a letter in which the parents confirm the conscientious scruple.



Religion education will take place in accordance with the National Policy on Religion and Education. This education forms part of the learning area Life Orientation. Such education will take place from the school's perspective, as outlined in its mission and vision.

No educator will be forced to provide religion education if he/she has a conscientious scruple against the content of the curriculum. Such scruple must be conveyed to the principal in writing. The governing body may consider appointing a person/persons who would not have a problem with presenting the particular programme.

Union Preparatory School will make available its facilities for religious observances by any representative faith group in the school. Such observances may only be conducted outside school hours, may not infringe upon the school's ethos, formal educational objectives, and are subject to the conditions that the governing body may impose. Requests must be made in writing to the governing body at least 6 months in advance and the existing calendar of events must be taken into consideration.

As far as possible, Union Preparatory School will promote and enhance understanding of and respect for religious diversity.

SIGNED AT \_\_\_\_\_ ON THIS/HER \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_

\_\_\_\_\_  
Governing Body Chair

\_\_\_\_\_  
Principal



## Recruitment of new educators policy and procedure

### **POLICY REGARDING THE RECRUITMENT, SELECTION AND APPOINTMENT OF ADDITIONAL EDUCATORS<sup>2</sup>**

#### **1. Introduction**

This document is the policy regarding the recruitment, selection and appointment of additional educators at (school), as approved by the governing body on (date). The policy has been drafted in accordance with the provisions of the Constitution of the Republic of South Africa, 1996; the South African Schools Act 84 of 1996 ('SASA'), the Basic Conditions of Employment Act 75 of 1997, the Employment Equity Act 55 of 1998 and relevant provincial legislation.

In terms of section 20(4) of SASA, a public school may establish posts for educators and employ educators additional to the establishment determined by the Member of the Executive Council. The quality of our educators is a major determinant of the quality of our education, and the governing body will therefore seek to attract and retain the best educators when employing additional educators. The governing body recruits, selects and appoints educators based on the principles of merit, equity and transparency. The appointment of an educator can either be dealt with by the governing body or a governing body committee established for these purposes.

In order to give effect to the letter and spirit of the Constitution, the governing body subscribes to the following values in the recruitment, selection and appointment process:

- Fairness
- Equity
- Confidentiality
- Professionalism
- Human dignity
- The promotion of equal opportunity in the workplace

No person shall be unfairly discriminated against, directly or indirectly, in any employment policy or practice on one or more grounds, including race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language, birth or on any other arbitrary ground.

#### **2. Scope of applicability**

This policy applies to the appointment of educators in addition to the school's departmental post establishment for an employment period in excess of six months.

#### **3. Eligibility**

In order to be considered for appointment, a candidate must:

- be a South African citizen, a permanent resident or be in possession of a valid work visa;

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<sup>2</sup> See the legal opinion "Appointment of additional staff to the state's establishment" available on [www.fedsas.org.za](http://www.fedsas.org.za).



- be registered with the South African Council for Educators (SACE) or be able to deliver proof of provisional/conditional registration;
- meet the minimum requirements for a post as set out in the applicable advertisement; and
- furnish proof that his/her name does not appear on the National Child Protection Register or the National Register for Sex Offenders.

The governing body reserves the right to request any candidate to provide sufficient proof of any of the abovementioned requirements. Should a candidate fail to provide proof, the governing body can obtain the proof itself or disqualify the candidate.

#### **4. Identifying vacancies**

Before any appointment can be considered, the governing body or a committee of the governing body must first identify a vacancy in the current post establishment of the school. The establishment of additional posts must be based on the governing body's obligation to promote the best interests of the school and to ensure the provision of quality education at (school). All additional appointments must be reflected in the school budget and be approved at the general meeting of parents.

#### **5. Recruitment**

If a vacant post requires specialised skills or the pool of candidates is limited, the governing body may seek and invite suitable candidates to apply for the post within the normal, acceptable application process. This may be done by making suitable candidates aware of an existing publicly advertised vacancy. This in no way translates into an entitlement to the position and, if the post has been advertised, must be done in conjunction with the normal advertising process. All applicants will vie for the post(s) on an equal footing.

#### **6. Advertisement**

If a post is advertised, the advertisement must be non-discriminatory, consistent with the Constitution, and easily accessible for the general public.<sup>3</sup> The advertisement must be self-explanatory and must contain the following information:

- The available post
- The minimum requirements
- The procedure that an applicant must follow
- Names and contact information of relevant contacts
- Date of appointment
- Closure date for applications

All advertisements must include the following directives:

- All copies of documents must be certified as a copy of the original document.
- The application must be accompanied by a detailed curriculum vitae and all other relevant supporting documents.

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<sup>3</sup> Posts can be advertised on the FEDSAS webpage under a member's profile. For advertised posts, visit <http://www.fedsas.org.za/poste.aspx>.



- Applications received after the closing date will not be considered.
- Non-compliance with any of these directives constitutes fair and reasonable grounds to disqualify an applicant.

## 7. Shortlisting and interviewing

The governing body or the designated governing body committee must acknowledge receipt of every application received, by:

- informing every candidate of the receipt of their application;
- clearly indicating whether the application is complete; and
- indicating whether or not the applicant meets the minimum requirements for the available post.

The shortlisting process must be accurately recorded and the governing body or committee may not deviate from the criteria as set out in the advertisement when compiling the shortlist.

When shortlisting candidates, the governing body (committee) may take account of:

- the requirement for all measures used to be fair, non-discriminatory and consistent with the Constitution.
- the curricular requirements of the school;
- the language in which the school communicates and teaches;
- the employer's obligations towards existing educators; and
- the preferred maximum number of candidates for purposes of interviewing, namely five.

Shortlisted candidates must be given adequate notice of their interviews.

The governing body or its designated committee must conduct the interviews in accordance with the agreed guidelines.

All candidates must be treated equally during the interviews. The governing body (committee) must prepare a set of standard questions beforehand, which will serve as a guideline when interviewing the candidates. This, however, does not mean that each candidate will be asked exactly the same questions; the governing body (committee) may use its discretion during the interviews. Psychometric tests are permitted, which candidates may be requested to undergo.

It is recommended that each governing body member present at an interview be given a scorecard to complete. The total of each candidate will be determined at the end of the interview. Where a committee handles the interviews, the chairperson of the committee must make a recommendation supported by a written motivation to the full governing body regarding the most suitable candidate for appointment. The governing body will consider the recommendation and make a final decision. Where the full governing body deals with the interviews, the governing body must consider the final scores of each candidate and decide on the most suitable candidate to appoint. This decision must be reached as soon as possible after the interviews have taken place.



## 8. Appointment

Candidates with the required skills, competencies and attributes will be appointed. If none of the candidates are suitably qualified for the post, the post will be re-advertised and all candidates may reapply.

The governing body must notify all unsuccessful candidates as soon as possible after a decision has been made.

The governing body must proceed to make a formal offer to the successful candidate as soon as possible after the interviews have been held, who must respond within 24 hours of receipt of the offer. If the candidate accepts the offer, the governing body must provide him/her with an appointment letter as well as the employment contract, which must be signed before the candidate assumes duty.

If the candidate declines the offer, the governing body can either choose to make a formal offer to another suitably qualified candidate who was interviewed, or re-advertise.

