



### ***Vision Statement***

*Foundations for lifelong learning, leadership and success.*

### ***Mission Statement***

*St Paul's College Namibia aims to equip and develop individuals with sound moral values and a strong academic foundation within a Christian ethos, by providing an internationally recognised education and a broad extra-curricular programme.*

## **Code of Conduct**

**Scholars Rights and Responsibilities, Rules and Positive Behaviour Support Programme**

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At St Paul's College, we believe in fostering a positive environment that maximises the holistic potential of our scholars from a young age. We recognise that a strong partnership between the school and home is essential in achieving this goal. By working together, we can ensure a safe, respectful and caring environment for all scholars, staff, and parents.

## 1. VALUES AND PRINCIPLES

We offer an all-round education, believing that this will best prepare scholars for a rapidly changing world. The main pillars being: Academics, Sport, Cultural, Outreach and the development of a Christ-Centred Faith.

### Christian Ethos

We understand that scholars come from diverse backgrounds and have different beliefs. St Paul's College is a Catholic school and parents who decide to register their children at St Paul's subscribe to the requirements of the Christian Catholic ethos, regardless of their personal denomination. All St Paul's scholars are required to attend Chapel, Assembly, Religious Education lessons or other religious programmes organised by the school, as well as adhere to the dress and grooming requirements of the school.

### Values

Our discipline system is based on the **Positive Behaviour Support System (PBS)** which is underpinned by the values of St Paul's, a **RECIP**E for Excellence.



## 2. RIGHTS, RESPONSIBILITIES, EXPECTED BEHAVIOUR

A 'right' is something to which a person is entitled. A right comes with responsibilities and expected behaviours. Fellow scholars, parents and teachers have rights, responsibilities and expected behaviours too.

### 2.1 Teachers

Have a **right** to:

- be addressed with respect.
- be treated equally and as professionals in the field of education.

Have a **responsibility** to create a safe, caring, positive classroom environment, and will use a variety of behavioural interventions including:

- Clearly post and define classroom and school-wide behaviour expectations.
- Teach, role-play, and regularly practise all classroom procedures and routines.
- Gently redirect scholars and hold private conversations away from others.
- Refrain from engaging in an argument or power struggle with scholars.
- Acknowledge scholars who demonstrate appropriate behaviours.

- Analyse the reasons why a scholar is not complying with behavioural expectations, including: determining the motivation, evaluating environmental factors, and documenting behaviour patterns.
- Timeous collaboration with heads, colleagues and parents to develop behavioural intervention plans.
- Utilise a variety of consequences and loss of privileges.

## 2.2 Scholars

Have a **right** to:

- a clean, safe, organised, supportive and disciplined school environment.
- not be teased, bullied (physically/verbally/cyber) or exposed to conflict.
- be an individual and treated with fairness, courtesy, impartiality and respect.
- be educated in an atmosphere that is free from interference by other scholars.

Have a **responsibility** to:

- listen to/read and discuss this booklet with their parents.
- accept the Code of Conduct of St Paul's College Primary, obey the school rules and follow policies.
- use good judgement and seek advice from their parents and teachers.
- conduct themselves in a dignified manner that shows pride in the School.
- be respectful, tolerant, helpful, and courteous.
- exercise honesty, integrity, and self-discipline in all their actions.
- be accountable for their actions.
- keep their environment clean.

## 2.3 Parents

Have a right to:

- be addressed with respect.
- be treated equally and fairly.

Have a **responsibility** to:

- ensure that their children understand and obey the Code of Conduct.
- understand that the primary responsibility for developing a moral, ethical, and disciplinary foundation lies with parents or guardians, and not the School.
- be aware of the whereabouts of their children and set parameters regarding behaviour.
- update personal and medical information on Ed-admin about their child and/or themselves.
- read all information sent home, and where necessary, sign and return it within the required timeframe.
- work alongside staff to address academic and behavioural concerns.
- support the structures, requirements and procedures of the School to uphold a constructive educational environment.
- support and encourage their children in their involvement in all spheres of school life and, in particular extramural activities, which are compulsory.
- keep the relevant staff informed of any problem areas pertaining to their children that may impact on them at school.
- label all clothing, lunch boxes, water bottles, stationery and sports equipment of their children.

Our Code of Conduct is more than simply a process of 'discipline'. We believe that an effective system depends on nurturing personal responsibility and the ultimate aim is to encourage the development of socially aware and responsible members of our school community.

Parents and scholars are directed to other school codes and guidelines on **D6 School Communicator** that regulate the smooth running of the school.

The **Parent/Teacher/Scholar Agreement** is a contract signed by the staff, parents and scholars, indicating commitment of all stakeholders to work towards fostering a positive educational space.

### 3. THE JURISDICTION AND SCOPE OF THE CODE OF CONDUCT

The Code of Conduct is in force:

- on the property prior to, during and following regular school hours.
- at all official events, both within and outside the regular school hours, where such events are held under the auspices of the school management structures.
- at all official school events which are held off the school property.
- at all times when the scholar is dressed in the school uniform and is recognisable as such, both, on the school property or in the public view outside the school.

