



# POLICIES AND PROCEDURES

## 2023

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## TABLE OF CONTENTS

ABBREVIATIONS AND ACRONYMS.....	6
DEFINITIONS.....	7
1 ADMISSIONS POLICY .....	9
1.1 General.....	9
1.2 Age Criteria.....	9
1.3 Developmental Criteria .....	9
1.4 Language Criteria .....	10
1.5 Special Education Needs.....	10
1.6 Practical Application of Admissions Procedure .....	10
2 APPEALS AND GRIEVANCES PROCEDURE .....	11
2.1 Appeals and Grievances Procedure for Parents/Guardians .....	11
2.2 Appeals and Grievances Procedure for Learners .....	11
3 ABSENCE FROM SCHOOL .....	12
3.1 General.....	12
3.2 Procedure's for Learner's Absence from School.....	12
4 ASSESSMENT POLICIES.....	13
4.1 General.....	13
4.2 Methods of Assessment .....	13
4.3 Homework Policy .....	14
4.4 Tests and Examinations .....	16
4.5 Handwriting Policy .....	17
4.6 Quality Assurance by Staff Members.....	17
5 COMMUNICATION, TECHNOLOGY AND MEDIA.....	19
5.1 General.....	19
5.2 Communication Platforms .....	19
5.3 Employees .....	19
5.4 Learners .....	22
6 CODE OF CONDUCT .....	24
6.1 Learner's Code of Conduct .....	24

6.2 Bullying .....	28
6.3 Parents/Guardians Code of Conduct.....	30
6.4 Staff Code of Conduct.....	31
7 CORONAVIRUS DISEASE 2019 (COVID-19).....	37
7.1 Online Schooling During Lockdown .....	37
7.2 Returning to School .....	37
8 DISCIPLINE.....	47
8.1 General.....	47
8.2 Practical Application of Discipline Policy .....	47
9 FINANCIAL POLICY .....	48
9.1 General.....	48
9.2 Budget .....	48
9.3 Expenditure Control .....	48
9.4 Payment Process.....	48
9.5 Income Control .....	49
9.6 School Fees .....	49
9.7 Salaries .....	52
9.8 Financial Aid .....	52
9.9 Petty Cash .....	54
10 HEALTH, SAFETY AND EMERGENCIES.....	56
10.1 Health.....	56
10.2 Safety .....	57
10.3 Security .....	58
10.4 Emergencies .....	59
10.5 General.....	60
10.6 Chief Emergency Controller .....	61
11 LANGUAGE POLICY .....	64
11.1 General.....	64
11.2 Early Childhood Development Phase .....	64
11.3 Foundation and Intermediate Phases.....	64

11.4 Assistance for Speakers of Other Languages .....	64
12 LEARNING SUPPORT SYSTEMS AND TEACHER SUPPORT TEAMS (LSS/TST) .....	66
12.1 General.....	66
12.2 School Based Support Team (SBST) .....	66
12.3 Teacher Support Team (TST) .....	66
12.4 Identifying 'At Risk' Learners and Procedure for Support .....	66
12.5 Promotion and Progression .....	67
13 MANAGEMENT OF INFORMATION SYSTEMS (MIS).....	68
13.1 General.....	68
13.2 Staff.....	68
13.3 Learners .....	68
13.4 Budget, Financing and Marketing .....	70
13.5 Client Satisfaction .....	70
14 INTEGRATED QUALITY MANAGEMENT SYSTEMS (IQMS) .....	71
14.1 General.....	71
14.2 Implementation of IQMS .....	71
15 RESOURCES AND ASSET MANAGEMENT .....	78
15.1 Resources .....	78
15.2 Maintenance of Assets .....	78
LIST OF SOURCES CONSULTED .....	79
16 ADDENDUM	
Policy Review Plan	
16.1 Parent Liaison Grou	
16.2 Bullying Policy	
16.3 Code of Conduct for Parents	
16.4 Communication Policy	
16.5 Text Book Policy	

## ABBREVIATIONS AND ACRONYMS

CAPS	Curriculum and Assessment Policy Statements
COVID-19	Coronavirus Disease 2019
CPTD	Continued Professional Teacher Development
ECD	Early Childhood Development
EXCO	Executive Committee
FB	Finance Board
GB	Governing Body
HOD	Head of Department
IQMS	Internal Quality Management Systems
LSS	Learner Support System
MIS	Management Of Information Systems
NCS	National Curriculum Statement
NICD	The National Institute for Communicable Diseases South Africa
TST	Teacher Support System
WCED	Western Cape Education Department

## DEFINITIONS

Child	<p>A child is an individual who has not yet reached the age of majority and is therefore the responsibility of their parent/guardian.</p> <p>The age of majority is 18 years of age.</p>
ECD Phase	<p>Early Childhood Development refers to Grade RRRR to Grade R learners, unless otherwise specified.</p>
Executive Committee	<p>The Executive Committee is the Principal, Chair of the Governing Body and Chair of the Finance Board.</p>
Finance Board	<p>The Finance Board is the Executive Committee and the bookkeeper.</p>
Foundation Phase	<p>Foundation Phase refers to Grade 1 to Grade 3.</p>
Governing Body	<p>The Governing Body consists of a parent representative, a teacher representative, the Executive Committee and the Chaplain.</p>
Head of Department /Phase Head	<p>Phase Head or Head of Department refers to the teacher from each phase that is part of the executive committee.</p> <p>The phase head/head of department is responsible for their phase.</p> <p>These terms may be used interchangeably.</p>
Intermediate Phase	<p>Intermediate Phase refers to Grade 4 to Grade 7.</p> <p>We acknowledge that Grade 7 is part of the Senior Phase. However for this document, Intermediate Phase also includes Grade 7.</p>
Learner/Student/Pupil	<p>A learner is an individual who is acquiring knowledge about a new skill.</p> <p>Learner/student/pupil refers to an individual admitted to King's School.</p> <p>These terms may be used interchangeably.</p>

Parent/Guardian	<p>The biological or adoptive adult parent or legal guardian of a child who is legally entitled to custody of this minor and has the responsibility to fulfil the obligations associated with raising the child until they are 18 years old.</p> <p>For the purposes of this document, parent refers to guardian and vice versa.</p>
Senior Management Team	<p>The senior Management Team is the Principal and Head of Departments/Phase Heads.</p>
Staff/employees	<p>Staff/employee refers to individuals who are employed by/work for King's School. These terms may be used interchangeably.</p>



## **1 ADMISSIONS POLICY**

### **1.1 General**

- King's School aims to ensure that classes are inclusive in respect of age, gender and ability.
- King's School is committed to having a complement of learners who are racially and culturally diverse.
- King's School is a private, Christian school, but is open to families of different faiths.
- There will be a maximum of 24 learners per class.
- All prospective learners will be required to attend an interview with their parents/guardians.
- Foundation phase applicants will be required to attend a day in a class appropriate to their enrolment grade.

### **1.2 Age Criteria**

- A certified Birth Certificate must be submitted.

#### **1.2.1 Early Childhood Development Phase (ECD)**

- For the Grade RRRR Class, learners must be 2 years old by 1 January of the year of admission.
- For the Grade RRR Class, learners must be 3 years old by 1 January of the year of admission.
- For the Grade RR Class, learners must be 4 years old by 1 January of the year of admission.
- For the Grade R class, learners must be 5 years old by 1 January of the year of admission.

#### **1.2.2 Foundation Phase**

- In respect of a learner being admitted to Grade 1, learners need to turn seven (7) during their Grade 1 year.
- The learner's age must conform to accepted norms. The learner may not be more than one year older than the normal age for their Grade, i.e. must not exceed eight (8) years for Grade one.

### **1.3 Developmental Criteria**

- The overriding consideration for admission of all ECD and Foundation Phase learners is that the learner is capable of benefiting from admission to King's School.
- No learner shall be admitted to the Foundation Phase without meeting the requirements of an entrance assessment.

- The final decision for admission of a learner to the school is at the discretion of the Governing Body.

#### **1.4 Language Criteria**

- The language of teaching and learning at the school is English. The learners must therefore have a standard command of the English language
- The school's first additional language is Afrikaans.
- If a learner's mother tongue is not English is admitted, parents/guardians should be aware that there may be an additional responsibility to pay for any extra language support / tuition required.

#### **1.5 Special Education Needs**

- If it appears that the learner has a particular learning barrier that may impact on their learning; each individual case would be assessed on its own merit and the final decision rests with the Principal after consultation with a multidisciplinary School Based Support Team (SBST).

#### **King's School reserves the right to request a child be schooled elsewhere due to the following reasons:**

- School fees being in arrears
- Lack of co-operation by the parent with regard to implementation of the recommendations / suggestions given by the SBLS team with regard to the child's education. It would be deemed in the child's best interest to be schooled in an appropriate educational institution suitable to his or her needs.

#### **1.6 Practical Application of Admissions Procedure**

- Parents/guardians will be required to complete the school's Application Form for admission, including the Financial Contract. The Application Form must be completed and submitted with the required documents referred to in the form together with the non-refundable Application Fee.
- The parents/guardians and child are interviewed by the Principal and pupils from Gr 1 – 7 undergo an entrance assessment which may include attending a day in a class appropriate to their enrolment grade.
- The parents/guardians will be notified in writing if their application for admission is successful. In order to guarantee a place for their child, a non-refundable Placement Fee must be paid in upon receipt of the acceptance letter. This is as per the undertaking which is signed by the parents/guardians.
- Failure to pay the placement fee will result in the child no longer being enrolled at the school.

## **2 APPEALS AND GRIEVANCES PROCEDURE**

### **2.1 Appeals and Grievances Procedure for Parents/Guardians**

- We have an 'open door' communication's policy at the school to encourage open and transparent communication.
- Parents/guardians may make an appointment to see a teacher at an appropriate time if they would like to discuss any issue pertaining to their child. They also have the opportunity to discuss issues at the parent-teacher consultations.
- Appointments may not be made during class teaching time.
- Parents/guardians cannot expect a consultation without an appointment. Consultations without pre-arranged appointments are at the discretion of the relevant staff member.
- If any issue is not resolved at this level, the parents/guardians may make an appointment with the Principal for further discussion.
- If the issue is still not resolved, the Parent Representative, who is a member of the school board, is available as a mediator.
- If parents/guardians would like to discuss anything of a general school nature, the secretary is available and the parents/guardians may make an appointment to meet with the principal.

### **2.2 Appeals and Grievances Procedure for Learners**

- The learners are too young to appeal against unfair assessments. The parents/guardians have the opportunity to go discuss their child's progress with the teacher by appointment and at parent-teacher consultations.
- If any issue is not resolved at this level, the parents/guardians may make an appointment with the relevant head of department and principal for further discussion.
- If the issues are still not resolved, the Parent Representative, who is a member of the school board, is available as a mediator.

### **3 ABSENCE FROM SCHOOL**

#### **3.1 General**

- A learner may only be absent from school for a valid reason, i.e. illness, surgery, family emergencies, urgent affairs, etc.
- The principal or any other staff member may not give permission for any learner to be absent for any reason.
- Permission for travel, timeshare, modelling assignments etc. will not be granted.
- Should a parent/guardian decide to allow their child to be absent for any other reason except the valid reasons listed above, it is their responsibility and not that of the teachers to ensure that their child remains up-to-date with the missed work, obtains notes, completes homework, submits projects and assignments, etc. by the specified deadline,
- If a learner is absent for valid reasons, the teachers will assist the learner to remain up-to-date with the missed work, obtains notes, completes homework, extensions for projects and assignments, etc. as necessary.
- Frequent absence for extended periods of time seriously hampers the learner's development and progress.

#### **3.2 Procedure's for Learner's Absence from School**

- If parents/guardians are aware that their child will be absent, this should be communicated to the secretary or class teacher prior to their absence.
- If a learner is absent from school for one (1) day only, the secretary need not be informed. Upon return, the learner's absence should be explained by means of letter from the parents/guardians.
- If a learner is absent for a second (2<sup>nd</sup>) day, the secretary or class teacher should be informed by telephone or e-mail.
- Absence of more than three (3) days must be accompanied by a doctor's note or other official documentation.
- If a pupil is absent for an exam, a doctor's certificate must be presented once the child returns to school. The certificate must state the duration (dates) of the child's absence.

## **4 ASSESSMENT POLICIES**

### **4.1 General**

- Assessments provide an effective indication of learner achievement.
- They ensure that learners can integrate knowledge and skills.
- Assessments also encourage learners to be more self-aware, as it is an opportunity to assess their own progress.
- Assessments also allow educators to set goals for progress and encourage learning.
- King's School follows the Department of Basic Education's requirements for progression and promotion using continuous assessment according to the National Protocol for Assessment: Grades R-12 (2012), the National Policy Pertaining to the Program and Progression Requirements (2013), and the Policy on Screening, Identification, Assessment and Support (2014).

### **4.2 Methods of Assessment**

#### **4.2.1 Base-line Assessment:**

- This assessment takes place from Grade R - Grade 4 at the beginning of the year to establish what the learners know and to assist in planning.

#### **4.2.2 Formative Assessment:**

- Formative Assessment is an ongoing and continuous assessment.
- As it is of a developmental nature, rather than a once off formal test/summative assessment, it assesses each learner's progress in order to provide feedback that will encourage learning.
- It measures a learner's performance in classroom tasks, projects, oral communications, essays and assignments, etc.

#### **4.2.3 Summative Assessment:**

- Summative assessment measures a learner's understanding of knowledge and concepts taught through class tests and examinations.
- Summative assessment should be planned carefully from the beginning of the year and use a variety of assessment methods.
- These assessments provide learners with the opportunity to demonstrate what they have learnt throughout the year.
- Formal programs of assessment (assessment schedules) are prepared at the beginning of the year for Grade R – Grade 7 learners.
- The marks obtained for the examinations and class tests will be added to the marks obtained for the formative assessments to calculate a final percentage for the report.
- Learner achievement is measured, recorded and reported to parents/guardians in the form of marks, codes and percentages.

- It is compulsory for parents/guardians to sign these reports at the Parent-Teacher consultations every term, by a prearranged appointment. This is an opportunity for parents/guardians to discuss their child's progress.
- Learner achievement is measured and recorded in the form of marks and reported to parents/guardians in the form of a code and corresponding percentage. The Intermediate Phase and the Senior Phase use a 1 – 7 coding framework.
- Formative assessment runs parallel to the Assessment Standards of any given Learning Area. Formative coding and assessment is implemented as per the National Protocol on Assessment (2012).

#### **4.2.4 Continuous Assessment:**

- Purpose of Continuous Assessment:
- To ensure that all assessment is fair, reliable and practical.
- To provide for a variety of teaching, learning and response styles.
- To ensure that the learner achieves a balance between concepts, values, knowledge and skills taught in the curriculum.
- To diagnose learner's strengths, weaknesses and learning barriers in order to encourage, implement interventions and support timeously.

### **4.3 Homework Policy**

#### **4.3.1 Foundation Phase**

##### **4.3.1.1 General**

- The purpose of homework is primarily to re-enforce and consolidate the work done in the classroom.
- Gr 3 pupils are expected to write homework in their homework diary.
- A secondary purpose is to develop responsibility and good learning habits in the learners.
- Homework also provides an opportunity for structured, quality time between parents/guardians and their children.

##### **4.3.1.2 Requirements and expectations (as stated at parent-orientation evenings)**

- A period of 20 - 30 minutes must be set aside on a daily basis for the completion of homework.
- Parents/guardians are to be involved in the activities, where possible, to provide support but not complete tasks for their children.
- Parents/guardians assume ultimate responsibility for the checking of homework, regardless of whether or not it has been done at aftercare.