## 9. Policy amendments

The school governing body may from time to time amend, supplement, modify or alter this policy. This should be reviewed at least every 5 years.

SIGNED AT \_\_\_\_\_ ON THIS/HER \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_\_\_

\_\_\_\_\_  
Governing Body Chair

\_\_\_\_\_  
Principal



## School attendance policy

1. Absence without valid reason is unacceptable and will be followed up promptly
2. If a learner is absent or will be absent the parent should phone the secretary principal or send a note to school with an explanation for the absence
3. Class register will be marked once per day. (Class teacher)
4. If a learner is absent without any notification from the parent, the school will phone the parent to enquire (School secretary)
5. The school will assist a pupil, during absence, to stay abreast of work done, by making work available to the parent to take home. When a pupil returns to school. Every effort will be made to help the pupil to catch up and write assessment tasks which have been missed. (Class teacher)
6. Class registers must be taken to the secretary's office on Friday mornings before 9:00 to be entered onto the computer system
7. If a pupil is absent without explanation for three consecutive school days, it must be brought to the principal's attention. This must be followed up with the parent
8. If a class teacher is absent, the register must be marked by a substitute teacher or another member of staff
9. Registers must be made available to an authorised official upon request
10. Electronic data must be printed at the end of each month and signed by the principal for audit purposes
11. If, despite the intervention of the principal a learner persists in being absent without valid reason the learner must be charged with breach of the school's code of conduct for learners or the learner's record in the class register must be cancelled if the learner is absent for more than ten consecutive school days
12. A record of communication with the parent must be kept in the learner's file
13. A learner may not be marked absent on a day when the school is temporarily closed, ie for sport or religious events
14. For any other details, the POLICY ON LEARNER ATTENDANCE, provided by the Department of Education, should be consulted. The booklet is kept in the principal's office, as well as in that of the secretary

SIGNED AT \_\_\_\_\_ ON THIS/HER \_\_\_\_\_ DAY OF \_\_\_\_\_ 20 \_\_\_\_\_

\_\_\_\_\_  
Governing Body Chair

\_\_\_\_\_  
Principal



## School Moderation policy

1. Union Preparatory School abides by the policy that appropriate measures should be adhered to in order to ensure quality of service provision by teachers' fair assessment of learners' portfolios
2. Our policy is to conduct an internal moderation once per term in each of the learning areas per grade. The internal moderation will be followed by cluster moderation.
3. Uniform moderation tools will be used and a sample of at least 3% will be moderated in each learning area. Grade teachers will moderate each other's learner portfolios in each of the learning areas, as well as the teacher's portfolio. Constructive criticism and guidance will be given where required, and the teacher will endeavour to adapt and improve tasks and assessment given
4. An annual MODERATION PLAN will be issued to each teacher at the beginning of the year

SIGNED AT \_\_\_\_\_ ON THIS/HER \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_\_\_

\_\_\_\_\_  
Governing Body Chair

\_\_\_\_\_  
Principal



## Schools fixed annual events and procedures

The following calendar events must occur annually at Union Preparatory School. These events can only be cancelled by decision and vote of the UPS Governing Body.

Persons responsible for these events are expected to:

- Keep a file for the event in which all relevant documents, planning and correspondence is kept.
- A digital folder should also be created on the Intranet for electronic documentation and materials. It is not necessary to print electronic documents if they are stored in this folder.
- Both the above File and Folder must be adequately managed and allow for effective handover to future organisers.

### EVENTS

Event	Responsible Staff Member	SGB involvement	Other
New parents orientation	Grade 1 Educators Principal	SGB Chairperson address in dome	Takes place the day before the school year starts Format: Address in Dome; School tour; End with tea at Union
Parents Information Evening	Principal to co-ordinate All Educators		Must occur in week 3 of Term 1 Format: Parents to meet Educator in relevant classes.
Inter-house Athletics Meet	Junior Sports Co-ordinator		
Founders Day: U/11 Father & son cricket	Junior Sports Co-ordinator		
Founders Day: Moms & Daughters Hockey	UPS Head of Hockey Junior Sports Co-ordinator		
Inter house Gala	UPS Head of Swimming & Junior Sports Co-ordinator		Must occur in the morning and activities should include all learners
Inter-schools Gala vs Volkskool	UPS Head of Swimming		
UPS U/10 Hockey Festival	UPS Head of Hockey Junior Sports Co-ordinator		
Grandparents Tea	UPS Head of Music	Liase with Head of Music re theme Décor Food & Serving	
Music Hour	UPS Head of Music		
Grade R info evening	Head of Foundation Phase & UHS PR Manager		
Inter-schools Hosting			Bi-annually
• Assembly	Assigned Educator		
• Food Stalls	SGB Function	Mobilise parents Form a committee with representative Parent from each Grade	
• Promo gifts/items	SGB Function	Order and manage sales	
School Concert	UPS Head of Music		Bi-annually



Parents Workers Day	SMT Principal	Letter to parents Assigning of tasks Liaising with Grounds/maintenance staff Food for parents	2 weeks prior to the event the SGB should receive a “Wish list” from the school which must be authorised by Principal and SMT.
Cross Country	Assigned Educator		
A-10 Dinner	Grade 4 Head Teacher to co-ordinate. All staff involved		Grade 4 Parents are responsible for Catering, décor & set up
New boarder Sleep over	Hostel staff	SGB Hostel portfolio to assist	
Grade R visit to school	Grade 1 Educators		
Budget Presentation/AGM	FINCOM	FINCOM	
Carols by Candlelight	UPS Head of Music		
School Magazine compilation	Assigned Educator. All staff involved		
Grade 4 Face-tiles project	Grade 4 Educators	Sponsorship letter; arrange photography; arrange design/artistic execution.	Poster should be the same size as others. Learner who collects the most money will receive a A2 canvas print of the poster.

### Special Assemblies

Term 1			Prizegiving: Athletics
Term 2			Prizegiving: Swimming
Term 3			Prizegiving: Hockey/Rugby
Term 4		SGB Chairperson Address	Prizegiving: Academic & Cultural

### SGB feedback to parents

Feedback from the SGB should be given to Parents at the end of each term. This report must be signed off by the SGB Chairperson. An overview of the year, SGB Chairpersons report, must also be written annually for the School Magazine.

SIGNED AT \_\_\_\_\_ ON THIS/HER \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_

\_\_\_\_\_  
Governing Body Chair

\_\_\_\_\_  
Principal



## SGB Code of conduct

All governing body members stand in a fiduciary relationship to their school as well as the people by whom they have been elected, and therefore have a fiduciary duty towards the school. This requires that members at all times conduct themselves as follows:

### GENERAL CONDUCT OF GOVERNING BODY MEMBERS

1. Governing body members must at all times:

- 1.1 conduct themselves with fidelity, honesty, integrity, in good faith, and in the best interest of the school, and should not become involved in any action that may bring the school and governing body into disrepute;
- 1.2 be responsible for the governance of the school, and should leave the professional management of the school to the school principal;
- 1.3 govern the school ethically and in accordance with the following applicable legislation:
  - 1.3.1 the Constitution of the Republic of South Africa, Act 108 of 1996;
  - 1.3.2 the South African Schools Act, Act 84 of 1996;
  - 1.3.3 the provincial schools act of the relevant province; and
  - 1.3.4 the stipulations of the constitution of the school governing body; in a manner that provides effective, transparent and accountable school governance and management, ensures that decisions are justifiable and well founded, as well as encourages effective education and learning in schools;
- 1.4 steer clear of involvement in any action that may harm the school, in any way bring the school and governing body into disrepute, or harm the fiduciary relationship between the governing body and the school or any member of the school or governing body;
- 1.5 conduct themselves in a manner that enhances the governing body and the school's credibility;
- 1.6 ensure that their decisions as governing body members are procedurally fair and supported by valid reasons;
- 1.7 act honestly and rationally, and not arbitrarily or capriciously;
- 1.8 steer clear of conduct that raises a reasonable suspicion of bias;
- 1.9 remain uninfluenced by ulterior motives or hidden agendas;
- 1.10 combat all forms of unfair discrimination and intolerance, by ensuring that all learners, irrespective of race, colour, ethnicity, gender, language or creed, receive quality education within the framework of the school's policy;
- 1.11 conduct themselves in a manner conducive to the smooth running of the school and meetings of the school governing body; and



- 1.12 govern and manage the school not only so as to maintain the school during the governing body's term of office, but also to contribute positively to the development of the school and the governance and management structures.