### 4. SCHOOL RULES

#### 4.1 Safe and Healthy Environment

In order to keep scholars/your child safe and healthy, please take note of the following:

- a. The driveway, car park, toilets and building structures are out of bounds as play areas.
- b. Scholars need to wait for parents at the designated areas selected for each phase.
- c. Scholars (with the exception of Gr R) who are collected at the High School may only walk down the hill at 13:10.
- d. While parents socialise on the grounds, Grade R, 1 and 2 scholars need to remain in the designated area until 13:10 and not disturb the teaching of other grades.
- e. Prompt collection, after school and extramural activities, is essential to safeguard the scholars.
- f. Dropping or collecting scholars at the entrance of the driveway hampers access and is not permitted.
- g. Parents need to obey traffic markings and assist their children across the road.
- h. It is preferable that children remain at home if they are ill in the morning.
- i. The school may legally not administer medication to scholars who become ill or who are hurt. Parents will be contacted to collect their children. (Refer to the **Medical Policy** on **School Communicator**.)
- j. Parents need to complete and send the **Medical Form**, included in the above policy, to the class teacher if a scholar has medication to take at school e.g. allergy to bees/nuts, asthma, diabetes etc. The school needs to be aware of any change of status.

#### 4.2 Academic Expectations and Requirements (*Certain aspects below do not pertain to Gr R.*)

St Paul's College is renowned for academic rigour. Recognising that development takes place at different stages, the Primary School is divided into two phases where different aspects of school life are emphasised. The Lower Primary Section (Grades R to 3) lays the foundations in all subjects and the Upper Primary Section (Grades 4 to 6) encourages critical thinking and effective study skills.

- a. Teachers are expected to teach accurately and with passion, providing appropriate and quality learning opportunities and materials. Punctuality, prompt marking and monitoring of scholars' work are required.
- b. Teachers need to provide support and guidance, bearing in mind that they are developing the whole child.
- c. Scholars are expected to be self-disciplined in their work and should respect the learning environment and other members of the school community. Refer to the **School Wide Expectations** in this document.
- d. Homework for Grades 1 - 6 consolidates work taught and develops responsibility, healthy learning habits and self-discipline.
- e. Parents are required to monitor homework and sign the diary, tests and circular books on a daily basis.
- f. Parents are encouraged to assist their children in summarising a sentence, a paragraph and finally a story, when listening to or reading a book. This is the foundation to effective comprehension, problem-

solving skills, study methods and the application of knowledge. This skill is beneficial from Grade 1.

**Notes with ideas on Summarising** is on **School Communicator** under Primary School Information.

- g. Scholars are required to produce original work for tests, homework and projects. Plagiarism is a serious offence. Refer to the **Major Infringement Notice** in this document.
- h. Should a scholar fail to complete any required work, the marks will be forfeited. Refer to the **Accept a Zero Notice** in this document.
- i. Grade R to 4 scholars are evaluated through continuous formal and informal assessments.
- j. In addition to this, Formal Tests are written regularly in Grade 4, 5 and 6.
- k. Scholars should prepare themselves adequately for tests. The pass mark is 50%.
- l. Promotion to the next grade requires:

<u>Grade 1 - 3:</u> <ul style="list-style-type: none"><li>• A minimum mark of 50% in English and Mathematics.</li></ul>	<u>Grade 4 - 6:</u> <ul style="list-style-type: none"><li>• A minimum mark of 50% in English.</li><li>• A minimum mark of 50% in two of the following subjects: Mathematics, Science or Social Studies.</li><li>• If one subject (Mathematics, Social Studies or Science) has a mark below 50%, the aggregate of the scholar should still be above 50%.</li></ul>
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- m. Examinations are not written at the Primary School, however, a series of tests are written throughout the year.
- n. Whilst formal assessments offer opportunities to measure a scholar's academic progress, other forms of assessment are also used: class engagement, class tasks, specific homework assignments, research projects, oral presentations, etc.
- o. Upper Primary scholars who underperform may be placed on **SMS** (Scholar Monitoring System) which allows for lesson-by-lesson monitoring until an improvement is noted. Refer to the **SMS Daily/Weekly Academic and Behaviour Reports** in this document.

### 4.3 Uniform and Grooming

The specified uniform needs to be worn at all times to create a united, neat image. By adhering to the requests, the teachers do not need to spend time addressing the matters that detract from our core role of educating. The final decision regarding uniform and grooming will be made by the school. Please refer to the **Uniform and Dress Code** on **D6 School Communicator**.

- a. Only regular digital or analogue watches may be worn. Smart, GPS or fitness watches will be confiscated.
- b. Body piercing jewellery or body art for boys and girls, as well as earrings for boys, are not permitted.
- c. Only girls may wear small gold or silver studs/thin sleepers in the lobe of each ear - only one piercing per ear is permitted. (no pearls or gems)
- d. Bracelets and armbands are not part of the uniform and will be confiscated until the end of a mid-semester/semester. Medic-alert bracelets are permitted.
- e. Highlighted/dyed hair is unhealthy for children and puts pressure on families who cannot afford this or do not wish their children to begin these activities at a young age. Scholars who colour their hair will be required to dye it back to their natural colour before being allowed to attend classes.
- f. Beads, feathers, coloured extensions, coloured braids that do not match the natural colour of the hair, pattern braids or other adornments are not permitted.
- g. Boys are to have a traditional short back and sides that does not touch the ears or collar and is short on top. The top should not exceed twice the length of the sides.
- h. The use of wax, gel and hairstyles with steps, spikes, shaven sections, shaven heads and a comb over, fade or any other new trend, is not permitted.