- Homework diaries are to be checked and signed by parents/guardians daily. These diaries are used as a communication method between home and the school and vice versa. Homework diaries are checked by teachers daily.
- Careless work which is lacking in effort may be sent home to be re-done.
- In general, unfinished classwork is not sent home for completion, as this is evidence that the learner is experiencing difficulty in some regard.

#### **4.3.1.3 Types of homework**

- Although there are a number of common elements throughout the phase, homework varies from grade to grade as follows:
- Grade 1: reading, flashcards and activities to facilitate the development of phonic skills and numeracy concepts.
- Grade 2: reading, phonics, memory sentences, oral, Afrikaans vocabulary (oral only), and mathematical activities.
- Grade 3: reading/lees, phonics, klanke, two orals (per term), mathematical activities including counting and word problems.

#### **4.3.2 Intermediate Phase**

##### **4.3.2.1 General**

- Homework is an integral part of the daily school program as it is an aspect of the learner's education.
- It assumes that what is learnt at school is applied and practiced to ensure a holistic integration which fosters a healthy approach to education. I.e. academic knowledge is not isolated and therefore perceived as disconnected and useless in reality, rather this knowledge is applied practically in daily life.
- It reinforces the learner's sense of worth by giving them opportunities to learn about their own strengths, weaknesses, possibilities and limitations.
- Homework may identify academic problem areas.
- It develops the skill of time management.
- Our education policy places a great emphasis on continuous assessment. We encourage our learners to complete all projects and task to the best of their ability to attain maximum evaluation results.

##### **4.3.2.2 Requirements and expectations of the learner**

- Every learner is expected to copy down the daily homework in a homework diary.
- It is the learner's responsibility to complete assigned homework and to meet the deadlines set by the teacher for projects and research tasks.
- Incomplete homework may result in a demerit. Late assignments, projects and tasks will be penalized by a loss of evaluation marks.

- Learners who are absent from school are responsible for catching-up on all work and homework completed during their absence.

#### **4.3.2.3 Requirements and expectations of the parents/guardians (as stipulated at parent-orientation evenings)**

- We encourage our parents/guardians to take an active interest in their child's education, but not to complete homework or projects for their children. This may lead to an inaccurate impression of the learner's level on the part of the teacher. This will also result in a loss of evaluation marks.
- It is the responsibility of the parents/guardians to check that all homework and projects have been completed.
- The homework diary is an effective form of communication between the parent and the educators. Some grades and classes may require parents/guardians to sign their child's homework diary and weekly test book. This is a way for parents/guardians to track their child's progress throughout the year.

#### **4.3.2.4 Types of homework**

- Completing and consolidating work started in the classroom.
- Corrections of work evaluated in class.
- Revision of the work completed in the classroom.
- Research for projects and assignments set by the teacher.

#### **4.3.2.5 Time allocation**

- Grade 4: 30 minutes on active homework or revision daily.
- Grade 5: 45 minutes on active homework, consolidation of classwork and study for weekly tests.
- Grade 6: 60 minutes daily on active homework, consolidation of classwork and study for the weekly tests.
- Grade 7: 120 minutes daily to be spent on active homework, consolidation of classwork including mathematical and literacy concepts, and study for weekly tests.

### **4.4 Tests and Examinations**

#### **4.4.1 Tests**

- Class tests may be assessed and recorded in the form of marks under Formative Assessment provided that the test has been designed to satisfy the assessment standard/s of a particular learning area. Class tests will form part of the final percentage obtained for any learning area.
- Class tests cannot be used to 'write-off' or conclude a section of academic work. Only an examination can do this.



- Class tests may be combined with the examination results for the final percentage on the academic report, provided that the test totals do not exceed 50% of the final examination total.

#### 4.4.2 Examinations

- Formal examinations are written twice during the academic year: at the end of the second (2<sup>nd</sup>) and fourth (4<sup>th</sup>) terms.
- Results achieved for examinations are combined with the learner's Formative Assessments for a final report code and percentage.
- Examinations can 'write-off' six (6) months of academic work in all content learning areas, excluding Mathematics and Languages.
- In the Intermediate and Senior Phases, examinations contribute to the promotion and progression of a learner if the examination is combined with a learner's Formative Assessment.
- Final moderation of the examination question papers is the responsibility of the assigned person.

#### 4.5 Handwriting Policy

- The Foundation Phase is to write in pencil.
- The Intermediate Phase, with the exception of Grade 7, must write in pencil.
- The Grade 6's must write in blue pen from the beginning of the third (3<sup>rd</sup>) term.
- Grade 7's must write in blue pen.
- All Foundation to Intermediate Phases are to write in cursive, with the exception of Mathematics when labelling or writing in a table.
- Exception is granted to pupils who did not learn cursive in Foundation Phase.
- In all phases, drawings and sketches must be done in pencil.
- Handwriting must be neat and legible, and should be done carefully to avoid excessive errors.
- Every day a new page – Maths completely in pencil.
- Contravention of this may result in appropriate corrective assistance and discipline.

#### 4.6 Quality Assurance by Staff Members

- Continuously monitor learning.
- Provide many diverse opportunities for learners to achieve and practice.
- Have high expectations in order to bring out the best in every learner.
- Keep a meaningful, updated and ongoing record of every learner's progress. These records will be kept in each learner's learner date file.
- Regularly communicate with parents/guardians in a transparent, honest and respectful manner regardless of the child's progress.

- Create and implement intervention plans for learners who are struggling or who are advancing rapidly.
- Identify learners at risk as soon as possible and refer to the SBLS (School Based Learner Support). This is to ensure that intervention can take place as early as possible and subsequent follow-up meetings with the parents/guardians, LSS and TST arranged.
- Develop each learner so that they may reach their full potential regardless of which particular area they excel, thus 'bringing out the best in every child.'

## **5 COMMUNICATION, TECHNOLOGY AND MEDIA**

### **5.1 General**

- Technology refers to any electronic device including, but not limited to, cellular phones, tablets, smartwatches, laptops, etc.
- Media refers to any audio and visual presentation and electronic resources.
- New media refers to any means of social interaction on the internet including, but not limited to, Facebook, Twitter, citizen journalism, Instagram, Pinterest, YouTube, web searches etc.

### **5.2 Communication Platforms**

- Staff and parents/guardians must be aware of and communicate via the school's formal means of communication: in-person meetings, telephone calls, message books, e-mail using the teacher's official school address and the D6 Plus.
- All communication must be recorded in the learner data file.
- Text services, including WhatsApp, messenger, etc.; third party applications such as Class Dojo etc.; and social media are not formal means of communication and not recognized by King's School.
- Although the school acknowledges the convenience of these platforms, their use is not recognized as formal communication.
- Contravention by staff members will be perceived as insubordinate and the perpetrator may face disciplinary action.

### **5.3 Employees**

#### **5.3.1 Media and Electronic Devices belonging to King's School**

- Computer and electronic equipment is made available to employees for the express purpose of the school's educational and business use.
- The school has the right to monitor, assess and review the use of all its electronic devices and means of communication, including school e-mail, voice-mail, telephone records, messages and other electronic records pertaining to school matters.
- The network administrator has the right to delete inactive files or profiles after notice.
- Any inappropriate use and abuse of this property or private use thereof to the extent that it impacts negatively upon King's School and/or could be potentially harmful, shall be treated as an offence.
- Staff members are expected to behave appropriately and in accordance with code of conduct and their contract of employment. This includes:
  - Use of the school's internet for commercial or non-educational activities.
  - Intentional distribution, viewing or creation of obscene or offensive material. This includes the malicious use of the network to infiltrate another system, i.e. hacking.

- The dissemination or creation of any virus, worm, Trojan horse or any other destructive code.
- Unauthorised installation of software on the school's devices.
- Damaging or changing the configuration of computers, computer systems or the computer network, including both hardware and software.
- Any unauthorised attempt to gain access to or modify another person's work
- Any form of plagiarism.
- Forwarding of, or replying to, e-mail communications without ensuring that all of the information contained in that e-mail is:
  - intended for each individual recipient;
  - not subject to privacy or confidentiality restrictions; and
  - adheres to the regulations pertaining to the protection of personal information.
- Contravention by staff members will be perceived as insubordinate and the perpetrator may face disciplinary action.

### **5.3.2 Electronic material and media**

- Teachers must inform their phase head and the Principal before presenting any media to learners.
- The material must be age-appropriate and viewed in its entirety prior to showing to the learner's and must be approved.

### **5.3.3 Personal electronic devices**

- Personal electronic and technological devices are private property and brought to school by the owner's risk. Thus the school is not liable for loss, theft or damage to these devices.
- During allocated teaching time, staff may only use these devices for educational purposes and not for personal use, except in an emergency.

### **5.3.4 Social media**

- The school recognises the evolution of social media as a mechanism for communication. However it is important that it is used responsibly and appropriately, especially in the context of King's School.
- It is important for employees to understand both the advantages and potential risks of social media, so that they may enhance and be cautious of the use thereof and avoid or mitigate the risks inherent to social media.
- Although King's School recognises individual's right to freedom of speech and expression as stipulated by the Bill of Rights, it also requires individual to observe the responsibilities as stipulated in same legislation (2006).
- Employees using social media platforms for personal purposes may be accountable to the school if they use the school's equipment to access such sites.

- This is also applicable if they use personal devices during school hours and it in any manner interferes with the appropriate performance of their duties.
- Employees' postings on personal social media platforms may also not in any way impact negatively on the school or the school community.
- Employees should be aware that any conduct, even in their private capacity, which impacts the interests of the school, must be in accordance with the school's code of conduct, policies and procedures.
- If an employee's actions causes harm or is detrimental to the school in any way, i.e. is slanderous, defames or discloses confidential information on a social network, especially if this causes damage to the school's reputation which may result in the loss of business, etc. this may destroy the trust and relationship between the school and the employee. The employee may also be subject to disciplinary action which may include termination of employment.
- Employees are encouraged to enable privacy settings and to prevent access to their profiles.
- Employees should regularly review the content of social media postings and remove any information that could reflect negatively on the school or the school community, i.e. inappropriate comments made in response to postings.
- Employees using any social media platforms for purposes related to their employment at the school, i.e. posting images or information about events or classroom activities or which may in any manner link such use with the School, may only do so if:
  - The statement is approved by senior management.
  - They have the authority to make statements on behalf of the school and they must clearly indicate such authority.
  - They use the official and approved logo / branding.
  - They adhere to the code of conduct and relevant policies and procedures implemented by the school.
  - They strictly observe all confidentiality obligations and not communicate any confidential information using social media or any other communication platforms.
  - They ensure that the contents of postings are accurate, ethical and legal.
- If they do not have authority to make statements on behalf of the school, they must clearly indicate that the statement is their own opinion and does not represent the school or any other employee.
- The following is not permitted and contravention may be subject to disciplinary action:
  - Information which may be detrimental to the school, any of its employees or stakeholders.
  - Information or comments pertaining to any colleagues, parent/guardian or learner; especially private and confidential information.

- Any material about the learner or any other person, i.e. a photograph taken at school, without the prior permission of the parent.
- Any inappropriate, obscene or pornographic images.
- Profanity or other derogatory content.
- Any content which may be defamatory or violate the rights of another.
- Content which is illegal, offensive, threatening, abusive, harmful, hateful, malicious, discriminatory, demeaning, and derogatory or which amounts to unlawful harassment or discrimination.
- Content which violates intellectual property rights or plagiarism.
- Impersonating third parties or act in any manner that may mislead, confuse or deceive others.

## **5.4 Learners**

### **5.4.1 Cell phones**

- The school acknowledges the right of a learner to bring a cellular phone to school. However, these may not be used on our premises for any purpose (calling, texting or web browsing etc.) except with the permission, and in the presence, of a teacher or administrative employee of the school.
- The school provides a facility for the safe-keeping of cell phones. Cell phones are kept in the safe, provided that they are handed-in.
- It is expected that all learners hand-in cell phones at the beginning of the school day.
- The onus is on learners to adhere to the procedure for safe-keeping of cell phones at all times, including aftercare and extra-murals.
- Even though the cell phone may be handed-in to the school according to the procedure, the responsibility for the cell phone still remains with the learner and is done at owner's risk.
- Learner's not adhering to the procedure and recommendations concerning cell phones and other devices may face disciplinary action.

### **5.4.2 Technological and electronic devices**

- The school discourages bringing devices of any kind onto the premises.
- These devices are personal property and King's School accepts no responsibility for the loss, theft or damage, etc. to the device or any part of it, including Subscriber Identification Module (SIM) cards. Learners and their parents/guardians accept this responsibility in its entirety.
- Devices may not be taken on school outings.
- Learners may not lend any devices to other learners while on the premises.

#### 5.4.3 Consequences for contravention of the above may face disciplinary action.

- Learners found to be in possession of devices during assessments, test and exams will face disciplinary action.
- Any learner found in possession of stolen property will face severe disciplinary action. It is important to note that the South African Police Services and cell phone providers can trace stolen devices.
- Should a device emit any sound, it will be confiscated and returned at the end of the term. The learner may also be subject to disciplinary action. However, learners will be permitted to retain the SIM card of the cell phone.
- If learners are caught with any undesirable, inappropriate or illegal material is found on devices, the device will be confiscated and the learners will face disciplinary action.

## **6 CODE OF CONDUCT**

### **6.1 Learner's Code of Conduct**

#### **6.1.1 General**

- Learners must honour the Lord in all they do and say.
- Learners need to submit to the authority of King's Staff by being respectful, listening and being obedient at all times.
- Learners need to co-operate in all school activities.
- Learners are expected to be respectful and polite to others at all times.
- Learners are expected to share King's School toys and equipment.
- Learners are not allowed to bring any toys or personal property to school except for official educational purposes approved by the teacher, i.e. show-and-tell, orals, assignments, etc.
- Learner may not interrupt adults while they are talking unless it is an emergency.
- Learners are not allowed to "push-in" in front of each other or between the lines.
- Learners may under no circumstances endanger another child - this includes bullying, pushing, poking, biting, hitting, scratching, etc.
- Bullying is especially inappropriate and heinous, thus it is expressly addressed below.
- Contravention of Code of Conduct by any learner will result in appropriate disciplinary measures in accordance with the Discipline Policy.

#### **6.1.2 Indoor rules**

- Learners are to pay attention by sitting still and being quiet during teacher directed activities.
- Learners are only allowed to walk and not run in the classroom, corridors and stairs.
- Learners may not sit on the steps in the hall.
- Learners may not play on or under the stage.
- Learners are only allowed to speak in an appropriate manner and tone, i.e. not shout, scream or shriek; and at appropriate times, i.e. group activities, when they need assistance, etc.
- Learners are to pack away toys quickly and quietly.

#### **6.1.3 Outdoor rules**

- Learners need to learn to respect each other. To this end, learners are not allowed to inappropriately scream, shriek, hit, push, pull, wrestling or engage in other rough play that is dangerous and may endanger another learner.
- Although the school recognises that to a certain extent 'rough-play' is may be a part of development, this must be practised in moderation and under strict supervision.