## **FINANCIAL MATTERS**

### **2. The governing body must:**

- 2.1 prepare an annual budget for adoption by the school parents;
- 2.2 approve the annual financial statements upon the recommendation of the Finance Committee;
- 2.3 provide and maintain an accounting system, and establish and administer a school fund;
- 2.4 act in accordance with Clause 1 when administering, governing and managing school finances;
- 2.5 ensure impeccable honesty in dealing with documentation and records pertaining to the financial matters of the school;
- 2.6 do everything in their power to ensure that the financial and other resources of the school are utilised responsibly and accountably;
- 2.7 make an effort to secure sponsorships, donations or voluntary contributions in aid of the school, from individuals and businesses in the community served by the school, in order to improve the quality of education that the school provides to learners, though subject to the conditions stipulated in the applicable legislation;
- 2.8 ensure that all financial dealings are conducted honestly and in terms of the applicable policies, rules, regulations and prescripts, as determined by both the head of the provincial education department and the governing body;
- 2.9 ensure that all dealings with commercial banks are conducted in a proper manner and in terms of relevant policies and practices;
- 2.10 timeously establish that no member of the governing body, or immediate relatives of governing body members, have any interests in financial matters related to the governing body, without fully disclosing such interests; and
- 2.11 take effective and appropriate steps to prevent or recover irregular, fruitless and wasteful expenditure; losses resulting from criminal or irregular conduct, and any expenditure in breach of school policy.

## **DISCLOSURE OF INFORMATION RELATING TO THE GOVERNING BODY, THE SCHOOL, A PARENT, A LEARNER OR AN EMPLOYEE OF THE SCHOOL**

### **3. Governing body members:**

- 3.1 may not make statements to the media or to any person, or provide the media or any person with information relating to the governing body, any member of the governing body, the school, a



parent, a learner or any employee of the public school, unless it is done in terms of the approved policy or rules of the governing body;

- 3.2 may not disseminate false information or make unsubstantiated allegations about the governing body or any member of the governing body, the school, a parent, a learner or any employee of the school;
- 3.3 must treat all information that they obtain in their capacity as governing body members as confidential, unless the law or school policy prescribes otherwise;
- 3.4 may not disseminate any information that the governing body regards as confidential;
- 3.5 must, in the execution of their duties, have access to private and confidential information relating to learners, parents and employees of the school, which information must at all times be treated as confidential;
- 3.6 must, both during and following their term of office:
  - 3.6.1 Use confidential information for the purpose for which it was disclosed only;
  - 3.6.2 Respect the privacy and maintain the confidentiality of any such information; and
  - 3.6.3 Not divulge any such information, except in so far as is deemed necessary to enable them to perform their duties as required by law or school policy.

#### **CONDUCT WITH REGARD TO THE EMPLOYEES OF THE SCHOOL**

- 4.1 Governing body members must at all times refrain from doing anything that may be construed as interference in the professional management of the school, or in educators' performance of their professional and other duties.
- 4.2 Governing body members must refrain from doing anything that may be regarded as interference in the work of non-educators in the performance of their duties at the school, without the governing body's authorisation.
- 4.3 Governing body members must at all times ensure that the governing body is kept abreast of the management of the school and employees in the performance of their duties.

#### **DUTIES OF GOVERNING BODY MEMBERS RELATING TO GOVERNING BODY MEETINGS**

5. Members of the governing body must:
  - 5.1 meet at least once every school term;
  - 5.2 at least once a year meet with each of the following groupings:
    - 5.2.1 parents;
    - 5.2.2 learners;



- 5.2.3 educators; and
- 5.2.4 other staff;
- 5.3 at least once a year report to parents, learners and educators;
- 5.4 minute all meetings;
- 5.5 attend all meetings held by the governing body, or governing body subcommittees on which they serve; and
- 5.6 thoroughly apply their minds to and consider matters that are to be addressed at governing body meetings.

## **MISCONDUCT**

- 6. Governing body members shall be guilty of misconduct if they:
  - 6.1 transgress any stipulation or obligation of the Code of Conduct; and
  - 6.2 transgress any common or statutory law that has a direct bearing on their membership of the governing body, or that in any way disadvantages the school or the governing body, or brings the school or governing body into disrepute.

## **PROCEDURE IN THE EVENT OF ALLEGED MISCONDUCT**

- 7. The following procedure must be followed in the event of alleged misconduct:
  - 7.1 All complaints about the conduct of a member of the governing body must be directed to the chairperson of the governing body.
  - 7.2 Complaints about the conduct of the chairperson of the governing body must be directed to the vice-chairperson.
  - 7.3 The chairperson or vice-chairperson, as the case may be, shall on receipt of written allegations of misconduct, examine the information presented to him/her, and determine whether or not the allegations are of a serious nature.
  - 7.4 The chairperson may choose only to reprimand the member if the complaint filed against him/her is of a less serious nature.
  - 7.5 If the allegations are of a serious nature, and seem to warrant referral to the full governing body, the chairperson shall call an extraordinary meeting of the governing body to discuss the matter.
  - 7.6 If the vice-chairperson determines that a prima facie case exists, he/she must request the governing body to call an extraordinary governing body meeting to discuss the matter.





## **APPOINTMENT OF REVIEW COMMITTEE**

8. The following procedure must be followed in the appointment of a review committee:

- 8.1 At its meeting contemplated in Clause 7.5 and 7.6, the governing body must appoint a committee comprising at least three persons to probe the allegations against the member.
- 8.2 The governing body may also appoint non-governing body members as members of the committee referred to in Clause 8.1.
- 8.3 The committee must:
  - 8.3.1 within a reasonable time of its appointment, provide the accused member with a written description of the allegations of misconduct made against him/her;
  - 8.3.2 allow the member an opportunity to make written representations within 7 days of the date on which he/she has received the written description of the allegations of misconduct;
  - 8.3.3 consider such representations; and
  - 8.3.4 make a recommendation to the governing body.

## **RECOMMENDATION BY THE REVIEW COMMITTEE**

- 9.1 The committee may recommend that:
  - 9.1.1 the member be absolved from guilt because of a lack of evidence that the allegations of misconduct levelled against him/her are indeed true;
  - 9.1.2 the member be reprimanded; or
  - 9.1.3 a recommendation be made to the head of the provincial education department to suspend the member from, or terminate his/her membership of, the governing body.
- 9.2 If the committee recommends suspension from, or termination of membership of, the governing body, as envisaged above, and the governing body accepts such recommendation, the governing body shall immediately send all documents relating to the matter to the head of the provincial education department for a final decision.