- i. Girls with collar-length hair should tie or clip it up and ensure that it does not obstruct their or the vision of others. Girls should tie up/clip hair away from their faces and ensure that their hairstyle allows for the school hat to fit correctly on the head.
- j. Only clear, royal blue, navy or black hair accessories are permitted (white, other colours, sparkles and beads are not allowed)
- k. Nails should be kept short and clean. Nail polish/makeup may not be worn and will need to be removed.
- l. Vaseline and clear lip ice is permitted, but no lip-gloss or tinted/glitter lip balm.
- m. Tracksuit pants are only worn in the winter months. For cooler spring/autumn mornings, jackets/jerseys may be worn. Vests/undergarments must not be visible.
- n. Royal blue scarves, gloves and beanies may be worn to school in winter, but must be removed at the start of the first lesson.
- o. Socks must be regular, plain white school socks that are folded down once above the ankle.
- p. Fashion sneakers are unsafe for sport activities and may not be worn to school. The running/sports shoe must have supporting arches and mostly white (with a touch of navy blue) is permitted.
- q. The school hat must be worn during outdoor activities for protection from the sun.
- r. The chewing of gum is not permitted in uniform, class, at sports and other school functions.
- s. Dirty and torn garments do not encourage self-respect.
- t. Crop/off-shoulder/strapless/low-cut/sheer/spaghetti-strap, low-cut tank tops, vests, mini-skirts, shorts that are shorter than mid-thigh and leggings without a shirt that reaches mid-thigh, as well as clothing with inappropriate words, images or logos, may not be worn on civvies days.
- u. Intentional or repeated dress code/hair infringements will result in the scholar receiving a minor infringement. Parents are responsible for ensuring that the correct dress and hair code is in place prior to their child's arrival at school.

#### 4.4 Other

- a. Our terrain is multi-terraced and therefore skateboards, roller blades etc. damage school property and may not be brought to school at any time.
- b. Only Grade 4 - 6 scholars may use wheelie bags. These need to be picked up when walking up and down stairs.
- c. Bicycles, outside of an organised activity, may not be ridden on the property.

#### 4.5 Sport

Our values underpin the ethos and expectations of our players, coaches, staff and parents. Please refer to the **Primary Sport Policy** on **D6 School Communicator**

- a. Extramural sport is compulsory for all scholars at St Paul's College:
  - *Gr R, Gr 1 and Gr 2 have extramural sport activities during school hours, until matches begin.*
  - *Gr 3 - Gr 6 has extramural sport activities from 13:30*
- b. PE lessons are compulsory for all scholars.
  - Parents need to write a dated note or inform the register class teacher via WhatsApp if a child needs to be excused from PE.
  - A new note is required for each PE lesson.
  - A doctor's certificate is required if the scholar misses a 2nd week of PE.
- c. The correct PE uniform, including socks, as well as safety equipment, is to be worn to all extramural practices, activities and matches.
- d. We strongly encourage participation in a team sport from Grade 1. Interacting in teams teaches scholars important values, sportsmanship, teamwork and socialising skills.
- e. Scholars should arrive punctually and attend practices regularly.
- f. Scholars are encouraged to continue an activity until the end of the season out of respect for the team, self and the coach.
- g. An extramural activity with less than 80% attendance will not be captured on the reports for Grades 3 - 6 and the child will not appear in the team photograph.

#### **4.6 School Attendance**

- a. A doctor's certificate is required if scholars are absent in excess of 2 consecutive school days.
- b. Scholars in Grades 4 - 6 who are absent when tests for English, 2nd/Foreign Language, Social Studies and Science are written, need to submit medical certificates or a letter from a National sport/cultural organisation. Where these are not submitted, scholars will receive 0% for the test.
- c. Grade 4 - 6 scholars absent with a valid reason, will write their assessment at 13:10 on a Tuesday or Thursday, on their return. This will allow teaching to continue uninterrupted. Failure to attend the rescheduled test sessions as arranged, results in 0%.
- d. While we are not in a position to forbid absence from school for holidays/family celebrations, they are disruptive and impact negatively on the scholar.
- e. Absence from school, sport practices and school functions needs to be submitted in writing to the register class teacher or coach, where applicable.
- f. Appointments with medical practitioners need to be made in the afternoon where possible.
- g. It is the responsibility of the scholar to enquire about, obtain and complete any missed work.

#### **4.7 Beyond the School Grounds**

The behaviour and dress of scholars is a direct reflection on our school.

- a. Scholars should remember to stand aside for, or offer adults their seats if there are none available in public places.
- b. Scholars should remain neatly dressed when in uniform in a public place.
- c. Off-campus behaviour that brings the school's reputation into question will be investigated and acted upon according to the level of the offence.

#### **4.8 Communication**

The most success is achieved when staff and parents communicate in an open and supportive manner. The ***Line of Communication Document*** can be found on ***D6 School Communicator*** and includes staff's contact information.