- Only the Foundation, Intermediate and Senior Phases may eat on the paved area or in the arena. However, they may not eat on any of the equipment, and they must sit while eating.
- Litter must be disposed of in the bins provided.
- Learners are allowed to play in designated areas only. ONLY Foundation Phase learners are permitted on the wooden equipment.
- No running on the walkways, or climbing frame or jungle gym.
- No climbing on drainpipes and veranda poles surrounding the play area.
- Learners may not throw stones, sand or water.
- Sandpit: sand and sand toys must stay in the sandpit and may not be removed or thrown.
- Climbing frame: the rope may only be used for climbing up and down the ramp and may not be tied around the body.
- Monkey bars: only one learner is allowed on the monkey bars at a time.
- Metal climbing frame may only be used by ECD learners.
- Slide: Only one learner is allowed on the slide at a time and learners may not climb up the slide.
- Mats and the slide may not be picked up or moved.
- Wheeled toys must be handled with respect and may not be crashed into each other, the walls or gates. They may only be used on the paved area next to the arena; not in front of the classrooms, staffroom or reception area. Only the ECD phase may use these toys.
- Balls games, e.g. soccer, cricket, dodgeball, etc. may **only** be played in the arena during approved times and under supervision.
- Brooms are to be used for sweeping the paving, and not used as toys.
- Skipping ropes may only be used for intended purpose and not to pull or tie around other learners or toys.
- Tyres: tyre stacks may not exceed three (3) tyres and only used in the appropriate manner for rolling or walking on the grass. They may not be placed under other equipment.
- Swings: Learners may only swing under supervision. Only one child is allowed on the swing at a time. Learners must stay seated while swinging, may not jump off the swing or twist the swing. The swings may only be used by the ECD and Grade 1 learners.
- Cargo net: only 2-3 learners are allowed on the cargo net at a time and they must all be going in the same direction. Learners may not swing or shake the cargo net while other learners are climbing.
- Climbing and tyre wall: only 2-3 learners are allowed on the climbing and tyre wall at a time and they must all be going in the same direction.

- Boat: Only ECD and Foundation Phase learners permitted in the boat and only 2 at a time.
- Metal Bar swings: children may hang from the bars and swing but no one may push / swing the metal bar as this could cause an injury.

#### 6.1.4 Hygiene

- Parents/guardians are requested to teach their children the importance of personal hygiene, i.e. cleanliness, bathing or showering, regularly washing hands, brushing their teeth, cutting their nails, brushing and washing their hair, etc.
- Nails must be kept short and clean at all times.
- Hair must be washed regularly and checked for lice.
- Learners may not kiss each other.

#### 6.1.5 Uniform

##### 6.1.5.1 Grade R

School Bag	Small backpack big enough to accommodate the message book, an extra set of clothes and lunch box.
Summer Uniform Girls & Boys:	Plain, white (no logos or images) round-neck, short-sleeve t-shirt.
	Navy blue shorts.
	White socks and plain, white takkies (velcro fastening).
Winter Uniform Girls & Boys	Plain, white (no logos or images) round-neck, long-sleeve t-shirt.
	Navy blue tracksuit.
	White socks and plain, white takkies (Velcro fastening).
These items are all available at any retail store.	
All belongings must be clearly marked.	

##### 6.1.5.2 Foundation, Intermediate and Senior Phases

School Bag	A plain (no logos or images), navy school bag with reinforced interior is required.
Summer Uniform	

Girls	King's School Skorts
	King's School short-sleeved golf shirt
	Short white socks & plain, white takkies (no branding)
Boys	King's School Shorts
	King's School short-sleeved golf shirt
	Short white socks & plain, white takkies. (no branding)
Winter uniform girls and boys	King's School long-sleeved golf shirt
	Short white socks & plain, white takkies (no branding)
	King's School Windbreaker
	Scarf and Beanie available from school only and only worn during winter.
These items are purchased directly from the school.	
All belongings must be clearly marked.	

#### 6.1.6 Girls

- Girl's hair must be neat and not obstructing their vision. They may only wear appropriate clips, hairbands, headbands and clips, i.e. blue or white
- Long hair to be tied up neatly.
- Girls may not dye their hair.
- Girls may wear small gold or silver 'sleeper' or stud earrings.
- No jewelery, except medical bracelets, may be worn.
- No tattoos are permitted.
- Girls may not come to school with nail polish on their fingernails or toes or wearing make-up.

#### 6.1.7 Boys

- Boys' hair must be neat and not obstructing their vision. They may only wear appropriate clips, hairbands, headbands and clips, i.e. blue or white
- Long hair to be tied up neatly.
- Boys may not dye their hair.
- No tattoos are permitted.
- No jewelery except medical bracelets, may be worn.

## **6.2 Bullying**

### **6.2.1 General**

- Bullying is defined by the specific act of causing harm to another by intimidation and coercion. Often the other person is vulnerable and perceived as a weak and an easy target.
- The 'bully' is the individual who does the bullying, and the 'bullied' is the individual who is the target of this inappropriate and harmful behaviour.
- Bullying is a social problem and instances of bullying may occur in all areas of human endeavour involving interpersonal relationships.
- At King's School, we strive to 'bring out the best in every child' and ensure that they become valuable members of society. The act of bullying is especially unacceptable behaviour and will not be tolerated. The prevention of bullying also ensures that every child matures in a safe and supportive environment where they are able to develop in their own, unique way without fear or trepidation.
- Bullying can be physical, verbal, psychological, emotional, social and technological/cyber.
- Bullying is characterized by an imbalance of power where one person desires to humiliate and degrade another.
- Bullying is typically repetitive in nature. The bully manifestly derives pleasure from bullying; while the bullied feels humiliated, degraded and worthless.

### **6.2.2 Types of bullying**

- Physical: Inflicting physical harm of any kind which may diminish the dignity of another person. Physical bullying also refers to taking, using, or damaging any article belonging to another person without their permission.
- Verbal: Diminishing the dignity of another person using verbal attacks such as threats, taunting, teasing, mocking, "dissing", racial slurs and hate speech, foul language, slander, name calling, etc. This bullying is sometimes disguised as a joke but is malicious.
- Psychological: Intimidation, manipulation, domination, power-plays through the use of body language or any other action which psychologically diminishes the dignity and of another person, leaving the bullied feeling worthless.
- Social: Spreading rumours, ostracizing, slandering abusing authority, circulating hurtful or damaging information about another individual.
- Technological/cyber: Circulating harmful information, orally or visually, about another individual using technological means such as social media, over text messages, etc.

### **6.2.3 Rights and Responsibilities of Children (or any other individual)**

#### **6.2.3.1 Rights**

- According to the Bill of Rights (1996) all have inherent dignity and have the right to have their rights respected and protected.
- Children in particular must be protected from maltreatment, abuse, neglect and degradation (1996).
- Children also have the right to a safe learning environment.

#### **6.2.3.2 Responsibilities**

- The Bill of Rights acknowledges that individuals have the right to freedom of expression and speech, but also expressly stipulates that they also have the responsibility to ensure that their behaviour does not infringe on another's basic human rights as stated in the Bill of Rights (1996).
- Thus learners at King's School may not abuse, degrade, endanger, and commit any act which may cause harm and danger or diminish the inherent dignity of another learner.
- King's School honours and adheres to the Bill of Rights and thus enforces the rights of all learners. Inappropriate behaviour which violates this by any learner will be subject to discipline according to the discipline policy. As necessary, especially egregious behaviour may be addressed by other forms of discipline not expressly stated in this policy.

#### **6.2.4 Parents/Guardians**

- Parents/ guardians may not reprimand or discipline another learner on the school's property, even in defence of the own child.
- The learners at King's School have been entrusted to the care of staff members. Thus, parents/guardians must respect the authority of the school.
- Parents/guardians may report inappropriate behaviour to a relevant staff member who will address the situation.

#### **6.2.5 King's Schools approach to addressing bullying**

- Bullying of any kind will not be tolerated at King's School.
- The school will endeavour to teach learners to:
  - Act with integrity and not encourage or participate in bullying.
  - Act appropriately and be assertive if they witness bullying or if they are being bullied.
  - Stop bullying without endangering themselves.

- Address the bully with love and kindness, understanding that it is the act of bullying that is inappropriate and not the bully, perhaps attempting to understand the cause and even support the bully to correct their behaviour.
- Help and support each other.

#### **6.2.5.1 Procedure for addressing bullying**

- Bullying will be subject to discipline according to the discipline policy. However, parents/guardians should be aware that especially egregious and repetitive behaviour may be addressed by other forms of discipline not expressly stated in this policy, i.e. suspension, Governing Body disciplinary hearings, involvement of authorities, etc. if necessary.
- Learners may report bullying to any staff member, in particular their teachers, administrative staff and the principal; or the monitors. If learners would prefer to remain anonymous, they may use the letter box in the reception area.
- Parents/guardians may report bullying to any staff member, in particular the teachers, administrative staff and the principal.
- Parents/guardians will be informed of their child's behaviour.
- The school will investigate the incidents reported and respond appropriately.
- The school may provide counselling for both the bully and the bullied.
- If this behaviour is repeated, the behaviour must be discussed with the parents/guardians. In these meetings strategies for alternative intervention and behaviour modification will be outlined.
- Positive parental/guardian support and reinforcement is vital. Thus there will be regular communication including feedback and reports.

### **6.3 Parents/Guardians Code of Conduct**

#### **6.3.1 General**

- We include the following character qualities of God in our biblically integrated curriculum:
  - God is creator
  - God is love and faithful
  - God is patient
  - God is wise
  - God is truth
  - God is powerful
  - God is forgiving
  - God is our provider
  - God is peace and joy
  - God is obedient

- God is our protector
- God is giver of life
- We encourage learners to apply these character traits in their lives, and we request that parents/guardians reinforce these values and traits at home.

### **6.3.2 Dropping and fetching learners**

- Please be punctual.
- Parents/guardians must park in the designated parking bays and not in the road.
- Parents/guardians of ECD learners must accompany their children to and from their classrooms at all times.
- Parents/guardians of ECD learners may not leave their children unattended until 8:00. These children must be taken to the Early Care staff on duty.
- Parents/guardians of Foundation, Intermediate and Senior phase learners may not leave their children unattended until 07:30.
- Pedestrian crossing to be adhered to.

## **6.4 Staff Code of Conduct**

### **6.4.1 General**

- Staff members are to conduct themselves with integrity according to the biblical values and principles they teach. Staff members are expected to be professional at all times. This includes punctuality, performance, dress code, interaction with learners, parents/guardians and colleagues, personal conduct, commitment and loyalty to the school.
- Staff are expected to recognise and promote the vision and principles of King's School, and strive towards achieving the mission of the school when dealing with all people associated with the school.
- The recognition of Jesus Christ as the centre of King's School and the responsibility of all staff in striving towards this ideal. Staff are expected, through their life-style, to demonstrate their faith and relationship with Jesus Christ.
- Staff are to participate in all spiritual activities as arranged within the daily life of the school. This includes all staff meetings, assemblies, devotions, etc.
- Staff are to be supportive in achieving the aims of the school, even if these differ from their personal philosophies and agendas.
- Staff are to maintain a code of confidentiality with respect to staff, parents and learners.
- Staff members must maintain strict confidentiality. Information about any learner may not be communicated with anyone except the learner's parent or guardian, including the grandparents or other caretakers.
- When speaking about the school, employees may not share confidential

information about the school or their colleagues.

- If a staff member's behavior is perceived as inappropriate, the perpetrator may face disciplinary action. See Annexure 1: Disciplinary and Grievances Procedures for Staff.

#### **6.4.2 Professional Conduct**

- Staff are expected to follow due procedure as stipulated in various policy documents and to adhere to the various policies as laid out in the School Policy Document.
- Staff are expected to be punctual for all school activities, including morning devotion meetings.
- Staff are expected to be in class on time.
- Staff are expected to dress professionally for all school activities.
- Staff may not make use of a cell phone during classroom teaching time. Cell phones must be on silent while children are present in a venue.
- Staff are to adhere to the prescribed working hours and to participate in the prescribed activities that fall outside normal working hours.
- School working hours are
  - Mondays – Thursdays between 07h45 – 15h00, and Fridays between 07h45 – 14h00.
  - Staff/ Phase Meetings on Tuesday's between 15h00 - 16h30
- Activities that may fall outside these hours include: sports fixtures, curriculum meetings, staff meetings, parent meetings etc.

#### **6.4.3 Dress Code and Hygiene**

- Smart casual
- Shirts
- Dark blue or black jeans
- Smart takkies/trainers, sandals, or pumps
- Matching tracksuits
- No excessively revealing tops, dresses or ripped pants
- No t-shirts with logos
- No beach slops – (slip slops)
- No short skirts
- Maintain personal hygiene

#### **6.4.4 Procedures**

- Assessment Records: Assessments must be kept confidential in a book or other manner approved by the principal or their phase head.
- Break: Teachers are to take turns to supervise learners on the playground according to a roster provided.



- Electronic Devices: All cellphones, tablets, laptops and other electronic devices must be off during class time and staff meetings, unless in an emergency or when used as a resource as part of the lesson.
- Class Letters: Any letters sent to parents/guardians must be approved by the relevant phase head and the principal prior to distribution. In the beginning of each term, a term letter is sent to parents/guardians outlining the vision for the term and an overview of the work to be covered.
- Class Lists: The secretary keeps the class lists up-to-date and has a variety of formats on file for each class.
- Collecting money: All money received by the class teacher must be recorded in the money file/class register. The money must be clearly marked and included in the money file and handed in to the office by 09h30.
- End of Day procedure: Teachers are to supervise any learners waiting for parents/guardians after school. Learners who are not fetched within 10 minutes after closing time must be taken to aftercare by their teacher.
- First Aid: A first aid box is kept in reception. Each teacher must keep a pair of gloves in her classroom to use when helping a child who is bleeding.
- Class Expenses: Teachers may buy items that are needed for class activities within the allocated budget. Receipts must be kept and given to the Principal and Finance department along with a completed requisition form.
- Keys: If teachers have their own classroom key, these keys must be signed-in and out at the beginning and end of each year.
- Maintenance Requirements: Report any emergency to the principal immediately. Anything that requires attention in your classroom must be written in the book provided in the Staff Room.
- Incident Book: Staff members are to report any major injury of serious concern to principal immediately. The details of these incidents are recorded in the 'incident book' in the reception area. The learner's class teacher must also write a message in the learner's message book or homework diary. Teachers must also inform the parents/guardians immediately if necessary.
- Administering Medication: Parents/guardians must complete the 'Medication Administration Form' if medication is to be given to any child. No medicine is to be administered without signed consent from the parents/guardians. No medication may be dispensed by the school. No child may have medication in their school bags.
- Personal Property: Property is brought to school at teacher's own risk and the school will not be held liable for any damage to personal property, including loss or theft. The school does not have insurance to cover private property, so be careful and lock valuables away.

- Parent Communication/Interviews: Communication with parents/guardians or other professionals, including meetings, telephone calls or e-mails etc., must be recorded in the learner data file. When communicating with parents/guardians or other professionals, be diplomatic, respectful and maintain integrity. Any issues may be escalated to the relevant head of department or principal.
- Learner data files are kept in the filing cabinet in reception. Teachers are responsible for ensuring that these are up-to-date at all times.
- Reply Slips: It is the teacher's responsibility to ensure that reply slips are completed and returned to school timeously. These should be kept as a record of parent/guardian responses.
- Reports: In the ECD Phase, reports are sent-out in the second (2<sup>nd</sup>) and fourth (4<sup>th</sup>) terms. Grade R, the Foundation, Intermediate and Senior phases send out reports every term. Reports are to be reviewed by phase heads and the principal. Copies of these reports are to be included in each learner's learner data file.
- Sick Leave: If sick, inform the relevant head of department and the principal either the night before or by 06:30 on the day. Should a teacher be away from school for more than two (2) consecutive working days, a doctor's certificate is required.
- Staff Meetings: Staff meetings are usually held each week. All staff must be present unless formally excused in the case of an emergency.
- Planning Files: Weekly/daily planning must be kept up-to-date. These files are to be frequently checked by the phase head and principal.