## **DECISION BY THE HEAD OF THE PROVINCIAL EDUCATION DEPARTMENT**

- 10.1 On receipt of the governing body's recommendation, the head of the provincial education department must:
  - 10.1.1 consider all documents referred to him/her;
  - 10.1.2 ascertain that the procedure as stated in Clause 8 was indeed followed;



- 10.1.3 consider the merits of the matter; and
- 10.1.4 make a decision whether to confirm or reject the recommendation of the governing body.
- 10.2 If the head of the provincial education department confirms the recommendation of the governing body, he/she must:
  - 10.2.1 as soon as possible inform the member accordingly in writing;
  - 10.2.2 supply written reasons for his/her decision; and
  - 10.2.3 inform the member of his/her right of appeal against the decision to the Member of the Executive Council responsible for education.
- 10.3 Whilst awaiting the finalisation of the appeal, the member may not partake in governing body activities.

#### **APPEAL BY A GOVERNING BODY MEMBER TO THE MEMBER OF THE EXECUTIVE COUNCIL IN TERMS OF SECTION 18A(6) OF THE SOUTH AFRICAN SCHOOLS ACT**

- 11.1 The appeal must:
  - 11.1.1 be lodged within 7 days of the date on which a written decision of the head of the provincial education department has been received;
  - 11.1.2 be lodged in writing; and
  - 11.1.3 supply clear reasons for the appeal.
- 11.2 The Member of the Executive Council must:
  - 11.2.1 consider the appeal; and
  - 11.2.2 confirm or set aside the decision of the head of the provincial education department.
- 11.3 Whilst awaiting the finalisation of the appeal, the member may not partake in governing body activities.

#### **FAILURE BY THE GOVERNING BODY TO ACT AGAINST ITS MEMBERS**

- 12.1 The head of the provincial education department may instruct the governing body to act against the members as contemplated in Clause 9 above within 7 days, should it appear that:
  - 12.1.1 a member or members of the governing body has/have violated the Code;
  - 12.1.2 the alleged breach is prima facie of a sufficiently serious nature to warrant a suspension from, or termination of membership of, the governing body; and
  - 12.1.3 the governing body has failed or has been unable to take action against the member or members.



- 12.2 If the governing body fails to act within 7 days, the head of the provincial education department may on reasonable grounds suspend, or terminate the term of office of, the member or members of the governing body.
- 12.3 The head of the provincial education department may not act in terms of Clause 12.2, unless he/she has:
  - 12.3.1 given the member or members of the governing body who has/have committed the breach, written notice of his/her/their intention of suspending the member or members from the governing body, or terminating his/her/their term of office;
  - 12.3.2 outlined the alleged breach, and supplied reasons for his/her/their intention;
  - 12.3.3 allowed the member or members an opportunity to make representations to him/her relating to such breach and the head of the provincial department's intention, within 7 days of receipt of the abovementioned notice; and
  - 12.3.4 given due consideration to any such representations received.
- 12.4 When the head of the provincial education department acts in terms of Clause 12.2, he/she must:
  - 12.4.1 take account of the procedure contained in Clauses 12.3.1 and 12.3.2; and
  - 12.4.2 inform the member or members of his/her/their right of appeal against the decision to the Member of the Executive Council responsible for education.

*[A copy of this Code of Conduct must be signed by all SGB members]*



## SGB Constitution

### CONSTITUTION OF THE GOVERNING BODY OF UNION PREPARATORY SCHOOL

1. Name:

The name of the governing body is the Governing Body of Union Preparatory School (hereinafter referred to as "the governing body").

2. Status:

2.1 The governing body governs the Union Preparatory School (hereinafter referred to as "the school"), a juristic person, in accordance with the provisions of the South African Schools Act, 1996 (Act no 84 of 1996) and the (name of provincial education act) and appropriate regulations and provisions, national and provincial legislation and the provisions of this Constitution.

2.2 In every instance where the governing body is required to take any step or action, it will be represented by its chairperson or in his/her/their absence by its vice-chairperson or any other member, after having been authorized thereto by a resolution of the governing body.

3. Objectives:

The objectives of the governing body are –

- 3.1 the able, responsible and cost-effective governance of the school;
- 3.2 the promotion of the best interests of the school;
- 3.3 the maintenance and development of the vision, mission and policy of the school;
- 3.4 the promotion of the highest possible quality of education to the learners of the school;
- 3.5 the exercising of all the rights, powers and responsibilities of the governing body as imposed by South African Schools Act, 1996, the (name of provincial education act), appropriate regulations and provisions, appropriate national and provincial legislation and the provisions of this Constitution;
- 3.6 the maintenance of the rights of all learners, parents, educators and other staff members attached to the school;
- 3.7 the development and promotion of the responsibility of parents, educators, other staff members and learners for the organization, control and financing of the school in partnership with the State;
- 3.8 the raising of funds for purposes of effective governance of the school;
- 3.9 the control and management of all funds and assets of the school;
- 3.10 the maintenance of order and discipline at the school.

4. Membership:

4.1 The members of the governing body are as prescribed in the South African Schools Act, 1996 and the (name of provincial education act).



- 4.2 The election of members of the governing body will take place in accordance with the provisions of the South African Schools Act, 1996 and the (name of provincial education act) and the applicable regulations promulgated in terms thereof.
- 4.3 The governing body is entitled to co-opt additional members.
- 4.4 The term of office of members of the governing body is as prescribed in the South African Schools Act, 1996 and the (name of provincial education act) and the applicable regulations promulgated in terms thereof.
5. Rights, Powers and Responsibilities:
- 5.1 The governing body is entitled to and performs all the rights, powers and responsibilities granted to it in terms of the applicable legislation and which is reasonably necessary in order to give effect and to perform all such rights, powers and responsibilities.
- 5.2 Where necessary specific rights, duties or responsibilities will be exercised on behalf of the governing body by the chairperson or such other member or members authorized by the governing body to do so.
6. Office Bearers:
- 6.1 At the first meeting of the governing body the members present must elect the following office bearers:
- 6.1.1 chairperson;
  - 6.1.2 treasurer/finance;
  - 6.1.3 secretary;
  - 6.1.4 marketing & fundraising;
  - 6.1.5 sport;
  - 6.1.6 MKH hostel;
- 6.2 The office bearers of the governing body exercise all the rights, duties and responsibilities which may be required of them in terms of the Constitution.
- 6.3 The chairperson of the governing body will act as chairperson of all meetings of the governing body as well as all meetings of the governing body with learners, parents or staff members of the school.
- 6.4 In the absence of the chairperson or in the event of the chairperson not being able to carry out his/her duties as chairperson, the governing body must appoint another member as chairperson during the period of absence or inability of the chosen chairperson
- 6.5 The term of office of the office bearers of the governing body is as prescribed in the South African Schools Act, 1996.
7. Meetings:
- 7.1 The governing body meets as regularly as circumstances require but not less than once every school quarter.