##### *Channels of Communication*

In the case of a grievance or a concern held by a parent, the following procedure is to be followed:

- a. Address the matter expediently and directly with the class, subject teacher or person in charge of the activity.
- b. Thereafter, the Grade Head, the Lower Primary Head of Grades R - 3 or the Subject Heads of Grades 4 - 6.
- c. From there, the Head of Primary.
- d. Finally, the Principal of the College can be approached if the matter is not satisfactorily addressed.
- e. Matters of a general nature (and not a personal issue) may be raised at the PTFA, but only if it is first discussed with the Head of Primary and, if necessary, the chairperson. Prior to the meeting, the matter should be placed on the agenda for the next meeting.
- f. If all avenues have been addressed and the matter is of such a serious nature, then the Chairman of the Board can be contacted in writing. All correspondence must be copied to the Head of Primary and the Principal of the College.

#### **4.9 Payment of School Fees**

All fees are payable in advance, starting 1 January. Any query regarding fee payment can be directed to the Bursar. If school fees fall into arrears, children may not attend school until payments have been updated. In addition, progress reports will not be issued until school fees are settled.



#### 4.10 Damages or Losses

Scholars who lose books or damage school property will be required to reimburse the school. The parent's school account will be invoiced in such an event.

#### 4.11 General

- a. Gr 1 - 6 scholars should be at school by 06:50 and seated in their register class at 06:55.
- b. Gr R scholars should be at school at 07:05 for the start of the school day at 07:15.
- c. Collecting scholars on time, from events and venues other than the school, indicates a respect for the staff's private time.
- d. Phone calls to parents from the office or teacher's phones are only permitted in emergencies.
- e. All possessions need to be clearly labelled.
- f. The use of a cell phone, smartwatch, sports watch, GPS watch or any electronic or digital devices are not permitted during school hours. They will be confiscated and the parents will be required to collect them at the end of the mid semester/semester. The school will not investigate the alleged theft of such items and will not take responsibility if they are lost or allegedly stolen.
- g. Posting via the internet or other electronic, interactive or printed media of undignified or humiliating material pertaining to any member of staff, scholar of St Paul's College and scholars of other schools or any material that brings the name of the school into disrepute is a Zero Tolerance offence. Refer to the **Major Infringement Notice** in this document.

### 5. THE POSITIVE BEHAVIOUR SUPPORT SYSTEM

The **Positive Behaviour Support System (PBS)** promotes and maximises academic achievement and behavioural competence. When exemplary behaviour complements excellent teaching, scholars excel in all areas.

As part of the **PBS** system, we will establish several clear rules for expected behaviour in all areas of our school. We will explicitly teach those expectations to the scholars. The expectations for behaviour will be clearly displayed in the classrooms and included in the classroom contracts.

Positive reinforcement and consistent consequences will be applied to all scholars. Detailing expected behaviour and teaching these to the scholars, will provide a common language for everyone, including scholars, teachers, office, ground and security staff, as well as part-time professionals on our campus.

Our **PBS** system specifically addresses bullying. Refer to our **Bullying Policy** on **D6 School Communicator**.

### 6. SCHOOL WIDE EXPECTATIONS

The following points outline the expected behaviour in all key areas of the school.

#### 6.1 Teaching Venue Expectations

- Arrive on time and prepared for lessons
- Line up quietly outside the class
- Greet before being seated
- Take out your labelled stationery and books immediately
- Sit still, listen to and follow instructions
- Wait your turn and raise your hand to speak
- Use an inside voice
- Keep hands, feet & objects to yourself
- Ask for assistance when it is required
- Be supportive of those who ask questions
- Participate, work and use your time wisely
- Ask permission before leaving your desk or the class
- Copy homework into your diary
- Keep the classroom neat and tidy and throw rubbish in the bin
- Wait to be dismissed before packing up and standing
- Greet before leaving
- Take all your belongings with you
- Accept consequences without arguing
- Study for tests/assessments
- Complete homework and have the diary signed daily

## 6.2 Common Areas and Walkway Expectations

- Greet, use an inside voice and, wait your turn at the office
- Walk and do not run in these areas
- Walk quietly past classes
- Walk on the left in single file
- Keep hands, feet and objects to yourself
- Maintain personal space
- Pick up wheelie bags when on the steps
- Move directly to class
- Pick up and dispose of litter
- Stand aside for adults, seniors and girls
- Greet visitors and offer assistance

## 6.3 Restroom Expectations

- Do not play in the bathrooms
- Respect the privacy of others
- Use the toilet properly and keep it clean
- Flush the toilet after use
- Wash hands with one squirt of soap
- Dry hands with no more than two tugs of paper towel
- Place the paper towel in the bin
- Return to class promptly
- Report problems to the office

## 6.4 Bus Expectations

- Line up and wait for instructions
- Remember to greet the driver and say thank you when you climb in and out
- Fill up from the back
- Put on your seatbelt
- Put up your hand to ask for help if needed
- Remain in your seat facing forward
- Use inside voices
- Keep the aisle clear from tripping hazards
- Keep your hands, feet and objects to yourself
- Keep your hands, feet and objects inside the bus
- Take your belongings and litter with you
- Report problems to staff