#### **6.4.5 Teaching**

- Staff are to strive towards excellent teaching, which is exciting, challenging and relevant.
- Staff are to ensure that a record of work be maintained and available for checking at any time.
- Staff are to ensure that all learners' work is marked and checked within a given week and that learners' work is available for moderation on request.
- Staff are to recognise the different learning styles and different learning abilities among children and they should ensure that everything possible is done for each individual child to accommodate his/her learning style and/or ability.
- Staff are expected, where possible, to assist children academically after normal school hours.
- Staff are to attend curriculum development meetings when required [i.e. WCED, ISASA conferences, cluster meetings and moderations]
- Staff are to use whatever means possible to learn and grow in:
- Subject content/Teaching methods/Assessment and evaluation/Child development.

- Staff are to be willing to take risks in teaching style and methodology and be willing to try something different and be creative.
- When staff are ill/absent from school, due procedure should be followed for the provision of work for all classes.
- Staff are to ensure that planning, preparation and assessment is done efficiently, effectively and timeously.

#### **6.4.6 Relationships with Learners**

- Teachers need to have an understanding of the needs and development and uniqueness of every child.
- Teachers need to have qualified knowledge of the curriculum in order to help learners reach their God - given potential and simultaneously plan their teaching programme accordingly.
- Teachers need to be well prepared for teaching their learners every day. They need to enrich and stimulate learners with relevant material and equipment.
- Teachers need to conduct on- going assessments to monitor learner's progress.
- Teachers need to ensure that the learners have a clear understanding of the school's code of conduct.
- Teachers should also encourage learners to practically apply and share Bible truths in and out of school.
- Staff are to endeavour to build lasting and valuable relationships with the learners.
- Staff are to be kind, compassionate and loving towards the learners.
- Staff will not display any form of favouritism, discrimination or intolerance, but will strive to be fair and to have righteous dealings with learners.
- Staff may not shout at learners under any circumstances.
- No form of corporal/physical punishment may be used on a child under any circumstances.

#### **6.4.7 Relationships with Parents/Guardians**

- Employees strive to reflect Christian character on an ongoing basis to learners and parents/guardians.
- The Staff need to maintain an open door policy in the school, being available to meet with parents/guardians whenever they need to make an appointment.
- Teachers are to have open and honest, regular communication with parents concerning the well-being of their children. Staff are expected to listen to the concerns raised by parents.
- Teachers do what is practically possible to keep parents/guardians adequately and timeously informed about the well - being and progress of the learner.

- Staff are to interact with all parents in a respectful manner, acknowledging parents as the 'clients' we serve.
- Staff are to be friendly, supportive and helpful towards the parents.

#### **6.4.8 Relationships with Staff Members/Colleagues**

- Staff members must do their best to maintain a warm, caring Christian culture, and work together as a team.
- All staff should do their best to interact and communicate with integrity.
- Staff are to be positive in their dealings with and respectful towards the people associated with King's School.
- Staff are to be respectful, friendly, supportive and helpful towards the other staff.
- Staff are to recognise and support the SMT and the HOD and to follow all reasonable instructions from this team.
- Staff are to be open and honest in dealing with one another.
- Staff may not undermine or intentionally attempt to undermine the integrity, reputation or professional standing of another employee.
- Staff are to endeavour to build lasting and valuable relationships with other staff

## **7 CORONAVIRUS DISEASE 2019 (COVID-19)**

### **7.1 Online Schooling During Lockdown**

#### **7.1.1 Teachers**

- Weekly planning must be uploaded to Moodle by the Friday of the previous week.
- Each teacher must monitor parent/learners involvement on Moodle via parent participation link. If the parent/learner has not been accessing the work, teachers must follow-up. The relevant HOD will monitor this.
- During lockdown, communication may be done via WhatsApp Broadcast. Only the teacher as admin may send messages. All this communication must be emailed and uploaded to OneDrive as evidence of communication.
- Each learner's work, art, videos, assessments, etc. must be recorded in a folder on a computer (not just on a cell phone) and uploaded to One Drive as evidence of participation and progress.

#### **7.1.2 Parents/Guardians and Learners**

- It is the parents responsibility check Moodle regularly.
- Parents must ensure that they are aware of any communication from the class teacher and the school.
- Parents should check that their child is/children are actively participating and completing tasks and assessments.

### **7.2 Returning to School**

#### **7.2.1 Introduction**

- The public service has the legal obligation in accordance with Section 8, of the Occupational Health and Safety Act (OHSA) (1993), as amended to, where reasonably practicable, provide and maintain a safe, healthy work environment that is without risk to employees, so this obligation extends to the private sector.
- Regulation 53 (1993) provides that the Head shall establish and maintain a safe and healthy work environment for employees and service providers of the school and a safe and healthy service delivery environment for its staff, parents and pupils.
- COVID 19 threatens a safe and healthy environment, thus schools will need to ensure that they apply strict health and safety protocols to limit the risk of contracting COVID-19.
- The virus that causes COVID-19 is mainly spread by respiratory droplets. When someone infected with COVID-19 coughs or sneezes, respiratory droplets that contain the virus are expelled and can be breathed in by someone nearby.

- Although the virus cannot enter the body through the skin, the respiratory droplets carrying the virus can get into your airways or mucous membranes of your eyes, nose, or mouth to infect you.
- The virus can also be spread if you touch a surface contaminated with virus and then touch your eyes, nose or mouth, although this is not the primary way the virus spreads.
- The procedures below are therefore essential and it is vital that staff and pupils adhere to these procedures to ensure that we eliminate risks as far as possible.
- These procedures adhere to the Standard Operating Procedures for the containment of COVID-19 for schools and school communities (2020).

### **7.2.2 Compliance Officer**

- King's School has appointed a special COVID-19 Health and Safety Officer.
- The Compliance Officer and Head will be required to develop and oversee the implementation of the Workplace Plan which includes protocols and procedures that adhere to the standards of hygiene and health protocols from the government relating to the COVID-19 pandemic.
- The policies, protocols and procedures will be re-examined regularly and amended as necessary to ensure that King's School operates within the required framework.
- The Compliance Officer will ensure that students and staff are informed about the procedures and protocols. However, it is responsibility of every employee, student, parent, visitor, citizen to ensure that they take heed of and adhere to the procedures and protocols.

### **7.2.3 Required knowledge and safety measures for learners and employees**

All staff and pupils will be informed of the following and must ensure that they adhere to these protocols:

- Heed the directives by the President and the guidance provided by the Ministry of Health.
- Avoid public gatherings as the disease is spread through direct contact with respiratory droplets of an infected person which are generated through coughing and sneezing.
- Everyone must maintain a 2 meter physical distance at all times according to the regulations regarding “social distancing.”
- Avoid shaking hands, hugs and direct contact.
- Wash hands frequently with water and soap. Where water is not available, use an alcohol-based hand sanitiser to disinfect hands.
- Minimise touching the face (i.e. eyes, nose and mouth).
- Consult a health care facility if you suspect an infection of COVID-19.

- Inform the NICD, as well as the Education and Health Department authorities immediately if a learner, educator, support staff or parent/caregiver has been in direct contact with an infected person, or if they are diagnosed with COVID-19.
- Eradicate all forms of stigma and discrimination in the education sector including in schools and childcare facilities.
- Regular feedback sessions, including information regarding amendments to the procedures and protocols, as well school signage will be displayed to remind staff, pupils, parents and visitors of the basic protocols required to limit the risk of contracting COVID-19.
- Only essential individuals are permitted to enter a school at any time.
- Everyone's hands must be sanitised on entering the premises.
- Hands must be sanitised upon entering buildings, classrooms and other recreational venues during the school day.
- Anyone may be checked at random intervals during the day.
- Masks or protective visors must be worn by everyone.
- Any person feeling ill may not attend school until the nature of the illness is clarified.

## **7.2.4 Procedures Regarding Staff**

### **7.2.4.1 Workplace plan**

- The school has conducted a risk assessment to evaluate the risk of transmission of COVID-19. From this assessment, a plan has been developed which outlines which employees are permitted to work and what the health protocols are in place to protect employees from COVID-19.
- The plan ensures compliance with the applicable directives and legislation, particularly the regulations issued by S27(2) of the Disaster Management Act, 57 of 2002.
- King's School employees will be required to assist in maintaining an environment that is safe and without risk to the health of staff, pupils, parents, and visitors to the premises.
- In the context of the COVID-19 pandemic, this means that King's School employees will be required to ensure that the health and safety protocols are adhered to at all times.
- All staff are to adhere to the sanitisation protocols. Additional handwashing with soap and running water is required:
  - After going to the bathroom
  - Before and after eating
  - Before, during and after preparing food
  - After blowing your nose

- Coughing or sneezing
  - When caring for the sick
  - When hands are visibly dirty
  - After handling animals or animal waste
  - Before and after handling work sheets/books.
  - Apply sanitiser at all entry points to the premises, buildings, classrooms and other venues, and wash hands at regular intervals throughout the day.
  - Hands must be sanitized with the provided school sanitizer at least every 40 minutes
  - In addition to this, Academic Staff will be required to sanitize their hands at the beginning of every lesson in the Intermediate Phase, and at more regular intervals in the Foundation Phase and ECD.
- Adhere to physical distancing measures at all times.
  - Avoid handshakes, hugs and direct contact.
  - The use of gloves is strictly prohibited unless specifically required as part of an identified risk's control measures. Gloves are generally only a requirement when handling chemicals, contaminated or dirty items, or certain maintenance tools and equipment.
  - All staff may only use the designated bathrooms.
    - Only one staff member may be in a restroom at any given time.
    - Ground Staff and Housekeeping staff are to practice social distancing when getting changed.
  - Minimise touching the face (i.e. eyes, nose and mouth).
  - When coughing and sneezing, nose and mouth must be covered with a flexed elbow or tissue. The tissue must be disposed of thereafter in a closed bin.
  - All staff must wear a mask at all times, except when eating and drinking. The school will provide each staff member with two masks.
  - Eat and drink in designated areas only.
  - There will be separate space ('waiting room') in the school should there be any doubt and the need for someone presenting as ill to then be quarantined while awaiting transportation from the school.
  - Certain employees are permitted to work from home if they are older than 60 and if they have health conditions or comorbidities. The nature of their work will be considered.

#### **7.2.4.2 Guidance for Housekeeping Staff**

- The Housekeeping Staff will be responsible for cleaning and disinfecting the classrooms, offices, kitchen, bathrooms and communal venues.



- Housekeeping staff to wear clean overalls every day. Overalls to be washed daily and stored on the school premises.
- Each classroom/venue is equipped with a broom, mop, bucket, brush/pan set, cloth/paper towel and sanitizing bottle with spray nozzle for cleaning purposes.
- Housekeeping staff will be required to wear masks and will be briefed on the dangers of cross contamination between venues regularly.
- Routine cleaning and disinfecting/sanitizing are key to maintaining a safe environment for pupils and staff.
- Cleaning removes dirt and most germs and is usually done with soap and water. Disinfecting/sanitizing kills most germs, depending on the type of chemical, and only when the chemical product (bleach) is used as directed on the label.
- Clean and disinfect daily, using a dedicated cloth and equipment for each venue (i.e. no cloth or equipment may be used in multiple venues).
- Frequently interacted with and touched surfaces and objects to be cleaned and disinfected daily:
  - Doorknobs and handles
  - Window latches
  - Classroom desks and chairs
  - Lockers/pigeonholes in classrooms
  - Tables and chairs outside classroom doors
  - Lunchroom tables and chairs
  - Countertops
  - Handrails
  - Light switches
  - Floors
  - Equipment (e.g. projectors, remotes, smartboard pens, dusters, art, design technology, iPads)
  - Shared teaching resources
  - Shared toys
  - Shared telephones
  - Shared desktops
  - Shared laptops, computer desktops, computer keyboards and mice

Note: Computer keyboards are difficult to clean. Shared computers will have signs posted instructing proper hand hygiene before and after using them to minimize disease transmission. It is the responsibility of each user to ensure that they comply with the instructions.
- Soft surfaces such as carpets, rugs, and drapes can be cleaned using soap and water or a cleaner appropriate for the material.

- All waste must be put into a plastic rubbish bag and tied when full. The plastic bag should then be placed in a second bin bag and tied up. It can then be put in the normal waste.
- In addition to the above:
  - Bathrooms
    - Roster to be completed every 1½ hrs. (Housekeeping to carry a pen on them for completing roster.)
    - Taps
    - Toilet flushing handles
    - Outdoor toilet doors to be left ajar to ensure ventilation where necessary.
    - There will be no hand towels in bathroom. Paper/roller towel will be provided and disposed after use.
    - If a bin is not sealed then a packet must be placed in the bin and disposed of at least every hour. Hands to be washed thoroughly after disposal.

#### Foyer

- Reception counters to be sanitized regularly during the course of the day.
- Staircase bannister before and after break times and regularly during the course of the day.
- Arms of the chairs.

#### Kitchen

- Counters to be sanitized before and after use and regularly throughout the day.
- Fridge door and handle sanitised before and after use.
- Kettle sanitised before and after use.

### **7.2.4.3 Guidance for Grounds and Maintenance Staff**

- In order to maintain a healthy and safe environment, and ensure that COVID protocols are adhered to by staff and learners during break times, when outdoors or in shared recreational areas, it is important that all these areas are clean and presentable at all times.
- Grounds Staff must:
  - Clean bins twice daily
  - Follow strict cleaning protocols after completion of maintenance repairs
  - Wipe down all outdoor surfaces, including handles, tables, benches and chairs daily
  - As far as possible, equipment may not be shared. However, if necessary, shared equipment must be wiped with sanitiser/disinfectant before and after use.

### **7.2.5 Procedures Regarding Learners**

- Children must adhere to any advice or instruction given with regard to control measures for the prevention of the spread of COVID-19 infection.
- Each class teacher must re-inforce hand hygiene, respiratory and cough etiquette regularly during the day.
- Learner's hands must be sanitised at all entry points to the premises, buildings, classrooms and other venues.
- Learners are to wash hands at regular intervals throughout the day.
- Each learner will be designated a specific desk for their use only, which will be sanitized at the end of each day.
- The desks will be spaced at least 1.5m from each other.
- There will be no sharing of any item of stationery or text books.
- Pupils must wear face masks at all times except when eating or drinking.
- Learners will be taught by their teacher how to remove and store their masks when eating or drinking at break times.
- Breaks will be shorter and/or staggered and pupils will be briefed on the requirement of social/physical distancing.
- Social distancing to be exercised strictly during break. This will be closely monitored by all staff members.
- Pupils may not play games that require physical contact.

### **7.2.6 Procedures for Employees and Learners When Entering and Exiting the Premises**

- All staff and pupils will be required to enter via the current entrance gate at the designated time.
- Staff and learners must remain at the entry point until they have been screened.
- In accordance with the WCED Guidelines: Screening of Staff and Learners (2020), everyone entering the premises must be screened.
- The nominated screeners will be required to do the following:
  - Use a thermal thermometer to check the temperature of each employee and learner. If the individual's temperature exceeds 38°C, she/he must return home and remain there until she/he has no temperature.
  - Screen any worker to ascertain whether they have any of the observable symptoms associated with COVID-19, namely fever, cough, sore throat, redness of eyes, shortness of breath or difficulty breathing.
  - Every employee must report whether they suffer from any of the following additional symptoms: body aches, loss of smell or loss of taste, nausea, vomiting, diarrhoea, fatigue, weakness or tiredness.
  - The above must be recorded by the screener on a checklist.