- 7.2 The chairperson has a discretion to convene meetings of the governing body and to determine the date, time and venue thereof but he is obliged, if requested to do so in writing by at least four members of the governing body, to convene a meeting of the governing body.
- 7.3 The secretary or someone else instructed by the chairperson must give at least fourteen days' (or such shorter period as the governing body may unanimously approve) notice of any meetings of the governing body and such notice must be given to all members of the governing body.
- 7.4 In the case of a matter which the chairperson considers to be urgent, only 24 hours prior notice of a meeting need be given to the members of the governing body.
- 7.5 Unless unanimously agreed otherwise by the governing body, notices of all meetings of the governing body must be in writing and accompanied by the following:
  - 7.5.1 an agenda;
  - 7.5.2 the minutes of the previous meeting, if applicable;
  - 7.5.3 all other information that is reasonably required to enable members of the governing body to prepare properly for the meeting.
- 7.6 The secretary or such other person appointed for this purpose by the governing body, records the proceedings at all governing body meetings. If requested to do so, the secretary will provide a copy of the minutes to the Head of the Provincial Education Department.
- 7.7 The minutes of the proceeding of a governing body meeting must be approved by the governing body at the next meeting and will at all times be available for inspection by members of the governing body and the Head of Education in the province.
- 7.8 Anyone who is not a member of the governing body may, by invitation of the governing body, attend a governing body meeting and may take part in the discussions and may address the governing body should the duties of the governing body require it. Such person will however not have a vote during the meeting and has to leave the meeting when the governing body so decides.
- 7.9 The governing body may demand that any staff member of the school attends the meeting of the governing body in connection with any matter that has to do with the functions of the governing body.
- 7.10 The majority of the number of members of the governing body forms a quorum for any meeting of the governing body.
- 7.11 A member of the governing body must excuse himself from a meeting of the governing body for the duration of any discussion and decision-taking on any matter in which such member has a personal interest.
- 7.12 On the dissolution of the governing body or the expiration of its term of office, all minutes and other documents of the governing body or any of its committees must be handed to the principal of the school.
- 7.13 At the permanent closing of the school the principal must hand all minutes and other documents of the governing body or any of its committees to the relevant district office of the provincial Education Department for safekeeping.
8. Proceedings and Voting:





- 8.1 Meetings of the governing body are conducted according to the accepted and well-known rules and principles of meeting procedures in South Africa.
- 8.2 Should a dispute arise as to the procedure at meetings, the chairperson shall have the right to determine the procedure.
- 8.3 All decisions of the governing body shall, as far as possible, be taken by consensus.
- 8.4 If in the opinion of the chairperson it appears that consensus in regard to a particular discussion point cannot be reached, the members with voting rights shall vote on such motion by way of the raising of hands or such other method as the meeting may decide.
- 8.5 In the event of a tie in the voting the chairperson shall, apart from his/her normal vote, have a casting vote.
- 8.6 Apart from a decision to amend this Constitution, all decisions of the governing body may be taken by an ordinary majority vote.
9. Committees:
  - 9.1 The governing body is entitled to establish committees to assist it in the performance of its functions and duties.
  - 9.2 The chairperson of a committee of the governing body must be a member of the governing body.
  - 9.3 Committees of the governing body are responsible to the governing body and exercise only those functions allocated to it by the governing body.
  - 9.4 Committees of the governing body must report to the governing body as often as may be required by the governing body and must submit all their decisions to the governing body for approval.
  - 9.5 Minutes of the meetings of committees of the governing body must at all times be available for inspection by the governing body.
10. Finance Committee and Finance Procedures:
  - 10.1 The governing body will be party to a Joint Finance Committee with Union High School. The Union Preparatory School SGB representatives on this committee will consist of the treasurer, the Chairperson and the principal.
  - 10.2 The treasurer of either the Union High School or Union Preparatory governing body will be elected to act as chairperson of the finance committee.
  - 10.3 The principal acts as accounting officer of the school.
  - 10.4 The finance committee of the governing body:
    - 10.4.1 advises the governing body on financial policy and determines guidelines for the financial administration;
    - 10.4.2 is responsible for the performance of all duties of the school in connection with the keeping of financial records, the appointment of a bookkeeper or auditor, the auditing of the financial records, the provision of information on the school's finance matters, the preparation of a budget, the



determination of the school fees, the exemption or partial exemption from the payment of school fees and all other matters of a financial nature in accordance with generally accepted accounting practice.

10.5 All decisions of the finance committee are subject to approval by the governing body.

#### 11. Reports to and Meetings with Stakeholders:

- 11.1 The governing body meets at least once every school year with parents, learners, educators and other staff members of the school.
- 11.2 The governing body decides whether such meetings will be held with parents, learners, educators and other staff members separately or in combination.
- 11.3 During the meeting contemplated in clause 11.1 above, the governing body reports on its activities and discusses such matters that may serve to promote the objectives of the governing body.

#### 12. Disputes

- 12.1 Should a dispute arise between any members of the governing body at any stage, the members agree to take part in a mediation process.
- 12.2 The dispute will be referred to an impartial, neutral mediator agreed to by both parties, who will work with the parties in an attempt to find a mutually acceptable solution to the dispute. The mediator has no authority to impose a solution on the parties.
- 12.3 The parties agree first to strive to resolve the dispute in good faith by means of mediation before any other legal remedy is utilised.

#### 13. Amendment of the Constitution:

- 13.1 Any provision of this Constitution may be amended at a meeting of the governing body, provided that:
  - 13.1.1 the members of the governing body have been given notice of such proposed amendment at least one calendar month before the meeting at which the amendment is to be considered;
  - 13.1.2 reasonable particulars of the proposed amendment were given simultaneously with the aforesaid notice of the meeting;
  - 13.1.3 any amendment of the Constitution be approved by at least two thirds of all the members of the governing body with voting rights.
- 13.2 Should there not be sufficient members present at a meeting contemplated in clause 12.1.3, a further meeting will be called at least two weeks after the first meeting, with the exclusive purpose of considering the proposed amendment. Should there still not be two thirds of the members present at the second meeting, the proposed amendment may be approved by two thirds of the members present at the second meeting.

#### 14. Rules and Policy:



- 14.1 Subject to any legal provision and this Constitution, the governing body may in its discretion make rules or determine policy in connection with any matter concerning its functioning or the functioning of any of its committees or in the manner in which any office bearer or authorized representative of the governing body should perform his/her or her functions.
- 14.2 Such rules and policy do not form part of this Constitution and any amendment thereof need not comply with the provisions relating to the amendment of the Constitution.

*[A copy of this constitution must be signed by all SGB members]*

UPS



## Sports Policy and Code of Conduct

IMPLEMENTATION DATE: March 2017

REVIEW CYCLES: At least every five years

### FOR SPORTS ADMINISTRATION, COACHES, PLAYERS, OFFICIALS, PARENTS AND SPECTATORS

The following sport is recognised as official sport at Union Prep School:

Swimming; Tennis; Cricket; Rugby; Hockey (girls)

#### 1 OBJECTIVE OF THIS CODE OF CONDUCT

The aim of this code of conduct is to create and maintain an element of positive communication between all role players and to protect the different stakeholders involved with UPS sport, and is applicable to both match and practice situations.