## 6.5 Playground Expectations

- Play fairly, include everyone, share and take turns
- Respect others' personal space
- Use kind words and actions
- We do not beg - begging is bullying
- Wear and keep your hat on
- Sit when eating
- Walk, do not run
- Stay within boundaries
- Keep hands, feet and objects to yourself
- Balls and kicking objects may only be used on the field
- Use equipment correctly
- Move directly to class at the end of break
- Accept responsibility for accidents
- Put litter in the bin
- Gather your labelled lunch boxes / bottles
- Put playground equipment away when done
- Place lost items in correct containers
- Go to the toilet before the end of break
- Be truthful, own up and report an incident truthfully

Raise up a child in the way he  
should go, and when he is old,  
he will not depart from it.

Proverbs 22:6



## 7. DISCIPLINARY PROCESS

At St Paul's Primary School, we are committed to providing a safe and inclusive learning environment for all scholars. We believe that every child has the right to learn and grow in an atmosphere that promotes respect, kindness, and positive behaviour.

We understand that each scholar is unique, and we are committed to providing the necessary support and guidance to help them overcome any challenges they may face. However, we prioritise the safety and well-being of all scholars and members of staff.

*Therefore, repeated disruptions or serious anti-social behaviour that threatens the security, innocence, and learning of other scholars or undermines the discipline, instruction, and well-being of staff will result in the full disciplinary system being implemented and may jeopardise a scholar's place at St Paul's Primary School.*

A strong partnership between the school and parents is essential for children to grow up to be adults of excellence. We require parents to communicate openly with us if they have any concerns about their child's well-being or if they become aware of any incidents of antisocial behaviour.

We trust that you too, will view this policy as being in the best interest of all the stakeholders of the School.

### 7.1 CREDITS

The **PBS** system is both progressive and positive and provides scholars with the opportunity to earn **Excellence Tickets** for their class on a daily basis.

- a. All staff members will be able to give tickets to classes where they witness positive behaviour in the different areas of the school e.g. walking to lessons, the tuckshop, assembly, specialist venues, and on-task behaviour in their classroom
- b. Specialist teachers may issue tickets to a class where there has been exceptional behaviour.
- c. Class teachers are only allowed to give tickets to other classes.
- d. A staff member may only give a maximum of one ticket per day, per class.
- e. All signed tickets will be handed in at Reception.
- f. Teachers will notify administration when their class reaches a goal.
  - ★ Once a class achieves 30 EXCELLENCE tickets, the entire class will receive a reward.
- g. Individual scholars will not earn tickets for their class. However, if they are seen demonstrating positive behaviour towards others (including helping a classmate or staff member, sharing, resolving a conflict between peers, etc.), they will be recognised at assembly.

### 7.2 PROCEDURES

Gr R	Conversations with the child, <b>Think Sheet, Oops Letter</b> , communication with parents. Should the behaviours not improve, the formal disciplinary procedure, as listed below, is followed.
Gr 1 - Gr 6	Conversations with the child, <b>Verbal warning, Think Sheet, Letter of Apology</b> , communication with parents. Should the behaviours not improve, the formal disciplinary procedure, as listed below, is followed.

#### Behaviour Management Plan

- a. The 1<sup>st</sup> time a rule is broken, the scholar will be verbally warned.
- b. The 2<sup>nd</sup> time a rule is broken the scholar will have “**Time in**” and receive a **Think Sheet** and/or write a **Letter of Apology**.
- c. The 3<sup>rd</sup> time the rule is broken, the scholar's parents will be informed.
- d. Should the same behaviour pattern continue, the **Minor Infringement Notice** together with the **Reflection Sheet** would then be sent home. Parents are required to work through the documents with their child, sign and return them to school the following day.
- e. **Serious offences** may skip the above plan and be addressed as indicated in **points c and d (Minor Infringement Notice)**

## Incomplete Homework and Assignments

- a. Repeated offences will result in a **Minor Infringement Notice** and a **Reflection Sheet** being sent home.
- b. Scholars who fail to submit assignments that are for marks or present orals on the due date, will receive 0% and an **Accept a Zero Notice**. Repeated offences will result in a **Minor Infringement Notice** and a **Reflection Sheet** being sent home.

## The Minor Infringement Notice

- a. This serves to notify parents of minor incidents that occur regularly, despite procedures of the **Behaviour Management Plan**.
- b. It also addresses incidents of a potentially serious nature.
- c. Parents are requested to address the issue at home using the **Reflection Sheet** that needs to be signed and returned together with the **Minor Infringement Notice**.
- d. To protect staff and scholars, the information is kept on file should further serious incidents follow.

## The Major Infringement Notice

- a. Should misbehaviour continue, disrupt teaching and learning or a serious offence transpires, a detailed investigation into the matter will be conducted by the teacher, Head of Grade and/or Head of Primary.
- b. Parents are requested to address the issue at home using the **Reflection Sheet**, which needs to be signed and returned together with the **Major Infringement Notice**, detailing the nature of the incident and the appropriate intervention taken. This record will be kept on the scholar's file.
- c. Parents will also be called in to discuss the incident and consequences.
- d. The Principal of the College will automatically become involved with a Zero Tolerance offence where one or more of the following steps may be instituted: a final written warning, a suspension or expulsion.
- e. Where a Zero Tolerance incident has occurred, no verbal or written warning is required prior to expulsion.