- Pupils will be marked off a class list on entering King's School premises.
- Pupils to be dismissed at the school gate. They will be marked off a class list when they exit King's School premises (exit cards will not be used until further notice).
- Staff will exit the building through the foyer in the main office block.

### **7.2.7 Procedures Regarding Visitors**

- All staff and pupils will be required to enter via the current entrance gate at the designated time.
- Staff and learners must remain at the entry point until they have been screened.
- In accordance with the WCED Guidelines: Screening of Staff and Learners (2020), everyone entering the premises must be screened.
- The nominated screeners will be required to do the following:
  - Use a thermal thermometer to check the temperature of each employee and learner. If the individual's temperature exceeds 38°C, she/he must return home and remain there until she/he has no temperature.
  - Screen any worker to ascertain whether they have any of the observable symptoms associated with COVID-19, namely fever, cough, sore throat, redness of eyes, shortness of breath or difficulty breathing.
  - Every employee must report whether they suffer from any of the following additional symptoms: body aches, loss of smell or loss of taste, nausea, vomiting, diarrhoea, fatigue, weakness or tiredness.
  - The above must be recorded by the screener on a checklist.
- Pupils will be marked off a class list on entering King's School premises.
- Pupils to be dismissed at the school gate. They will be marked off a class list when they exit King's School premises (exit cards will not be used until further notice).
- Staff will exit the building through the foyer in the main office block.

### **7.2.8 Procedure if an Employee or Learner Tests Positive for COVID-19**

- If any confirmed COVID-19 cases arise, the HR Manager/Compliance Officer must be notified.
- The Compliance Officer will inform The National Institute for Communicable Diseases South Africa (NICD).
- The affected staff member(s), learner(s) and all primary contacts will be required to go into self-isolation immediately.
- If the staff member or learner concerned is already on the premises,
  - she/he will be immediately transported to the designated waiting room in a manner that does not place other staff, learners or members of the public at risk until they can be removed from the premises,

- the affected venues will be out of bounds until a deep clean has been implemented, and
- any learners or staff members who have been in direct contact (e.g. a handshake or hug) with the individual will need to self-isolate for 14 days.

### **7.2.9 Procedure if an Employee or Learner Presents With Typical COVID-19 Symptoms**

- If a staff member or pupil presents or reports typical COVID-19 related symptoms, the HR Manager/Compliance Officer must be notified.
- She/he will not be permitted to enter the premises
- If the staff member or pupil is already on the premises, she/he will be immediately transported to the designated waiting room in a manner that does not place other staff or members of the public at risk and be isolated until they she/he can be taken to the hospital or a COVID screening centre.
- If the employee walks to work, it may be necessary to take the employee home or to the nearest screening centre. It is imperative that the driver takes all precautions necessary to avoid contamination.
- If the individual does not need hospital admission, she/he will be sent home, and is required to self-isolate at home if necessary.
- The school will provide counselling and support to employees or pupils.
- The school will immediately assess the risk of transmission and if appropriate, will temporarily close and disinfect the area.
- The school will refer other staff members or pupils who may also be at risk for symptom screening.
- The school will place an employee on paid sick leave. If sick leave has been exhausted, will make application for illness benefits from the UIF in terms of the Directive issued on 25 March 2020; and
- The school will ensure that the employee or pupil is not discriminated against on grounds of having tested positive for COVID-19.
- The Finance Department will report all alleged, presumed and confirmed cases of COVID-19 related occupational disease to the Compensation Commissioner in the prescribed format using the relevant documentation as required in terms of the Compensation for Occupational Injuries and Diseases Act 130 of 1993 (COIDA) in order to facilitate procedures for all worker's compensation benefits available to employees, including:
  - leave for temporary disability;
  - assessment by an occupational medicine specialist in cases of complex disease that may result in permanent disability;

- cover of medical expenses for the treatment and testing, as well as permanent disability assessments; and
- compensation to dependents in case of death.

#### **7.2.10 Returning to School After Testing Positive for COVID-19**

- If a staff member or pupil has tested positive and been diagnosed with COVID-19, she/he must have isolated for at least 14 days in accordance with the Department of Health Guidelines.
- The staff member or pupil may only return to school after she/he has undergone a medical examination and been issued a medical clearance certificate from a doctor confirming that she/he has tested negative, does not have Covid-19 and has fully recovered.
- The staff member or pupil must wear a surgical mask at all times for the remaining period of 21 days from the date of initial testing.
- The Head/Compliance Officer will ensure that the staff member adheres to social distancing, hygiene and cough etiquette; and will closely monitor the staff member for symptoms.
- The learner's teacher will ensure that she/he adheres to social distancing, hygiene and cough etiquette; and will closely monitor the learner for symptoms.

## **8 DISCIPLINE**

### **8.1 General**

- Contravention of the code of conduct or any other behaviour deemed to be unacceptable will result in appropriate disciplinary measures in accordance with the Discipline Policy.
- Teachers strive to use various forms of positive reinforcement to encourage acceptable behaviour.

### **8.2 Practical Application of Discipline Policy**

- The teacher will speak to the learner and remind him/her of acceptable behaviour and what he/she has done wrong.
- The child is given a choice to either behave acceptably or face the consequences.
- The consequences of misbehaviour may include time-out, detention, 'writing lines,' etc.
- The teacher may need to discuss the learner's behaviour with the parents/guardians so that parents/guardians and teachers can support each other in rectifying the inappropriate behaviour.
- If the child regularly continues to misbehave, the class teacher will escalate the situation to the phase head and principal.
- If the child is still not responding appropriately, a meeting will be arranged with the learner's parents/guardians, class teacher, phase head and principal.
- If aftercare has a problem with a child, the aftercare supervisor communicates with the learner and parents/guardians following the procedure above. The aftercare supervisor will also inform the learner's class teacher of the difficulties, but the teacher does not address incidents that happen during aftercare.
- If a serious offence occurs, the principal will contact the learner's parents/guardians immediately. Parents/guardians are reminded that as stipulated in the undertaking which is signed by every parent/guardian on admission to the school:

***"Undertaking point 6 and 7:***

***All pupils are subject to the system of discipline and the rules enforced at King's School.***

***The principal has the power to expel any pupil at any time for reasons which he or she, in his or her sole discretion, deems adequate. In this event we shall remain responsible for all fees and disbursements for the relevant term.***

***In the event of the expulsion of our child, we acknowledge that the placement fee follows the same conditions as referred to in paragraph 3, with the exception that payment will be returned on the 31<sup>st</sup> day of December of that year."***

## **9 FINANCIAL POLICY**

### **9.1 General**

- The purpose of this policy is to put in place certain guidelines that will ensure the fiscal integrity of King's School, in keeping with the values of integrity, accountability and good stewardship as contained in the Word of God.
- It is recognized that the sound administration of the school is largely dependent on good accounting practices and on measures to ensure regular payment of school fees.
- The Principal and Bookkeeper of the school develop a budget for the school [with examination and ratification by the Finance Board] with careful consideration of the ends and Executive Limitations Policies as set out by the Board policies.
- The financial planning for any fiscal year shall not deviate materially from the Board's ends policies, risk financial jeopardy or fail to be derived from a multi-year plan.

### **9.2 Budget**

- The Budget for each Department/Activity is to be compiled by the Principal in consultation with HODs and Bookkeeper.
- The Budget will be finalized in the second school term for the forthcoming year and presented to the Board for review and approval.
- The Board will adjust the budgets according to expected income.
- It is then presented at the school's Annual General Meeting, which is held on the second Tuesday of June.
- The budget might also indicate when money will be available during the course of the year towards expenditure for budgeted items.

### **9.3 Expenditure Control**

- Wherever any items are to be purchased, three quotes must be submitted together with the requisition slip for signature of approval from the Principal.
- The requisition slip may only be submitted without the required three (3) quotes in the case of there being a regular school supplier or for smaller items.

### **9.4 Payment Process**

- This is applicable for payments, other than set Debit Orders deducted, from the school account:
  - The Bookkeeper loads all the payments, whether from the cheque account or the salary account.
  - The Principal is the first release. After checking and verifying that the information is correct, he then releases the payments.



- After approval from the Principal, the final release of payments is done by the Finance Board B Chairperson.

## **9.5 Income Control**

- School fees are to be paid by debit order only and all enrolment applications must be accompanied by a debit order authority.
- If debit order payment of school fees is not possible for any reason, these exceptional circumstances need to be discussed with the Principal, who may then grant approval for an alternative method of payment.
- At no time may an educator receive money towards school fees but must refer the parent to the school's Bookkeeper. The exception to this is accepting money for special projects.
- Money for special projects, e.g. class outings, may be collected by an educator and should be paid over to the Secretary before going home on the same day.
- Procedure for accepting money for special projects:
  1. Ensure that the money is safe, preferably in a sealed envelope and placed in the 'money file.'
  2. Record monies received in the 'Money File.' This file must be submitted to the Secretary as soon as possible and before the end of the day.
  3. The money will be counted and a receipt issued to the payee.

## **9.6 School Fees**

### **9.6.1 Fee Schedule**

- An administration fee of R 800.00 is payable on submission of the application form.
- A non-refundable Placement Fee of R3000.00 is payable on acceptance to King's School.
- Fees are calculated and payable over 12 months, January – December .
- Discounts only apply to school fees and no other expenses i.e. textbooks, camps, screenings, tests, evaluations, etc.
- Discounts available:
  1. A 7 % discount is applied when the following year's school fees are paid by the 1st December of the previous year, e.g. 2020 school fees are paid in full by the 1<sup>st</sup> December 2019.
  2. A 5% discount is applied when the school fees for the year are paid by the 2nd January, i.e. 2023 school fees are paid in full by the 2<sup>nd</sup> of January 2023.
  3. Sibling Discount: 2.5% for the 2<sup>nd</sup> child and 3<sup>rd</sup> child.
- R 250.00 will be levied to the account when a Debit Order is returned.

- When making cash payments for school fees at the office, an amount of R 200.00 will be levied to the account.
- A three (3) month Notice Period is required in writing if exiting King's School or discontinuing any of its services i.e. school fees, early care, aftercare, etc.

### 2023 FEE SCHEDULE

- An **Admin Fee** of **R800.00** is payable on submission of the Application Form.
- A **non-refundable** Placement Fee of **R3 000.00** is payable on acceptance of your child.
- School fees and after school care fees are payable over **12 months**.
- **Discount:** School fees (only) paid for the year by 1 December = **7%** discount
- **Discount:** School fees (only) paid for the year by 2 January = **5%** discount
- **Sibling Discount:** School fees (only) 2<sup>nd</sup> child & 3<sup>rd</sup> child = **2.5%**
- An amount of **R250.00** will be levied to the account when a Debit Order is returned.
- For cash payment of school fees at the office; **R200.00** will be charged to the account.
- A **three(3) months'** Notice Period is required if exiting King's School.
- A **one (1) month's** Notice Period is required if exiting King's School After School Care.

GRADE		CLASS TIME	MONTHLY	ANNUALLY
<b>GR RRR (Lions)</b>	2/4 years old	8:00am – 12:15pm	R2 730.00	R32 760.00
<b>GR RR</b>	4/5 years old	8:00am – 12:30pm	R2 730.00	R32 760.00
<b>GR R</b>	5/6 years old	8:00am – 12:45pm	R3 255.00	R39 060.00
<b>GRADE 1</b>	6/7 years old	8:00am – 1:00pm	R4 253.00	R51 036.00
<b>GRADE 2</b>	7/8 years old	8:00am – 1:00pm	R4 253.00	R51 036.00
<b>GRADE 3</b>	8/9 years old	8:00am – 2:00pm	R4 253.00	R51 036.00
<b>GRADE 4</b>	9/10 years old	8:00am – 2:45pm	R4 510.00	R54 120.00
<b>GRADE 5</b>	10/11 years old	8:00am – 2:45pm	R4 510.00	R54 120.00
<b>GRADE 6</b>	11/12 years old	8:00am - 2:45pm	R4 510.00	R54 120.00
<b>ADDITIONAL COMPULSORY EXTRAS</b>				
<b>SCREENING FEE (EYES &amp; EARS)</b>		Gr RR	R	300.00
<b>BOOK FEE (WORKBOOKS)</b>		Gr R	R	300.00
<b>BOOK FEES</b>		Gr 1 – 3	R	1 000.00
<b>DESIGN AND TECHNOLOGY</b>		Gr 4 – 6	R	530.00
<b>COMPUTER FEES</b>		Gr 1 – 6	R	265.00
<b>OPTIONAL EXTRAS</b>				

	<b>GRADE</b>	<b>TIMES</b>	<b>MONTHLY</b>
<b>AFTER SCHOOL CARE</b>	Gr 1 - 6	6pm	R1 500.00
<b>AFTER SCHOOL CARE</b>	ECD ONLY (Gr RRR, G RR & Gr R)	Free until 3pm	R35/h or part thereof after 3pm
<b>SIBLING CARE (only until sibling dismisses)</b>		No charge for sibling aftercare without meals	R35 for meal
<b>AD HOC AFTER CARE</b>	R35.00 per hour or part of an hour		
<b>AD HOC AFTER SCHOOL FEE</b>	R100.00 per day		
<b>AFTER SCHOOL CARE FINES</b>	R100.00 (after 6pm)		

### 9.6.2 Outstanding Fees

- School fees must be paid on or before the due date of the 1st of each month.
- Usually, parents/guardians are able to meet school tuition fees when the learner is enrolled. However, the circumstances may unexpectedly and rapidly change without malicious intent.
- A default in tuition fees may arise out of other difficult family circumstances, including an unexpected redundancy, legal proceedings (family or otherwise), increased medical expenses to address a serious illness, a death in the family etc. These circumstances usually also have an effect on a learner's education.

#### 9.6.2.1 Procedure for debt collection of outstanding fees

- Once the debtor acknowledges and respond to the communication regarding outstanding fees, a meeting will be arranged.
- The school may provide counselling and a payment plan will be developed according to the situation at hand. This must be signed.
- This situation will then be carefully monitored to until the debt is recovered.

#### 9.6.2.2 Actions in the first (1<sup>st</sup>) week of term

- In the terms of contract at admission, the schools policy and procedures regarding payment stipulate that payment must be made at the beginning of each month.
- If the payee defaults on this payment, constant reminders with the debtor are required in pursuit of payment via phone calls, emails, letters, meeting, counselling and payment plans.

### **9.6.2.3 After 30 day period**

- If, at the end of the month, payment has not been received, then the debt recovery process will commence by a phone call and an email sending a notice to the parent indicating that payment is due and the issue must be addressed immediately.
- Should no response transpire from the above, another email will be sent 7 days into the following month, followed by a phone call and a formal letter sent home with the learner. This letter will request acknowledgement of the communication.

### **9.6.2.4 During the 60 and 90 day period**

- If the above reminders have not been acknowledged, a Final Letter of Demand will be delivered via hand- delivery, learner, post, e-mail or registered post.
- After 20 working day, the school will consider handing the debtor over to a collection agency.
- Should the debtor acknowledge and respond to the communication, a meeting is to be arranged.
- The school may provide counselling and a payment plan will be developed according to the situation at hand. This must be signed. This situation will then be carefully monitored to until the debt is recovered.

### **9.6.2.5 Learner exit**

- In the event that the learner leaves the school, a meeting is scheduled to retrieve the full amount outstanding or propose a settlement.
- If neither of the options above be suitable/affordable for the parents/guardians, the debt payment plan will continue until the outstanding debt is recovered.

## **9.7 Salaries**

- The Finance Board will grant an appropriate amount of the total budgeted expenditure for salaries.
- The school will endeavour to pay all salaries by the 28<sup>th</sup> of each month.
- The monthly salary payment is the only guaranteed payment issued by the company to its employees.
- A discretionary annual gratuity payment may be awarded to employees entirely at the Principal's prerogative and on approval by Finance Board Chairperson.