This Code of Conduct is designed to:

- 1.1 maintain the element of enjoyment in sport;
- 1.2 encourage all learners to participate in sport in order to promote healthy living;
- 1.3 make parents aware that children play sport for the enjoyment of the child concerned;
- 1.4 improve the confidence, psychological wellbeing and physical fitness of our learners by making sport attractive, safe and enjoyable for everyone;
- 1.5 remind administrators, coaches, referees, umpires and parents that sport must be administered, taught and provided for the good of those boys/girls who wish to participate in the different sporting codes offered at Union Preparatory School;
- 1.6 keep in perspective that the abovementioned goals, as well as learners' personal development and growth in understanding teamwork, are more important than winning any one match/game;
- 1.7 protect players, coaches, teachers and parents from any form of abuse.

#### 2 THE COACH

***The Junior Sports Co-ordinator will arrange orientation for all coaches at the start of their tenure. Coaches who are not members of the UPS staff are required to sign a contract with the school which will outline the requirements and expectations of the position, including remuneration.***

Educators and Coaches are expected to:

- 2.1 Set a good example to their players by being correctly dressed, professional, punctual and prepared at all times (i.e. planning each practice and drawing up weekly match schedules for distribution to each player);



- 2.2 Take responsibility for the behaviour of his/her team and its supporters;
- 2.3 Teach the players the laws or rules of their sport;
- 2.4 Teach and encourage the players to develop and improve the skills required to play and enjoy their chosen sport;
- 2.5 Ensure that wherever reasonably possible all players will get a fair opportunity to participate in a team;
- 2.6 Ensure that team selections are transparent and fair to all players;
- 2.7 Ensure that all players are well prepared for matches (i.e. know their positions, the rules, wear the correct uniform);
- 2.8 Assess players and their ability levels on a regular and on-going basis; where required players may be considered for fast tracking\*
- 2.9 Keep a record of their team's members, results and progress;
- 2.10 Create opportunities to teach sportsmanship and ensure that the principle of good sportsmanship is instilled in our boys;
- 2.11 Never ridicule or yell at players for making mistakes or losing a game;
- 2.12 Refrain from using inappropriate language;
- 2.13 Develop the players' respect for their own team members, for opponents, as well as for the referees, umpires and opposition coaches;
- 2.14 Be generous with praise and provide constructive and positive criticism;
- 2.15 Insist on fair play, and never to tolerate gloating, foul play, fighting, or foul language;
- 2.16 Insist on a disciplined approach by all players;
- 2.17 Be reasonable in demands on the young players' time, energy and enthusiasm;
- 2.18 Act with sensitivity when relegating any player to a lower team and to provide the player with a reason for his or her decision;
- 2.19 Make a personal commitment to keep updated on the latest coaching principles.

#### **\*FAST-TRACKING**

This allows for a girl or boy with exceptional talent to play outside their age-appropriate group in order to allow exposure at a higher level. The decision to fast-track a girl/boy is not only dependant on sporting talent but also on social and emotional maturity and, as such, will be made by the **Junior Sports Co-ordinator** in collaboration with the coach and girl's/boy's parents.

**Coaches** are responsible for ensuring that the necessary support is in place for a younger player participating in an older age group to help her/him face the challenges that such participation will present.



### 3 THE PLAYERS

A Union Preparatory School Sportsman/Sportswoman is expected to:

- 3.1 At all times demonstrate good sportsmanship and respect for the opposition;
- 3.2 Attend all practices and matches - players may only be excused by means of a letter from parents;
- 3.3 Be punctual and show commitment to his/her fellow team members – this would include completing the season (unless there is good reason for not doing so);
- 3.4 Wear the correct uniform to practices and matches and be neatly attired at all times;
- 3.5 Take care of all school sporting equipment and assist coaches in putting equipment away after a practice/match;
- 3.6 Never to leave litter lying around after any sports match or practice;
- 3.7 Learn the rules and laws of his/her sport;
- 3.8 Accept the decision of the match official without question;
- 3.9 Respect opponents, fellow team mates and match officials, regardless of results or negative decisions;
- 3.10 Respect and cooperate with his/her coach as well as opposition coaches;
- 3.11 Be a team player – showing loyalty and support by remaining at the fixture until the end of the event;
- 3.12 Maintain the school's reputation for fair play. Foul play or poor conduct will be regarded in a very serious light and referred to the Head of Sport who shall determine whether the matter shall be referred (if necessary) to the Head of Discipline at UPS and/or the Headmaster;
- 3.13 Control his/her behaviour on and off the field, court, pitch etc;
- 3.14 Refrain from using any foul or offensive language and refrain from sledging;
- 3.15 Refrain from boastful or arrogant behaviour and applaud good play;
- 3.16 Any player whom it is established has transgressed any material principle of this Code of Conduct shall be referred to the Head of Sport who shall determine whether the matter shall be referred (if necessary) to the Head of Discipline at UPS and/or the Headmaster.
- 3.17 Do his/her school proud

### 4 THE MATCH OFFICIAL

The Referee/Umpire is expected to:

- 4.1 Ensure that “over-refereeing” the match/game does not detract from the spirit of the game;
- 4.2 Be intolerant of foul/dangerous play, bad sportsmanship or unacceptable language;
- 4.3 Ensure and encourage fair play at all times;
- 4.4 Set an example by ensuring that both on and off the field his/her behaviour is consistent with the principles of good sportsmanship;



- 4.5 Compliment both teams on their good play whenever such praise is deserved;
- 4.6 Make a personal commitment to keep themselves informed on sound refereeing/umpiring laws or rules and principles;
- 4.7 Encourage the growth and development of our learners as exemplary sportsmen/women;
- 4.8 Be willing to accept positive criticism;
- 4.9 Arrive at official School sports events in the formal kit that has been issued by the School and referee/umpire matches in the official kit;
- 4.10 Supervise the “toss” at the commencement of a game or match;
- 4.11 Not unnecessarily engage with spectators during a match or game.

## 5 THE PARENTS / SPECTATORS

Parents and spectators at sporting events are expected to:

- 5.1 Understand that school sport is not about “winning at all cost”, and to recognize the values instilled by their child’s participation and the opportunities it provides for social interaction, fun and competition;
- 5.2 Remember that your child is involved in the sport of his/her choice for HIS/HER enjoyment;
- 5.3 Encourage your child to learn the rules/laws of his/her sport;
- 5.4 Ensure that your child owns and wears the correct sporting uniform to practices and matches;
- 5.5 Teach your child the value of sportsmanship and fair play;
- 5.6 Never ridicule or berate your child or someone in his/her team for making a mistake or losing a game;
- 5.7 Remember that young people learn by example. Applaud good play and reserve your judgement on poor play;
- 5.8 Never publicly question a coach’s, referee’s or umpire’s judgement or honesty;
- 5.9 Never use offensive language, or threaten players, coaches, referees, umpires or other spectators;
- 5.10 Respect the role of the coach or match official and recognize their authority on the field;
- 5.11 Respect the coach’s decision in making team selection decisions and understand that it is the coach’s right to select whom he/she believes to be the most appropriate team in the circumstances;
- 5.12 Respect the opposition players and coaches;
- 5.13 Recognise the value of our coaches, be they teachers or university students. They give of their time and resources to facilitate the extra curricular sports program;
- 5.14 Play an active role in encouraging and supporting your child in his/her sporting choices;
- 5.15 Ensure that players are collected timeously after each practice and match. A failure to do so can inconvenience educators and coaches;
- 5.16 Be realistic in your expectations of your child’s ability and skills level, which will develop with encouragement and positive reinforcement;





5.17 Communicate any concerns or issues through the correct channels: in the first instance to the relevant coach/instructor; If necessary the matter could then further be referred to the Junior Sports Co-ordinator; If necessary the matter could then further be referred to the Principal;

5.18 Any parent or other person responsible for the welfare of any player who wishes to communicate any concern to a coach/sports administrator as contemplated in clause 5.17 above, shall ensure that such approach is made

(i) in accordance with the standard of conduct expected of parents or guardians contained in any UPS policy regulating the conduct of parents in relation to their interaction with educators/coaches/sports administrators which shall include making the approach in a civil manner and tone;

(ii) by making a prior appointment with the relevant coach/sports administrator to discuss the matter arising during a mutually convenient time and place to all concerned;

(iii) in such a manner so as not to be overheard by others; and

(iv) with a positive objective in mind (e.g. to prevent injury or correcting unacceptable behaviour) and not solely for the purposes of venting anger.