## The SMS (Scholar Monitoring System) Daily/Weekly Academic and Behaviour Report

This is applicable for scholars between Grade 4 to Grade 6, unless deemed necessary for younger scholars.

- a. Should completion of homework, effort, preparedness and attitude not improve after discussions with parents, scholars will be placed on **SMS**.
- b. This entails the scholar being monitored on a **daily or weekly** basis by each teacher, the Grade Head and parents.
- c. Scholars are placed on **SMS** after a meeting with the parents.
- d. **SMS** remains in place for a minimum of a month unless significant improvement has been noted.
- e. Parents need to sign and return the daily or weekly **SMS** forms.
- f. If improvement is not noted, the placement of the scholar at St Paul's will be under question.

## 7.3 FORMS








A selection of forms are used to promote positive behaviours and academic habits allowing the school to be the safe place for all. The forms progress in severity according to transgressions.

1. Think Sheet Gr R - Gr 3
2. Think Sheet Gr 4 - Gr 6
3. Letter of Apology
4. Oops Letter
5. Reflection Sheet
6. Minor Infringement Notice
7. Major Infringement Notice
8. Missed Tests Notice
9. Accept a Zero Notice
10. Lost/Damaged Book Notice
11. Interview Sheet
12. Incident Report
13. Daily/Weekly SMS (Scholar Monitoring System)
14. Excellence Ticket

# THINK SHEET - LP

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

How did you feel?

Mad 	Sad 	Worried 	Embarrassed 	Scared 	Frustrated 	Other 
--	--	--	--	--	---	--

What happened?

Who was affected?

<input type="checkbox"/> Me	<input type="checkbox"/> Classmates
<input type="checkbox"/> Teacher	<input type="checkbox"/> Other: _____

How can I make it right?

<input type="checkbox"/> Apologise	<input type="checkbox"/> Fix what is broken
<input type="checkbox"/> Clean up	<input type="checkbox"/> Other: _____

What will I do next time?

<input type="checkbox"/> Take a deep breath	<input type="checkbox"/> Walk away
<input type="checkbox"/> Count to 10	<input type="checkbox"/> Use my words
<input type="checkbox"/> Tell a trusted adult	<input type="checkbox"/> Other: _____

Student signature: \_\_\_\_\_






Teacher signature: \_\_\_\_\_

Parent signature: \_\_\_\_\_

# THINK SHEET - UP

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

What were you feeling?

Sad 	Frustrated 	Confused 	Worried 	Angry 
--	---	---	--	--

What happened? (Can be dictated to an adult)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What did you want?

<input type="checkbox"/> Attention	<input type="checkbox"/> To cause a problem	<input type="checkbox"/> Control	<input type="checkbox"/> To get out of work
<input type="checkbox"/> Challenge a teacher	<input type="checkbox"/> To get even or revenge	<input type="checkbox"/> To talk to a teacher	<input type="checkbox"/> Other _____

How did your behaviour make others feel?

<input type="checkbox"/> Happy	<input type="checkbox"/> Sad	<input type="checkbox"/> Confused	<input type="checkbox"/> Angry	<input type="checkbox"/> Stressed
<input type="checkbox"/> Scared	<input type="checkbox"/> Unsafe	<input type="checkbox"/> Worried	<input type="checkbox"/> Frustrated	<input type="checkbox"/> Other _____

Did you use a coping strategy? Yes or No? If "Yes", which one? If "No", which one could you rather have tried?

<input type="checkbox"/> Take 3 deep breaths	<input type="checkbox"/> Ignore	<input type="checkbox"/> Count backwards
<input type="checkbox"/> Move somewhere else	<input type="checkbox"/> Self-talk	<input type="checkbox"/> Do something else
<input type="checkbox"/> Think calm thoughts	<input type="checkbox"/> Talk to teacher	<input type="checkbox"/> Chill – Take a break

What do you need to do now to correct the problem?

<input type="checkbox"/> Apologise (say sorry)	<input type="checkbox"/> Clean up	<input type="checkbox"/> Complete task	<input type="checkbox"/> Become a friend
<input type="checkbox"/> Make a plan	<input type="checkbox"/> Problem solve	<input type="checkbox"/> Do a kind thing	<input type="checkbox"/> Other _____

## Letter of Apology



To: \_\_\_\_\_

From: \_\_\_\_\_

Date: \_\_\_\_\_

I am sorry that I \_\_\_\_\_

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---

I was wrong because \_\_\_\_\_

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---

---

I am sorry that I \_\_\_\_\_

---

---

---

---

In the future I will \_\_\_\_\_

---

---

---

---

Student Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*(Make sure to complete the page honestly, neatly and with effort or you will need to redo it.)*

Student Name: -----

Date: -----

# NOTE

to parents

I was reprimanded today because:

- I was irresponsible with property
- I did not follow instructions
- I was disrespectful towards my teacher / others
- My manners were lacking
- I was disruptive
- 

Teacher Note:

-----  
-----  
-----  
-----  
-----  
-----



Please discuss responsibility with your child. Your support is greatly appreciated.