## **9.8 Financial Aid**

### **9.8.1 General**

- Financial aid is granted solely and the discretion of the finance board.
- It is only granted as funds are available.

- Financial aid is only applicable to school fees and does not include aftercare or early care, text books, screening tests, external evaluations, placement fees, application fees, etc.
- Financial aid is reviewed annually Thus recipients must apply each year.
- Applications are evaluated in a Finance Board meeting which takes place in October.
- There is no bursary fund nor will the school grant loans for any reason.

#### **9.8.2 Staff Financial Aid**

- Children and grandchildren of staff members are exempt from paying for Early Care and Aftercare.
- Staff members get a 10% discount on school fees only. All other costs such as book fees, Camp fees are to their own account.

#### **9.8.3 Church Leaders and Missionaries**

- Church leaders and missionaries may be awarded a tuition discount of 10 % of the school fees of their children.
- All other costs such as book fees, Camp fees are to their own account.
- This aid must be applied for and is reviewed annually.

#### **9.8.4 Procedure for Financial Aid**

- The following documents must be certified and submitted:
  - Three (3) months bank statements
  - Proof of residence
  - Salary slip not older than three (3) months
- Application process:
  1. An application letter, with all the relevant documents, must be submitted to the Principal.
  2. The application letter is a motivational letter detailing the reasons why the applicant should be considered for financial aid.
  3. Financial aid will not granted to first (1<sup>st</sup>) time applicants i.e. newly admitted learners. The family must already be part of the King's School community.
  4. The assumption is that the need for financial aid is due to difficult family circumstances, including an unexpected redundancy, legal proceedings, increased medical expenses to address a serious illness, a death in the family etc.
  5. The application does not automatically qualify for financial aid. It is reviewed by the Finance Board.
  6. A pending application does not mean that the existing payment arrangements will change.

### **9.8.5 Criteria for Granting Financial Aid**

- Academic: The child meets the expected standard of achievement according to continuous assessment. This is determined in consultation with the child's Teacher.
- Parental/Guardian co-operation: The family is fully co-operative in that they support King's School values and have good relationship with the school community, especially the staff. They are helpful and willing to assist with the various projects and events of King's School as necessary and possible.
- They commit to attending all the relevant school meetings such as the Annual General Meeting, Parent-Teacher Consultations, Parent Orientation, etc.

## **9.9 Petty Cash**

### **9.9.1 The petty cash float may be used for:**

- Small, incidental purchases for which EFT payments are not effective. The maximum value of a single float should not exceed R 5 000.00.
- Small, incidental reimbursements for individual staff members for out-of-pocket school pre-authorised expenditure.

### **9.9.2 The petty cash float may not be used for:**

- Payment for items that should be purchased through the standard school purchasing processes.
- Payment of parking tickets or other fines
- Purchase of any items for resale.
- Personal borrowing (IOUs) or personal loans
- Cashing cheques
- Reimbursement to any individual for any amount.
- Expenditure on a single item exceeding R1 500.00

### **9.9.3 Responsibility of the Petty Cash Custodian**

- The petty cash custodian shall be the Credit Controller.
- The custodian will maintain a maximum petty cash fund of R 5 000.00.
- This fund will be kept in a lock-up tin with the custodian during working hours, and in the locked safe overnight.
- The petty cash fund may never be taken home.
- The custodian is personally responsible at all times for the appropriate and adequate safekeeping of these funds.
- When reimbursing or disbursing funds, the custodian must perform these directly with the voucher applicant on signature and not through an intermediary.
- With regard to petty cash vouchers, the custodian will ensure that each voucher is complete, accurate and accompanied by original documentation.

- Under no circumstances may the custodian process a voucher that has been approved by the applicant or custodian themselves.

#### **9.9.4 Procedure for Petty Cash Voucher Reconciliation**

- The custodian will ensure that details on the voucher and receipt/invoice correspond and will only approve invoices/receipts which contain the following information:
  - Date of purchase or payment;
  - Name of vendor or other payee;
  - Positive evidence that a payment was made. i.e., a cash register receipt or a handwritten receipt;
  - Amount paid;
  - Description and quantity of the goods purchased or of the services provided; and
  - Signature indicating receipt of purchases or services, from a staff member other than the applicant.
- If the custodian discovers an irregularity arising out of the absence of any of the above conditions, the applicant will be asked to rectify the matter or will be held liable for settling the advance disbursement or will forego any reimbursement of the purchase.

## **10 HEALTH, SAFETY AND EMERGENCIES**

### **10.1 Health**

#### **10.1.1 General**

- Ensure that facilities are licensed with the local health authority and meet all the requirements.
- Prevent health and safety issues by maintaining impeccable hygienic and safety standards.
- Health related topics need to be including in the teaching program.
- Measures must be taken to prevent and stop the spread of diseases, infections and cross contamination:
  - Parents/guardians must inform the school if the child is absent due to and infectious diseases such as chicken pox, measles, foot-and-mouth disease, etc.
  - No child may be admitted unless immunizations are up to date.
  - Report any diseases to the authorities.
  - Wash hands frequently.
  - Prepare and serve balanced, nutritional meals in a hygienic environment.
  - Isolate sick learners and request that they be taken home.
  - Regular rodent and pest control.
  - Adequate space and ventilation.
  - Efficient refuse and sewage disposal.
  - Sufficient toilet facilities.
  - Healthy staff who practice good hygiene habits and are an example to the learners.

#### **10.1.2 Physical**

- Learners need to be under constant observation as many accidents may be prevented and any health deviations will be detected.
- All staff needs to have a basic knowledge of the health needs of learners and emergency procedures, i.e. First Aid.
- Staff must be kept up-to-date with new childcare and child health standards.
- Medical history and health records must be kept in the learner data file.
- All incidences related to the child's health must be reported and recorded in the incident book, message book and the learner data file as necessary. Teachers should be especially cautious of situations where legal action might result.
- All information must remain confidential and only discussed with appropriate parties.
- Monitoring and feedback to parents/guardians on the child's health and any abnormal physical symptoms, i.e. not eating, not sleeping, consistent complaints,



etc.

- Prepare a list of health services and professionals for reference and use as necessary.

### **10.1.3 Staff Must Be Trained In First Aid**

- Communication and patient care
- Looking after yourself and the patient
- Priorities of first aid and managing the scene
- Minor bleeding
- Minor burns
- Choking
- Fainting
- Bites and stings
- Sprains and strains
- Allergic reactions
- Unresponsive casualties
- Cardiopulmonary resuscitation (CPR)
- Seizures and
- Extreme temperatures

## **10.2 Safety**

### **10.2.1 Abide by standard health and safety laws regarding:**

- Licensing
- Accommodation requirements for numbers of learners in the context of the physical space
- Facility requirements regarding toilets and washbasins
- Criteria for wall surfaces, ceilings, kitchen worktops, storage etc.
- Criteria for domestic staff
- Suitable furniture for the learners
- General safety and hygiene for the learners

### **10.2.2 Physical Environment and Infrastructure**

- The buildings and outdoors must be kept well maintained and any needed repairs must be reported immediately to the Secretary.
- Staff must be observant and diligent in their reporting.
- The area must be inspected regularly and general maintenance must be kept up to date.
- The physical environment must be kept clean and free from litter. I.e. daily cleaning and emptying of bins.

- Physical environment must be kept secure so no child may leave the premises of their own accord.
- Non-toxic paint and glue must be used.
- No running indoors.
- Toilets must be clean and hygienic.
- The sick bay must be clean and linen should be washed after each use. The first aid kit must be regularly maintained and easily accessible. Records regarding the incident should be
- Adequate storage must be provided according to the needs of the school. These areas must also be kept clean, and especially free of pests and rodents. Learners are not allowed in storeroom.
- Learners must be closely monitored on the playground.
- The playground must be maintained, be kept clean and safe.
- The sandpit must be cleaned and salted. It should be covered when not in use.
- No poisonous plants may be planted. The plants may not be picked, damaged or eaten. Climbing of trees is also prohibited.
- Learners may not have access to cleaning materials.
- Child friendly equipment must be provided. This Equipment must be regularly maintained.

### **10.3 Security**

#### **10.3.1 Security Cards**

- Each learner is issued with a security card. This card is an indication of where a learner is at any point during the school day, i.e. if the learner is at aftercare their card will also be at aftercare, if the learner is doing an extra-mural their security card will accompany them to their extra-mural venues, etc.
- When exiting the school, the card must be given to security. This indicates that the child is no longer on the school premises.

#### **10.3.2 Visitors**

- Visitors must report to reception and complete the visitors register.
- Under no circumstances may an individual who is not a member of staff, parent/guardian of a learner, other familiar family member, extra-mural service provider or anyone not part of the King's School community be allowed to roam the school's premises without supervision.
- If an unfamiliar individual will fetch a learner, the parents/guardian must inform the school timeously. If the school has no knowledge of this arrangement, the visitor will not be allowed into the school to fetch the child.

### 10.3.3 Procedure for Dropping Learners

- Parents/guardians of ECD learners must accompany their children to and from their classrooms at all times.
- Parents/guardians of ECD learners may not leave their children unattended until 8:00. If children are left unattended, they will be booked in to early care at the parent/guardians expense.
- Parents/guardians of Foundation, Intermediate and Senior phase learners may not leave their children unattended until 07:30. If children are left unattended, they will be booked in to early care at the parent/guardians expense.

### 10.3.4 Procedure for Collecting Learners

- Only a parent/guardian may collect a learner.
- The individual collecting the learner is required to sign-in on arrival at King's School.
- The School must be notified if your child is being collected by anyone other than the parents/guardians. This includes play dates with classmates even if they are part of the school community.
- The School must be notified if your child is to be collected outside of the normal school hours.
- These may be noted in the learner's message book, the message book in reception area, telephonically or by email.
- Learners not collected within 10 minutes of the end of their official school day will be booked into aftercare and parents/guardians will be charged accordingly. There is no grace period after extra-mural activities.
- Learners left unattended will be booked into early/aftercare at the parent's expense.
- Learners may only leave the premises once their security card is given to security.

## 10.4 Emergencies

### 10.4.1 Contact Numbers for Emergency Services

City of Cape Town General Emergency	107/112
Police Flying Squad	10111
Ambulance	10177
Fire Brigade	998/999
ER 24	084 124

Goodwood Police	021 592 4430
Goodwood Fire Department	021 590 1722/021 480 7700

Goodwood Traffic Department	021 444 7682/021 444 7860
Inspector Small	083 552 7131

Cleanstation Security Inspections (CSI)	072 462 3880/082 559 9979
Every Nation Security	021 595 8946
Steven Mzee	082 559 9979

Crime Stop	0860 010 111
Safe Schools	0800 454 647
Child line	0800 123 134/0800 085 555
Poison	0861 555 777

Western Cape Government	0860 142 142
Metro Police	021 480 7700
Water	0860 103 089
Electricity	0860 103 089
Transport and Urban Development Cape Town	0800 656 463

### 10.5 General

- With all the electrical conduits, lighting, kitchens and combustible materials on the property, fire prevention should be a priority.
- Measures should be taken to ensure that King's School is fireproof, equipped to handle emergency evacuation procedures and medical emergencies.
- A comprehensive fire operation plan should be implemented and all staff should be trained in fire prevention and firefighting skills.
- Practical implementation of the Emergency Management Procedures is of vital importance and must be designed in such a way that all staff are able to respond to the following tasks: emergency evacuation procedures, marshal duties, search teams, communications, emergency and evacuation controllers.
- Training the staff to perform these duties is of paramount importance and will ensure the success of the entire process.

## **10.6 Chief Emergency Controller**

- The Chief Emergency Controllers for King's School are the school's principal and secretary. They should be on duty at all times.
- In the event of major events where they are unavailable, a team leader will be automatically appointed assume this role.
- If the secretary is not available, the administration assistant will relieve the principal who will then be the Chief Emergency Controller.
- The aftercare supervisor will be the Chief Emergency Controller after 15:00.

### **10.6.1 Duties and Responsibilities of the Chief Emergency Controller**

- In the event of a fire, activate the fire alarm and fire drill.
- The secretary or principal makes an intercom announcement to evacuate and inform of the exit route.
- Instruct the security team to open the appropriate emergency exits.
- Encourage all personnel to evacuate in an orderly manner by trying to stay calm, not panicking, walking and not running.
- In the event of a fire, the Emergency Controller (Secretary) will unlock the gate and get the first aid box.
- The Emergency Controller (Secretary) will be responsible to contact the relevant emergency service.
- Evaluate the situation, layouts, population of the school rooms and the number of exits available.
- Determine the safest escape route out of the premises depending on the kind of hazard. Calculate alternative route as well.
- Advise the Fire Department Commanding Officer of the situation in the building (King's School) that may affect the containment of the fire.
- Direct and implement Evacuation Procedures until the arrival of the Fire Dept.
- Provide the Fire Departments Command officer with information pertaining to the severity, location and nature of emergency.
- Provide the Commanding Officer with appropriate diagrams of the school.
- Complete the Fire Command station data sheet, fire report and any other record sheet as required.

### **10.6.2 Principal's Duties**

- Develop and administer a sound fire-training program for the King's School Staff.
- Develop, implement and ensure that fire evacuation drills are regularly conducted.
- Evaluate the effectiveness of these drills.
- Review the effectiveness of the fire safety plan during and after fire and alarm conditions as well as during fire drills.

- Establish and conduct monthly fire inspections of King's School to ensure compliance.
- Appoint a team of the following personnel:
  1. Fire Marshals (teachers) who will be responsible for evacuating the classrooms and search the property in teams.
  2. Runners (Administration Assistant) to check classrooms and arena.
  3. Fire Safety Officers (Security) will be responsible for opening exit doors, fight small fires to ensure safe passage to exit and evacuate hazardous areas.
  4. Communications Officer (Principal) will use loud haler to assist Emergency controller to issue instructions.

**10.6.3 The Chief Emergency Controller shall ensure that the emergency sources of lighting:**

- are available in all rooms, stairways, passageways, gangways, basements and other places where danger may exist through lack of light,
- are capable of being activated within 15 seconds of the failure of the lighting,
- will last long enough to ensure the safe evacuation of all indoor workplaces,
- are kept in good working order and tested for efficient operation at intervals of not more than three months,
- where directional luminaires are installed, these are mounted at a height of not less than two meters above ground level and are not aimed between 10° above and 45° below the horizontal line on which they are installed,
- all rooms, stairways, passageways, gangways, basements and other places where danger may exist through lack of natural light, to be lighted such that it will be safe.

**10.6.4 During Fire Precautions and Evacuations the Chief Emergency Controller must ensure that:**

- Any emergency escape door from any room or passage or at a staircase shall, as far as is practical, open outwards.
- Every door of a room in which persons may be present, and every door of a passage or at a staircase serving as a means of exit from such room, shall be kept clear and capable of being easily and rapidly opened from inside so as to ensure quick and easy evacuation.
- Staircases and steps leading from one floor to another or to the ground shall be provided with substantial hand-rails.
- Staircases to be used for fire evacuation must be constructed of non-combustible material, be kept clear of any material or other obstruction; and not terminate in an enclosed area.
- These Staircases, passages and exits intended for escape purposes shall be of a width and of a gradient which will facilitate the quick and safe evacuation according to the number of persons intended to make use of them.