## 6 PROHIBITED ACTS AND SCHOOL SANCTION

In the event that any parent, spectator, coach or match official:

6.1 initiates a fight or any type of other physical or verbal abuse or intimidation;

6.2 threatens any form of physical abuse toward any player, coach, spectator or match official (whether from UPS or otherwise);

6.3 enters the field of play for the purpose of physically or verbally abusing or confronting any player, coach or match official;

6.4 conducts himself or herself in such a manner that materially brings the good name of UPS into disrepute; then such conduct which falls foul of the principles set out in sections 6.1 to 6.4 above should in the first instance be brought to the attention of both the Principal responsible for discipline and the Head of Sport, who shall be entitled to make such further investigations into the alleged incident and to receive such written or oral representations regarding the alleged incident as may be deemed appropriate in the circumstances.

Any person who is alleged to have contravened the principles set out in sections 6.1 to 6.4 above will be given the opportunity to present his or her position in relation to the alleged incident to the Principal and the Head of Sport within a period of 7 days after being requested or invited to do so. If, after such representations (if any) have been made, the Principal and the Head of Sport are of the opinion that further sanction is required or warranted, they shall be entitled to refer the matter to a committee of the school governing body (which committee shall include the Headmaster and may be constituted specifically for considering such matter), which committee shall be entitled to make such recommendations or take such action as the committee may deem appropriate in the circumstances, which may, in appropriate circumstances, include banning the offending parent, spectator, coach or match official from attendance or participation at all UPS sports events for a period not exceeding one school term.



## 7 RESPONSIBILITIES

The co-operation of every role-player is **vital** for successful sports conduct and communication.

### 7.1 SPORTS DEPARTMENT:

#### The **JUNIOR SPORTS CO-ORDINATOR**:

7.1.1 Organises fixtures for all sport (Before schools are contacted, have a meeting with High, Middle and Prep School. ALL fixtures on a central board.)

7.1.2 Must set up whatsapp groups for various Rugby and Cricket teams (Other whatsapp groups are set up by prep staff; Junior Sports Co-ordinator should however be added to these groups)

7.1.3 Sports department to distribute general letter (with tear off slip if necessary), regarding detail about upcoming fixture ASAP. The coaches, Grounds manager, Principal, School secretary, Head matrons at MKH, HAH and AKH need to receive a copy. Put information on Rugby and Cricket team's whatsapp groups immediately.

7.1.4 Appoints and assigns coaches; Organises coaching for all sport as well as for P.T.

7.1.5 Arrange orientation for all coaches at the start of their tenure

7.1.6 Must hold regular meetings with masters in charge of sport

7.1.7 is responsible for Hospitality

7.1.8 Must be notified by coaches if they are unable to attend a practise. It is the coaches responsibility to do his/her best to find a substitute coach. If this is not possible, the Junior Sports Co-ordinator should decide how to proceed.

7.1.9 Makes decision to cancel sport if necessary (this applies to ALL sport practices and fixtures). Sport **may not** be cancelled without his/her permission.

7.1.10 Distribute copies of the completed TRAVELING FORM to Grounds manager, Principal, School secretary, Head matrons at MKH, HAH and AKH. (Completed TRAVELING FORM from relevant coaches should be received by Friday 9am for the following week midweek fixtures and by Wednesday 9am for weekend fixtures.)

7.1.11 Must have a mobile contact number which is made available to coaches and parents.

7.1.12 Fast tracking: This allows for a girl or boy with exceptional talent to play outside their age-appropriate group in order to allow exposure at a higher level. The decision to fast-track a girl/boy is not only dependant on sporting talent but also on social and emotional maturity and, as such, will be made by the Junior Sports Co-ordinator in collaboration with the coach and girl's/boy's parents. Coaches are responsible for ensuring that the necessary support is in place for a younger player participating in an older age group to help her/him face the challenges that such participation will present

### 7.2 HEADS OF SPORT:

7.1.1 Assist in making policy decisions



7.1.2 Be available to advise coaches

7.1.3 be proactive in obtaining information with regard to the status of relevant sport ie. Contact List of all coaches, dates and times of fixtures, sport relevant problems and concerns.

### 7.3 COACHES:

7.3.1 Take “ownership” of teams with enthusiasm, passion and dedication. Promote a culture of respect and commitment amongst team players

7.3.2 ASK for information regarding fixtures, policies, practices etc. to be clarified if necessary

7.3.3 Must set up whatsapp groups for team. Junior Sports Co-ordinator should be added to these groups (Rugby and Cricket groups are set up by the Junior Sports Co-ordinator)

7.3.4 Distribute the letter regarding detail about upcoming fixture to their team (more detailed letter to be provided if necessary). Please put the child’s name on the letter.

7.3.5 Post information regarding fixtures on team’s whatsapp group immediately.

7.3.6 Place completed TRAVELING FORM in container in the staff room at UPS and in Sports department at UHS by Thursday 9am for the following week midweek fixtures and by Tuesday 9am for weekend fixtures. Ensure that this has been received by Junior Sports Co-ordinator.

7.3.7 Ensure that appropriate preparation and planning is done for all practises. Where possible plan relevant indoor activity should weather not permit normal practise to occur

7.3.8 Take responsibility for equipment used during practices

7.3.9 Must be on time for practices and fixtures

7.3.10 Where possible other appointments should not be arranged for practise times. In the event that the coach cannot attend a practise he/she must: notify the Junior Sports Coordinator and arrange with another coach to substitute. If there are no other coaches available the Junior Sports Coordinator should decide on how to proceed.

7.3.11 Must obtain **permission from Junior Sports Co-ordinator to cancel practices**. Sport may not be cancelled without his/her permission.

7.3.12 Must personally ensure that results of fixtures are sent to and received by Junior Sports Co-ordinator

7.3.13 Dress appropriately for relevant sport for all practices and matches

7.3.14 UPS Educators are required to do 3 hrs extra murals per week and are encouraged to up-skill as much as possible by attending coaching/instruction courses where necessary.

## 8 SPORT DURING EXAMINATIONS (GRADE 4)



The sports programme will continue as normal during examinations as the school recognises the value of physical exercise as an aid to successful study. That said, coaches are to be sensitive to the needs of the players and should consider requests to excuse a player from one of the practices in the week.

## 9 REVIEW OF THE SPORTS POLICY AND CODE OF CONDUCT

This policy will generally be reviewed every five years by the Junior Sports Co-ordinator, Head, members of staff who have been involved with managing/coaching teams and the governing body. If need be, the policy may be reviewed more frequently.