**Sign and return to school.**

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Child Signature

Comment:

-----  
-----  
-----  
-----





# Reflection Sheet (to be completed at home)

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Description of my behaviour: *(What did I do?)*

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---

---

Reasons for my behaviour *(Why did I do it?)*

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---

How did my behaviour affect me?

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---

---

---

---

---

How has my behaviour affected others?

---

---

---

---

---

---

Plan for Improvement:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Other consequences of my behaviour: (time, facilities ...) \_\_\_\_\_

---

This is what I will do to make amends for this incident.

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---

Signature Scholar: \_\_\_\_\_

Signature Teacher: \_\_\_\_\_

Signature Parent: \_\_\_\_\_



# Minor Infringement Notice

Scholar's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Referring Person: \_\_\_\_\_ Date of incident: \_\_\_\_\_

Others involved: \_\_\_\_\_

**Location:**

- |   |                                       |   |
|---|---------------------------------------|---|
| <input type="checkbox"/> Classroom: _____     | <input type="checkbox"/> Media Centre | <input type="checkbox"/> Specialist room: _____ |
| <input type="checkbox"/> Chapel / Assembly    | <input type="checkbox"/> Bathroom     | <input type="checkbox"/> Field                  |
| <input type="checkbox"/> Playground           | <input type="checkbox"/> Bus          | <input type="checkbox"/> Outing: _____          |
| <input type="checkbox"/> Special event: _____ |                                       |   |

**Type of Minor Offence:**

- |  |  |
|--|--|
| <input type="checkbox"/> Inappropriate language                      | <input type="checkbox"/> Homework not written down         |
| <input type="checkbox"/> Chewing gum                                 | <input type="checkbox"/> Disrespect to others              |
| <input type="checkbox"/> Diary, letters, tests not signed / returned | <input type="checkbox"/> Littering                         |
| <input type="checkbox"/> Disruptive transitions                      | <input type="checkbox"/> Homework not done                 |
| <input type="checkbox"/> Repeatedly not wearing a hat                | <input type="checkbox"/> Incorrect dress code              |
| <input type="checkbox"/> Late for school / class                     | <input type="checkbox"/> Running in unassigned areas       |
| <input type="checkbox"/> Unsafe / rough play                         | <input type="checkbox"/> Dishonesty                        |
| <input type="checkbox"/> Out of an assigned area                     | <input type="checkbox"/> Failing to bring books / material |
| <input type="checkbox"/> Failure to follow group agreements          | <input type="checkbox"/> Writing / sending notes in class  |
| <input type="checkbox"/> Tampering with other's property             | <input type="checkbox"/> _____                             |

**Consequence:**

- Essay / written work
- Removal from class
- Removal from break
- Loss of privileges
- Positive practice
- In-house suspension
- Parent conference
- \_\_\_\_\_
- \_\_\_\_\_

**Notes:**

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Referring Teacher: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

This form needs to be signed and returned together with the **Reflection Sheet tomorrow.**



# Major Infringement Notice

Scholar's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Referring Person: \_\_\_\_\_ Date of incident: \_\_\_\_\_

Others involved: \_\_\_\_\_

**Location:**

Classroom: \_\_\_\_\_

Media Centre

Specialist room: \_\_\_\_\_

Chapel / Assembly

Bathroom

Playground  Field

Bus  Outing

\_\_\_\_\_  Special event

**Possible Motivation:**

Obtain Peer attention  Avoid peer attention

Obtain Teacher Attention  Avoid teacher attention

Obtain items / activities  Avoid tasks

Take revenge on others  Wants to be sent home

Wanted to be in control  Don't know

Wanted to cause problems with others

\_\_\_\_\_

**Major Offence:**

3 X Minor Offences

Property Damage

Vulgar Gestures

Defiance

Swearing

Cyber Bullying

Plagiarism

Insubordination

Bunking Lessons

Cheating

Physical Contact

Intimidation

Disrespectful act

\_\_\_\_\_

**Zero Tolerance Behaviour:**

Harassment / Bullying  Discrimination

Theft  Illegal Substances

Vandalism  Weapons

Assault  Obscene Material

Cyber Obscenity  Forgery

Attempted / Actual Arson  Bomb / Safety Threats

Dealing in Stolen Goods  \_\_\_\_\_

**Comments:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Intervention:**

Verbal warning  Loss of privileges

Time out  Opportunity to overcorrect

Positive practice  SMS

Parent notification

Parent conference

Removal from school for a day (not suspension)

Out of school suspension

Expulsion

\_\_\_\_\_

Full Report Attached:  Yes  N/A

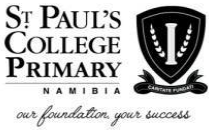
Head of Primary: \_\_\_\_\_

Referring Teacher: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

This form needs to be signed and returned together with the **Reflection Sheet tomorrow.**



## Accept a Zero Notice

Scholar's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Subject: \_\_\_\_\_ Date: \_\_\_\_\_

I understand that:

- it is my responsibility to complete my homework and class tasks: \_\_\_\_\_ (scholar initials)
- as I have not brought my homework / handed in my project / presented my oral / \_\_\_\_\_ on the due date, I will forfeit the marks and will receive a ZERO: \_\_\_\_\_ (scholar initials)

Topics covered in the work / project I did not complete are:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have agreed that I will improve my work ethic and understand that I am still required to complete and submit the work tomorrow.