- With regard to the size, construction, location, number of persons, and the activity therein, a workplace must provide at least two (2) means of evacuation which are as far apart as possible.
- With regard to the size, construction, location and amount and type of flammable articles used, handled or stored on the premises, an employer must provide an adequate supply of fire-fighting equipment. The must be at strategic locations as recommended by a Fire Chief, and this equipment must be maintained.
- Establish where all the firefighting equipment is located and keep a record of maintenance.
- The emergency controller should ensure that all assembly points are secure and safe from hazard.
- Ensure that learners do not run into the street.
- Ensure that assembly points are not congested and the needs of the learners are met.

#### **10.6.5 Staff Duties**

- Staff in general should know the evacuation procedures in the event of natural disasters such as floods and hurricanes; for man-made disasters such as fire, bombs, terrorist attacks, armed robberies and transport accidents.
- Staff should be familiar with:
  - Evacuation routes
  - Predetermined assembly areas
  - Locations and use of fire extinguishers and other emergency equipment
  - Location of electricity mains
  - Location of water mains
  - That exits must be free from obstruction
  - That the gates must be kept locked, but keys must be available at all times
  - The exit that is wide enough for emergency vehicle
  - Location and use of first aid kit
- Class Teachers must also be aware of the learners at school. They should have a prepared emergency procedure detailing the evacuation routes and procedures.
- Teachers should also have an emergency checklist and information pack for the class with a class list and stickers for each child. These stickers should be used to identify the learner, so have the learner's name, parent/guardians name and contact number.
- In the event of emergency, staff must:
  - Immediately respond to alarms.
  - Evacuate using the appropriate prearranged route to the predetermined assembly point.

- Follow chief officer, control officers, runners and marshal's instructions.
- Remain calm, attempt to keep the learners calm and ensure no running.
- Control officers move to their stations.
- Teachers must ensure that they have their emergency checklist and information pack with them.
- Must stay with their children at all times and attempt to reassure and protect them from harm.

## **11 Language Policy**

### **11.1 General**

- The language of teaching and learning at King's School is English.
- The first additional language is Afrikaans.
- If a learner is enrolled at King's School who speaks another language, it is the responsibility of the parents/guardians to assist the child with additional intervention and support at their own expense as necessary.

### **11.2 Early Childhood Development Phase**

- Learners primarily communicate in English.
- However they may be incidentally exposed to other languages.

### **11.3 Foundation and Intermediate Phases**

- The learners primarily learn in English.
- Learners are taught Afrikaans as their first additional language as stipulated in the CAPS curriculum.
- They may be incidentally exposed to other languages. (Xhosa)

### **11.4 Assistance for Speakers of Other Languages**

- When a learner starts at King's School, the class teacher will already be aware that the learner's first language is not English.
- The class teacher will monitor the learner carefully.
- Should the teacher believe that the learner has a barrier to learning due to difficulties in understanding and speaking English, then the following steps may be taken:
  - The class teacher will meet with the learner's parents/guardians to discuss the difficulties.
  - If necessary, the learner will need to be assessed by a speech therapist at the parent's expense. This can be done privately or the school's therapist.
  - The parents/guardians will need to follow the recommendations made by the therapist. This may include language support classes, sessions with the therapist, etc. at the parent/guardians expense.



- Transparent and frequent communication between the parent/guardian, teacher and therapist is of paramount importance to ensure that the learner receives the best support.

## **12 LEARNING SUPPORT SYSTEMS AND TEACHER SUPPORT TEAMS (SBST – SCHOOL BASED SUPPORT TEAM)**

### **12.1 General**

- King's School strives to support individual learner's development ensuring that every child has the opportunity to reach their full potential.
- This encourages inclusive education and providing support for learners with difficulties.
- These policies are informed by and are in accordance with The Policy on Screening, Identification, Assessment and Support provided by the Department of Basic Education (2014).

### **12.2 School Based Support Team**

- Once 'at-risk' learners with barriers to learning are identified, the Learning Support System is to provide support through intervention.
- The LSS addresses the needs of individual learners.
- It ensures that all those involved, including the parents/guardians, principal, therapist, etc. are working together to ensure the best support for the learner.

### **12.3 Teacher Support Team (SBST)**

- The Teacher Support Team (TST) is a group of experienced and qualified educators.
- This team includes the principal and HODs.
- These staff members have made themselves available to assist and guide the teachers at King's School in identifying learners with potential learning barriers and helping them as much as possible.

### **12.4 Identifying 'At Risk' Learners and Procedure for Support**

- Learners who are 'at risk' must be identified as soon as possible.
- Once learners are identified, contact with parents/guardians must be initiated to discuss difficulties. Ensure that this communication is clear and honest, yet diplomatic.
- Follow-up on recommendations by the support team and other experts, and give parents/guardians feedback timeously.
- Learners may need to go for sight and hearing tests, to a clinical psychologist for evaluation, or to speech and occupational therapists. This is at the parents/guardians expense and can be done privately or the school's therapist.
- Any external support classes, therapy sessions, etc. are at the parent/guardians expense.
- Ensure that all information, interventions and reports about the learner's progress are updated regularly.

- If the learner's development is not satisfactory, explore alternate interventions and further support.
- Transparent and frequent communication between the parent/guardian, teacher and therapist is of paramount importance to ensure that the learner receives the best support.
- Records of all communication are kept in the learner data file.

## **12.5 Promotion and Progression**

### **12.5.1 Promotion and Progression for Grade R**

- If the school is concerned about a child in Grade R and their readiness for Grade 1, the principal and teacher will meet with the parents/guardians as soon as possible.
- The parents/guardians may need to take their child to a clinical psychologist for a school readiness assessment.
- The learner may only repeat Grade R if it has been recommended by a clinical psychologist and proper intervention steps are taken.
- The WCED forms for exemption must be completed and processed by WCED, and the school must keep this report for their records.

### **12.5.2 Promotion and Progression for Foundation Phase**

- Progression to the next grade is at the sole discretion of King's School.
- This decision is based on thorough research, assessments, discussions, advice and will ultimately be determined by what will most benefit the child.
- The school must keep the following documentation:
  - Continuous assessment and proof.
  - Communication with parents/guardians indicating that the child is experiencing difficulties and that there is a possibility that the child may need to repeat.
  - Documented communication must be frequent and consistent throughout the year to ensure that parents/guardians are kept informed about their child's progress.
  - An interview sheet completed by teacher's detailing areas of concern and signed by both the parent/guardian and teacher.
  - Proof of early and ongoing intervention throughout the year addressing the unique needs of the learner.

## **13 MANAGEMENT OF INFORMATION SYSTEMS (MIS)**

### **13.1 General**

- The administrative staff and principal are to update information consistently.

### **13.2 Staff**

- Staff profile and personal details
- Staff equity profile
- Staff attendance which is to be kept in the administrative storeroom.
- Staff qualifications
- Staff skills development including completed forms for (Sector Education Training and Authority (SETA) and Continuing Professional Development (CPD)

### **13.3 Learners**

#### 13.3.1 Learner's Profile

- Teachers complete learner profile statistics forms, which are given to staff at the beginning of the year.
- All statistics are collated on a school learner profile schedule, for the WCED annual survey.

#### 13.3.2 Learner's Data File

- A learner data file is a continuous record of information that presents an overall representation of a learner's progress, including their academic, spiritual, emotional, psychological, social development.
- It assists educators to provide the best possible support to ensure that each learner reaches their full potential. As this is a continuous record, teachers will have a better understanding of the learner and their needs.
- Procedure:
  - On admission to the school, a learner data file is created for each learner and this is passed on to each educator as the child progresses.
  - If a child is progressing from the ECD, new files must be created for them in Grade R.
  - The following must be included in the learner data file:
    - Application form
    - Confidential questionnaire
    - Birth certificate
    - Cumulative record card (CUM card)
    - Details of communication between parents/guardians and teachers
    - Clinic card and medical records

- Hearing and eye test reports
- Remedial, occupational and speech therapy reports
- Learner data sheets
- School reports
- Each teacher must ensure that these files are updated regularly.
- These records are private and confidential.

### **13.3.3 Learner's Assessments**

- ECD parents/guardians receive written reports at the end of the second (2<sup>nd</sup>) and fourth (4<sup>th</sup>) terms, and verbal feedback at the end of the first (1<sup>st</sup>) and third (3<sup>rd</sup>) terms regarding their child's progress.
- Foundation phase and Intermediate Phase receive written reports every term.
- These reports are given to parents/guardians at Parent-Teacher Consultations where teachers and parents/guardians may discuss the learner's progress.
- Hard copies of these reports are kept in the learner data file, as well as an electronic copy.
- The learner's progress is consistently monitored throughout the year.

### **13.3.4 Learner Participation Rates**

- All genders, races, religions, etc. may participate in King's School program. The school encourages and observes inclusive education and will not discriminate.

### **13.3.5 Learner Enrolment**

- Learner enrolment is ongoing and is recorded on class lists and the admission register.
- Learners are enrolled according to the admissions policy.
- When a learner is admitted to King's School, their details are recorded in the admissions register and class lists.
- Their application form with all their personal information is kept in their learner data file.
- This information is updated regularly as necessary.

### **13.3.6 Learner Retention Rates**

- Learners may attend the school from two (2) years old and may remain in the school until Grade 7.
- If the learner leaves at any stage, it is recorded in the admissions register.
- In order to plan for the following year, a notice is distributed at the end of the second (2<sup>nd</sup>) term and parents/guardians have to notify the administrative staff in writing and pay a deposit to ensure placement. This enables us to generate a report in order to plan effectively for the following year.

### **13.3.7 Learner tracking and support**

- At King's School, the classes are kept relatively small, therefore the educator is able to track and support individual learner's progress through continuous assessment.
- Thorough and up-to date reports are kept in the learner data file and the teachers discuss relevant information with the following teacher to ensure that the learner is attended to appropriately.

### **13.4 Budget, Financing and Marketing**

- Monthly budgeting and financial assessments are done by the finance department and presented to the Finance Board and Executive Committee.
- The school does not yet have a specific budget for marketing or a specific marketing plan.
- However parents/guardians are asked on the application form and in the admissions interview how they heard about our school.
- From this information a report may be generated which can be used to assist in the development of a marketing strategy.

### **13.5 Client Satisfaction**

- King's School has an open door policy and any dissatisfaction in any area may be discussed with the principal and addressed as necessary. This process is outlined in the appeals and grievances procedure.
- A client satisfaction survey is done annually and a report is generated from this information.

## **14 INTEGRATED QUALITY MANAGEMENT SYSTEMS (IQMS)**

### **14.1 General**

- Although King's School is a private educational institution, it acknowledges and seeks to implement the Integrated Quality Management System (IQMS) for Educators (2003).
- IQMS is a method of holding schools accountable by consistently monitoring their performance and overall effectiveness.
- It focuses on improving learning outcomes by addressing teaching, management, administrative support and accountability.
- It seeks to address weaknesses through development, implementation, consistent monitoring and review.
- It also acknowledges strengths and encourages continued growth and development.
- IQMS consists of three (3) program
  1. Developmental Appraisal evaluates the competence of individual educators in a transparent, honest and constructive manner with the goal of determine strengths and weaknesses, and to develop goals to ensure their continued development.
  2. Performance Measurement evaluates individual educators for promotion, rewards and incentives.
  3. Whole School Management evaluates the overall effectiveness of the school as an educational institution including the quality of learning programs and teaching. School management is also assessed, along with policies, infrastructure and resources.
- At King's School, the Staff Development Team is the principal, \ HODs and the School Board; and the Development Support Groups are the staff members of each phase respectively.

#### **14.1.1 Curriculum**

- Although it is a private school, the Foundation and Intermediate phase follow the National Curriculum and Assessment Policy (CAPs).
- King's School is a school with a Christian ethos and therefore also integrates biblical values into the curriculum.

#### **14.1.2 Academic Decisions**

- Academic decisions are made by the senior management team.
- This team may consult with subject specialists at the Department of Education as necessary.
- All decisions are approved by the School Board.

## **14.2 Implementation of IQMS**

### **14.2.1 Staff Appointment**

- The Governing Body advertises the position available.

- The Governing Body only appoints individuals who are practicing Christians and qualified for the position in accordance with the Vision and Mission of the School.
- Applicants for any position must complete a comprehensive application form, and submit the Curriculum Vitae.
- The principal assesses each individual to determine the most suitable candidates.
- The candidates are interviewed by the principal and relevant HOD.
- References, such as Church Pastor/Spiritual Leader/Priest, previous employer, character witness etc. will be contacted. A character profile assessment may also be conducted.
- Then the most suitable candidates will be interviewed by the Governing Body.
- Once a candidate is confirmed as a staff member a formal, written letter of appointment stating explicit acceptance of the position at King's School must be signed.
- The new staff member is subject to a three (3) month probationary period.

#### **14.2.2 Developmental Appraisal**

- Staff training usually occurs in the beginning of each year in conjunction with the planning meetings.
- At these meetings, employees are given documentation detailing their roles, responsibilities, code of conduct, etc.
- Either in these meetings or phase meetings, the IQMS procedure is discussed. This discussion includes specific details with regards to the implementation of the developmental appraisal including method, expectations and timetable.
- Each teacher is responsible for developing the learning program for the relevant age-group and learning area. Where there are two (2) or more teachers per grade, these teachers must work together to develop their learning program.
- Each teacher's performance will be individually evaluated.

##### **14.2.2.1 Self-evaluation**

- Individual teachers are encouraged to evaluate their own performance to determine which areas they need to develop.
- Teachers are to independently review their micro planning on a daily and weekly basis and macro program annually.
- They should also review their planning or learning program and its correspondence with what is taught.

##### **14.2.2.2 Peer Review**

- The Development Support Groups are the teachers in each phase who meet to discuss strengths, weaknesses and ideas and strategies for improvement.



#### **14.2.2.3 Phase Head Review**

- Each teacher is to submit her planning file to the phase head weekly.
- The phase head is to peruse the files with the purpose of checking for appropriate material, any potential problems and to ensure that what is planned corresponds with what is being taught in the classroom.
- In the Foundation Phase, the phase head is expected to check that a variety of learning experiences are planned to cover the required learning outcomes in each of the learning areas.
- Phase heads must date and sign the class teacher's planning on a weekly basis.

#### **14.2.2.4 Class Visits**

- Class visits are conducted throughout the year.
- The phase head performs one (1) scheduled class visit per term with each teacher, and completes an appraisal form.
- The principal conducts one (1) scheduled and one (1) unscheduled class visit during the year and completes the appraisal form.
- Feedback is discussed with the teacher to motivate development and improve planning and teaching skills.

#### **14.2.2.5 Book Control**

- The Foundation Phase is subject to book control once per term or as necessary.
- This is done by the phase head and principal.
- Book control involves examining each learner's books to assess work covered as an indication of planning and teaching the curriculum.
- The phase head and principal may also use this opportunity to assess the learners who may need extra support and verify the teacher's recommendation for intervention plan.

#### **14.2.2.6 Principal Review**

- All planning and assessment files are to be submitted to the principal once per term at a pre-determined date.
- The principal will assess all planning in terms of the content and accuracy of what is taught and the correspondence with the CAPS curriculum.
- The principal will also check that the formal assessment tasks for the Foundation and Intermediate Phase are completed, and recorded accurately and timeously.
- The principal may request teaching, assessment and planning files for review at any time.
- The principal may spontaneously visit the class to monitor performance.

### **14.2.3 Performance Measurement**

- After self-evaluation, monitoring by the Staff Development Team, the teacher will receive verbal and written feedback.
- During this meeting, individual staff member's performance will be discussed including their strengths and weakness.
- A Personal Growth Plan defining the teacher's goals will be developed to ensure consistent development, finding strategies to overcome their weaknesses and excel at their strengths
- All documents and forms must be signed and archived.