SIGNED AT \_\_\_\_\_ ON THIS/HER \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_\_\_

\_\_\_\_\_  
Governing Body Chair

\_\_\_\_\_  
Principal



## Staff dress code policy

By their nature schools are conservative institutions and all staff should be aware that the way they dress contributes to the ethos of a School. In this light, the dress code epitomises the importance of the teacher as a role model.

Essentially, a professional conservative sense of dress should prevail at all times.

### 1 Male Educators

- 1.1 Men should wear collared shirts or smart polo/golf shirts
- 1.2 Torn, Tight fitting / skinny, faded denim trousers may not be worn. 'Cargo' pants and tracksuit pants are not appropriate.
- 1.3 T-shirts without a collar are too casual, and not appropriate.
- 1.4 Headgear should only be worn as protection against the sun. Such headgear must not be worn indoors or in the classroom.
- 1.5 Shorts are not appropriate.
- 1.6 Jackets and jerseys must be smart. Tracksuit tops are not allowed.
- 1.7 Takkies/sport-trainers, rubber slip slops/thongs, casual boots are not formal enough. Shoes should be polished in keeping with expectations we have from learners.

### 2 Female Educators

- 2.1 Short skirts and dresses or skirts with slits should be worn with discretion and modesty with regard to length. Very short, beachy dresses are not appropriate.
- 2.2 "See through" or revealing clothing is not appropriate.
- 2.3 Shoestring tops and dresses may only be worn covered.
- 2.4 Sleeveless tops/dresses should be worn with caution- must have substantial width/coverage over the shoulders
- 2.5 Clothes that show the midriff should not be worn. Caution should be taken to length of tops which may lift inappropriately when writing on the board. Caution should be taken with neckline of tops which may lower inappropriately when bending forwards. Exposed cleavage is not allowed.
- 2.6 Takkies/sport-trainers, rubber slip slops/thongs, casual boots are fashionable, but are not formal enough. Smart "slip on" shoes are acceptable.
- 2.7 Headgear should be worn only as protection against the sun. Such headgear must not be worn indoors or in the classroom.
- 2.8 Smart and tailored ¾ pants may be worn with appropriate tops. Discretion needs to be exercised, as they can look very casual.
- 2.9 Sport t-shirts with logos and/or branding may not be worn.
- 2.10 Trousers/slacks should be tailored.
- 2.11 Torn, Tight fitting / skinny, faded denim trousers may not be worn. 'Cargo' pants and tracksuit pants are not appropriate.
- 2.12 Tights, leggings and footless tights may be worn with short skirts, T-shirt dresses and long jerseys and should be worn with discretion as appearance should always look professional.
- 2.13 Only tailored, knee length shorts may be worn with discretion.



- 2.14 Appropriate underwear must be worn and should not be visible.
- 2.15 Jackets and jerseys must be smart. Tracksuit tops are not allowed.

### 3 Sports coaches

- 3.1 Staff tracksuit with staff navy and white golf shirt; preferably white sports shoes. This code should also be followed when supporting sports events and fixtures, ie Interschools.
- 3.2 Navy or black sports shorts may be worn but appropriate length and fit should be considered. Tight leggings of any length are not allowed. Shorts may not be worn to matches/fixtures/sporting events.
- 3.3 Appropriate sports dress must be worn to all practises.

If a teacher is deemed to be dressed inappropriately, she/he will be privately counselled and requested to return home in order to correct the dress code.

SIGNED AT \_\_\_\_\_ ON THIS/HER \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_\_\_

\_\_\_\_\_  
Governing Body Chair

\_\_\_\_\_  
Principal



## Staff laptop/tablet policy

### 1. PURPOSE AND SCOPE

This policy outlines the responsibilities that Union School's staff must accept when they are issued a laptop computer or Samsung Tablet.

### 2. DEFINITIONS

2.1 **The School:** Union High School and Union Preparatory School.

2.2 **Tech Support:** The appointed person responsible for the School's computer system and equipment.

### 3. GENERAL

3.1 The School will issue to staff tablet / laptop computers for use by them, inside and outside of the school in order to enhance, enrich, and facilitate teaching and administrative duties as well as school communications.

3.2 The School's tablets / laptops are to be used as a productivity tool for school-related business, curriculum enhancement, research, and communications.

3.3 Staff members also shall exercise appropriate professional judgment and common sense when using the School's tablet / laptop computers.

3.4 All tablets / laptops and related equipment and accessories are the School's property and are provided to staff members for a period of time as deemed appropriate by the school's administration.

3.5 Prior to being issued one of the School's tablets / laptop computers and as a condition of their use of the Schools tablets / laptop computers, staff members must agree to all the conditions of this policy by signing a copy of this document.

3.6 Staff members are expected to protect school tablets / laptops from damage and theft.

3.7 Staff members will not be held responsible for computer problems resulting from regular school-related use; however, staff members will be held personally responsible for any problems caused by their negligence as deemed by the School's administration.

3.8 Staff members will provide access to any tablet / laptop computer, equipment, and/or accessories they have been assigned upon the School's request.

### 4. USAGE RULES

4.1 Staff members should NOT attempt to install unauthorised software or hardware or change the system configuration including network settings without prior consultation with Tech Support.

4.2 Back-ups to your network folder on the School's server must be performed on a regular basis as a safety precaution against hard drive failure or theft.





4.3 You may NOT leave a tablet / laptop in an unattended vehicle, due to the risk of theft or possible damage as a result of exposure to extreme temperatures or sudden changes in temperatures.

4.4 When using the tablet / laptop, keep it on a flat, solid surface so that air can circulate through it. For example, using the tablet / laptop while it is directly on a bed can cause damage due to overheating.

4.5 A staff member will be held personally responsible for any School tablet / laptop computers, equipment, and/or accessories that are stolen during the time they have been assigned to that staff member.

4.6 Staff members may use the School's tablets / laptops for limited personal purposes subject to this policy.

## 5. RELATED POLICIES

### 5.1 Appropriate Usage Policy – IT001

## 6. TABLET / LAPTOP POLICY ACCEPTANCE (To be signed by recipients of Laptops/Tablets)

6.1 I understand that all tablet / laptop computers, equipment, and/or accessories the School has provided to me are the property of the School.

6.2 I agree to all of the terms in the related policies as listed in point 5.

6.3 I understand that I am personally responsible for any damage to or loss of any tablet / laptop computer and/or related equipment and accessories.

6.4 In case of damage or loss I will pay the full cost of replacement of the damaged or lost equipment with equipment of equal value and functionality.

6.5 I will not install any unauthorised software or change the configuration of the equipment in any way without prior consultation with Tech Support.

6.6 I will not allow any other individuals to use any tablet / laptop computer and/or related equipment and accessories that have been provided to me by the School.

6.7 I understand that a violation of the terms and conditions set out in the policy will result in the restriction and/or termination of my use of the School's tablet / laptop computers, equipment, and/or accessories and may result in further discipline up to and including termination of employment and/or other legal action.

SIGNED AT \_\_\_\_\_ ON THIS/HER \_\_\_\_\_ DAY OF \_\_\_\_\_ 20\_\_\_\_

\_\_\_\_\_  
Governing Body Chair

\_\_\_\_\_  
Principal