Signature of the Scholar: \_\_\_\_\_ Date: \_\_\_\_\_

Repeated incidents will result in a **Minor Infringement Notice** and a **Reflection Sheet** being issued.

Teacher's Signature: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_



## Lost or Damaged Book Notice

Dear \_\_\_\_\_ Date: \_\_\_\_\_

Unfortunately \_\_\_\_\_ lost / damaged the following book / books:

TITLE	ISBN Number	COST
<b>TOTAL COST DUE:</b>		<b>N\$</b> _____

It is St Paul's policy that parents cover these costs and that the above amount is invoiced to your school account.

Costs include the delivery covering and processing of the book. UK editions cannot be bought individually, thus the amount to complete the set is inflated.

Please sign and return this letter in acknowledgement of this incident, which grants us permission to debit your account. Should you wish to discuss the matter further, please do not hesitate to contact the school.

Yours sincerely

\_\_\_\_\_  
Class Teacher

\_\_\_\_\_  
Head of Primary

\_\_\_\_\_  
Parent's Signature



# Incident Report

<b>Time and date:</b>	
<b>Location of incident:</b>	
<b>Nature of incident:</b>	
<b>Details:</b>	
<b>Person/s involved:</b>	
<b>Witnesses:</b>	
<b>Action Taken:</b>	
<b>Evidence Attached:</b>	

Name of person reporting: \_\_\_\_\_ Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Copies to:      File with Principal's Secretary        
                      Student/s involved files



# SMS (Scholar Monitoring System) Daily Academic and Behaviour Report

Scholar's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Week Starting From: \_\_\_\_\_ to \_\_\_\_\_ To be signed daily by: \_\_\_\_\_

## Instructions:

1. Fill in your timetable in the block marked "Subject" for the entire week.
2. Hand your **SMS** form to the teacher at the **BEGINNING** of the period; collect it at the **END** of the period.
3. Hand your **SMS** form to your **Head of Grade** at the end of each day for a **signature**.
4. The **SMS** form must be taken home each day for parents to sign.
5. On Friday, your Head of Grade will make comments that must be taken home to be read by your parents.
6. Your parent(s) must sign, and may comment in the space provided.
7. Your **SMS** form must be returned to your Head of Grade **WITHOUT FAIL** at the start of Monday morning, when you will receive a new form.

## HEADS OF GRADE

Grade 4: Ms Steenkamp

Grade 5: Mrs Tordiffe

Grade 6: Mrs Stahl

**Homework:** d = done i = incomplete n = not done

**Participation / attentiveness:** A to E

**Equipment and Books:** Y = yes N = no

**Behaviour Scale:** A = excellent to E = poor

DAY \_\_\_\_\_ DATE \_\_\_\_\_ HEAD OF GRADE \_\_\_\_\_ PARENT \_\_\_\_\_

Period	Subject	Homework	Participation	Equipment & books	Behaviour	Comment	Teacher
1		d i n	A B C D E	Y N	A B C D E		
2		d i n	A B C D E	Y N	A B C D E		
3		d i n	A B C D E	Y N	A B C D E		
4		d i n	A B C D E	Y N	A B C D E		
5		d i n	A B C D E	Y N	A B C D E		
6		d i n	A B C D E	Y N	A B C D E		
7		d i n	A B C D E	Y N	A B C D E		
8		d i n	A B C D E	Y N	A B C D E		
9		d i n	A B C D E	Y N	A B C D E		

**Head of Grade Comments:** \_\_\_\_\_

**Parent Comments:** \_\_\_\_\_



**SMS** (Scholar Monitoring System) **Weekly Academic and Behaviour Report**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Grade Head signature: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Grade Head comments: \_\_\_\_\_

Parent comments: \_\_\_\_\_

SUBJECT	Academics and Behaviour	What can improve?
<p style="text-align: center;"><b>Maths</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;"><b>English</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;"><b>Science</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;"><b>Social Studies</b></p>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;"><b>2nd Language</b> (Afrikaans, French, German)</p>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;"><b>Other</b> (PE, ICT, Music, Art, Drama/Public Speaking, YWAP, Chess)</p>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>





Excellence

Grade \_\_\_\_\_ earned a ticket for

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
on \_\_\_\_\_ from \_\_\_\_\_



Excellence

Grade \_\_\_\_\_ earned a ticket for

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
on \_\_\_\_\_ from \_\_\_\_\_



Excellence

Grade \_\_\_\_\_ earned a ticket for

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
on \_\_\_\_\_ from \_\_\_\_\_



Excellence

Grade \_\_\_\_\_ earned a ticket for

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
on \_\_\_\_\_ from \_\_\_\_\_



Excellence

Grade \_\_\_\_\_ earned a ticket for

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
on \_\_\_\_\_ from \_\_\_\_\_



Excellence

Grade \_\_\_\_\_ earned a ticket for

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
on \_\_\_\_\_ from \_\_\_\_\_