#### **14.2.3.1 Staff development**

- Staff development gives teachers a better awareness of the needs and development of learners and understanding the curriculum and relevant learning programs.
- It also serves as a reminder of various teaching strategies, and introduces teachers to new ideas and developments relevant to education.
- Staff development encourages teachers to set goals and assists the achievement of these goals.
- Staff development may be internally sharing knowledge as in meetings, or externally exploring other schools or educational institutions, hosting guest speakers, attending conferences and courses, attending Continued Professional Teacher Development courses and seminars, etc.

#### **14.2.3.2 Team-building**

- Team-building allows staff members to interact socially in order to develop their personal relationships.
- Team-building facilitates more effective internal staff development.
- This will encourage staff members to work together to achieve the vision and mission of the school.

### **14.2.4 Whole School Management**

- King's School's policies and procedures are consistently monitored and from this a School Improvement Plan is generated for implementation.
- The policies and procedures continuously cycle through the stages of monitoring, implementation, improvement and review.
- The table below details this process:

<b>Policy</b>	<b>Development</b>	<b>Monitoring</b>	<b>Implementation</b>	<b>Review</b>
<b>General</b>				
Health and Safety Policy	School Board and Department of Education	HOD and admin. assistant	Staff follow the follow the procedures in the policy. Admin. assistant conducts safety audit.	Annually in January.
<b>Staff</b>				
Staff Appointment Procedure	School Board	Principal	The policy is used when staff is appointed.	Annually in January.
Staff Code of Conduct	School Board	Principal	This is discussed with the staff and reinforced at the beginning of the year.	Annually in January.
General Policies and Procedure for Staff	School Board and Principal	Principal	Discussed with staff and reinforced at the beginning of each year.	Annually in January.
Staff Development	Principal	Principal and Phase Heads	The senior management team review all the information gathered by the IQMS to identify the needs of the staff and implement a development plan accordingly.	Annual in the fourth (4 <sup>th</sup> ) term.
<b>Learner Policies</b>				
Procedures for enrolment during the year.	School Board	Principal	Principal and admin. staff to adhere to policy procedures.	Principal, senior management team, and admin. will review and

				adjust as required.
Code of Conduct	School Board	Principal	Staff will regularly discuss the principles and values in the code of conduct with the learner's, including the expectations and consequences. Parents/ guardians will receive a code of conduct in the beginning of the year. Discussions regarding expectations for conduct and behaviour are discussed at the parent orientation and at termly consultations as necessary.	Annually
Language Policy	School Board	Principal	Parents/guardians are informed of the policy during the admissions procedure and at enrolment. Teachers are to enforce policy.	Annually in December/ January.
Assessment Policy	Academic staff members (principal, HOD's, teachers) and Department of Education in relevant district.	Principal and Senior Management Team.	Staff members are to implement policy and procedures.	Bi-annually in June and December.
IQMS	Principal and Senior	Principal	Policy and procedures implemented	Annually in December/

	Management Team		according to policy document.	January.
Appeals and grievances	School Board	Principal	Parents/guardians are informed of the procedure at enrolment. They are also reminded at the parent orientation.	As necessary.
LSS/TST	Principal, Senior Management Team and Department of Education for District.		Teachers and parents/guardians are to follow procedures as detailed in the policy document. Specifically the consistent guidance and support.	Annually or as necessary during the year.
Resource Management	Principal and School Board	Principal	All employees to follow procedures as stated in the policy, specifically teachers and admin staff.	Annually in December.

## **15 RESOURCES AND ASSET MANAGEMENT**

### **15.1 Resources**

- All resources are to be recorded in an inventory and asset register which is to be regularly updated.
- All resources are recorded in an asset register. These are updated annually. The bookkeeper keeps a summary sheet, and the full asset register is collated electronically by the bookkeeper.

### **15.2 Maintenance of Assets**

- Each staff member is responsible for the assets in their care.
- The outside play equipment is checked and maintained annually or as necessary.
- If there is a need to repair any items this must be recorded in the caretaker's book.
- If an item is not covered by class expenses and needs to be replaced, this must be communicated to the phase head.
- It is important to consistently ensure that all items or resources are kept in good condition and will not cause injury to the learners in any way.

## LIST OF SOURCES CONSULTED

Children's Act (2006). *Government Gazette*. (No. 28944).

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Department of Basic Education Republic of South Africa (2012). *National Protocol for Assessment: Grades R-12*. *Government Gazette*. (No. 36042).

Department of Basic Education Republic of South Africa (2013). *National Policy Pertaining to the Program and Progression Requirements of the National Curriculum Statement*. Pretoria.

Department of Basic Education Republic of South Africa (2014). *Policy on Screening, Identification, Assessment and Support*. Pretoria.

Department of Basic Education Republic of South Africa (2020). Standard Operating Procedure for the containment and management of COVID-19 for school and communities (revised 31 August 2020). Available online: [Standard Operating Procedure for the containment and management of COVID-19 for school and communities \(revised 31 August 2020\).](#)

Department of Health Republic of South Africa (2020). Amendment of Regulations Issued in Terms of Section 27(2) of the Disaster Management Act, 2002 (Act No. 57 of 2002). Available online: [Amendment of Regulations Issued in Terms of Section 27\(2\) of the Disaster Management Act, 2002 \(Act No. 57 of 2002\).](#)

Education Labour Relations Council (2003). *Integrated Quality Management System (IQMS) for Educators as per the Collective Agreement No. 8 of 2003*.

Occupational Health and Safety Act (Act No. 85, 1993) (1993). *Government Gazette*. (No.14918).

The Bill of Rights of the Constitution of South Africa (1996). *Government Gazette*. (No. 17678).

Western Cape Education Department (2020). D - WCED: Guideline: Screening of Staff and Learners. Available online: [WCED: Guideline: Screening of Staff and Learners.](#)

Western Cape Education Department (2020). L – WCED: Managing Covid-19 cases in schools. Available online: [WCED: Managing Covid-19 cases in schools.](#)

## 16. ADDENDUM

Policy Review Plan 2023

The School's policies are generally reviewed on an annual basis.

There are times when new policies are written as matters come to the Governing Body's attention.

The Policies are approved by the Board of Governors.

The Board meets every quarter.

The Principal is responsible for ensuring that as far as possible, the processes are followed and that timelines are honoured.

### 16.1 Parent Liaison Group Policy

#### **Purpose**

The Parent Liaison Group [PLG] is a voluntary organisation of parents who encourage closer links between home and school. In addition to organising fund events, the group also has a proactive social function and provides an opportunity for parents and staff to meet with one another.

#### **Roles and responsibilities**

There are two ways to be involved in the KS Parent Liaison Group [PLG]

#### **Member of a portfolio team**

There are several portfolios to be involved in such as Amazing Race, Thanksgiving service, annual Festival, new parents social etc.

These portfolios are led by one or two staff, who will need a small team of parents to help in organising and planning. The group of parents involved in portfolios form the core group of the PLG.

- The portfolio and the amount of work will determine the amount of people in it.
- Meeting frequency and time will be dependent on the events coming up and how much needs to be discussed
- A full PLG committee meeting will be held at the end of each term to prepare for the next terms events.



### **Member of the volunteer group**

Calls for volunteers will be made for events during the year. Parents are encouraged to participate in the event without any expectation of commitments to other future events. E.g. help for the Amazing Race or end-of-term staff functions.

- This is more adhoc and is unlikely to involve many, if any meetings [WhatsApp, emails]

## **16.2 BULLYING POLICY**

The policy deals primarily with bullying between children at King's School. The same principles govern all relationships within the school and the policy applies to all situations of bullying.

### **Definitions:**

- Bullying is a social problem and instances of bullying occur in all areas of human endeavour involving interpersonal relationships.
- Bullying can be physical, verbal, psychological or social.
- Bullying is characterized by an imbalance of power where one person desires to humiliate another. The bullying action is typically repeated and gives evident pleasure to the bullying person, leaving the bullied person with a sense of having been oppressed.

### **Types of Bullying:**

- Physical: Inflicting physical pain of any form, taking, using, or damaging any article belonging to another person without permission, or any physical act which may diminish the dignity of another person.
- Verbal: Diminishing the dignity of another person using verbal attacks such as threats, taunting, mockery, "dissing", racial slurs and hate speech, foul language and name calling. This bullying is sometimes disguised as a joke.
- Psychological: Intimidation, manipulation, domination, power play and the use of body language or any other action which psychologically diminishes the dignity of another person.
- Social: Rumour mongering, ostracizing, abuse of authority, circulating hurtful or damaging things about another person.

### **The Rights and Responsibilities of the Children:**

All people, according to the South African Constitution, have certain rights and responsibilities:

- the right to human dignity and the responsibility to respect the dignity of other people;

- the right to be respected by other people and the responsibility to show respect to others;
- the right to be valued as individuals and the responsibility to value others as individuals.

Children have particular rights:

- the right to a safe learning environment and the responsibility to ensure that their behaviour respects the rights of other children to a safe learning environment;
- the right to an education and the responsibility to allow un-interrupted learning to take place.
- The School is therefore opposed to any member of the community, who puts another person's basic rights in jeopardy and which constitutes any form of bullying. This would apply particularly to parents who, in defending their own child, reprimand another child on the school property. These matters must be entrusted to the professionals to handle.

### **The School's Approach:**

Bullying needs to be addressed pro-actively as well as reactively.

- The school strives to educate children in their rights and responsibilities to fellow children.
- Staff will strive to set a good example and will demonstrate the expectations for respectful, caring behaviour.
- The school strives to build up the self-esteem of the children.
- The school strives to inculcate attitudes of respect and love amongst its staff and children.
- The school will make use of peer education programmes and other strategies to make children aware of the existence of bullying and its detrimental effect on individuals and the community.
- The school uses ethos programmes, behaviour modification programmes, mentoring and counselling in an attempt to change behaviour.
- The school will engage in ongoing education with the children in the school to combat bullying amongst children.

### **Procedures to deal with bullying:**

Bullying will not be tolerated in any section of the school. Procedures may differ from phase to phase.

The school will endeavour to teach the children:

- to practice assertive behaviour if they witness bullying behaviour directed towards themselves or others;
- to stop bullying behaviour from happening or continuing, but without endangering themselves;
- to target the bullying behaviour but not the bullying person;

- to report any instances of bullying behaviour.

Children can report bullying to teachers, Prefects or any other staff member. They may also use the Letter box in the foyer to write letters to the Principal.

As part of its response, the school may provide counselling for the bullied person.

The school will deal severely with persistent bullying.

The school's response may include providing counselling for the bullying person which will be coupled with a warning of the repercussions of a repetition of the bullying behaviour. Bullying behaviour will be reported to the parents.

If bullying behaviour is repeated, a parental interview will be held and strategies for intervention and behaviour modification will be outlined. Professional counselling, regular report-backs and a positive improvement in behaviour is expected.

If there is a repetition of bullying behaviour, children must be aware that it is considered an act of serious misconduct and will be dealt with according to the relevant section of the school's Code of Conduct. This may include suspension and a GB Disciplinary Hearing.

### 16.3 CODE OF CONDUCT FOR PARENTS

King's School Goodwood recognises the importance and value of a mutually supportive relationship between the School and parents. The education of our children is best served when the school and parents share a commitment to collaboration, open lines of communication, and mutual respect, and when roles, responsibilities, and expectations are clearly defined.

We expect families to fully embrace the mission, vision, values, policies, and procedures adopted by King's School Goodwood, including our commitment to diversity, and respect for individual differences.

It is a further expectation that parents will address any concerns in a positive and supportive manner, avoiding public actions or criticism detrimental to King's School Goodwood or its employees.

The addendum to this Code of Conduct further clarifies expectations intended to ensure an orderly, respectful and secure educational environment for everyone.

#### **Addendum:**

The specifics referred to below are representative of, but not limited to, conduct expectations for parents.

Parents are expected to:

- Recognise that the education of each child is the joint responsibility of the parent, teacher, student, and school community in general.
- Demonstrate that both parents and the school, work cooperatively in the best interest of the child.
- Treat all staff employed by King's School professionally and respectfully.
- Set a good example for their child in their conduct, language, and behaviour while on campus or at school-sponsored activities.

- Refrain from negative gossip or unsubstantiated criticism that disparages the reputation of the school or its employees, including on Whatsapp, Facebook, and other social media sites.
  - Refrain from using social media to fuel discontent or criticism of individual school employees, other parents, students, or school programmes.
- 
- seek to clarify a child's version of events with the school's view in order to avoid misunderstanding and to bring about a successful resolution to any dispute.
  - Contact the school directly when you have a question or need clarification of a school matter rather than depending upon the interpretation of parents or other non-official school sources.
  - Ensure that your child attends school regularly and arrives to and is picked up on time.
  - Not threaten or approach any child or staff member in an abusive or intimidating manner.
  - To comply with any reasonable request from a school employee in the performance of his/her duties.

**Support the Code of Conduct.**

- Be responsible for their own child's behaviour.
- Not use defamatory or offensive verbal or written communication.
- Not use physical aggression towards any adult or child.
- Not approach someone else's child in order to chastise or discipline them. Teaching staff are responsible for discipline at King's School Goodwood and any incident involving a child's negative behaviour should be reported to the class teacher, Grade Head or Principal.

**Interacting with the School:**

- All persons not employed by the School, including parents and caregivers, are required to report to reception when visiting the school.
- Meetings with any member of staff are by appointment only.
- Medical/personal appointments must preferably be made after school hours.
- Parents must inform the school about medical information or contagious conditions.
- Parents must inform the school about change of address, telephone numbers of both parents (home and work).

Anyone not respecting the above guidelines may be asked to leave school premises, and in some cases, may be prohibited from access to the school.

Any concerns you may have about the school must be made through the appropriate channels of communication (below).

Query	Channel of Communication
Academic	Class Teacher or Subject Teacher → Subject Head (where applicable) → Phase Head → Principal
Ad hoc queries affecting more than one person	GB Parent Rep → Class Teacher → Phase Head → Principal
Admissions	Admission Secretary → Principal
Discrimination(e.g. racism, sexism, ageism, religious, gender)	Class Teacher →Principal
Operations and Security	Principal
Lost Property	Secretary → Principal
Learner Support	Class Teacher or Subject Teacher → Learner Support Team → Principal

#### 16.4 COMMUNICATION POLICY (June 2022)

Good communication is more than a simple exchange of information.

Through effective communication, information is shared, heard and understood, trust is built and actionable steps are put in place.

It is through good communication that partnerships are formed and continue to thrive.

In the spirit of good communication, this document sets out the guidelines between the staff, parents and the children of King's School.

##### **GENERAL GUIDELINES**

At King's School, we continually strive to deliver quality education by nurturing our values being:

- Small class sizes (numbers)
- Biblical worldview.
- Godly relationships
- Excellence
- Stewardship

King's School sees each child as an individual. We teach and support pupils to develop into their God given potential.

### **OUR SCHOOL ETHOS**

A child learns from their surroundings. As professional teachers, it is our responsibility to be the people we want our children to become. At King's School, we strive to produce pupils who are compassionate, respectful, take initiative, display self-control and show integrity.

#### **How you can best support your child:**

1. Be aware and involved in the academic, cultural and sporting life of your child.
2. Attend Parent Evening, Parent / Teacher consultations and events held by the school.
  
3. Read your child's reports, newsletters, message books and the school emails.
4. Show an interest in your child's academic progress.
5. Speak kindly of King's School teachers, even if you do not agree with all of them.
6. If there are issues with teachers, either personal or academic, please deal with the issue through the correct channels as outlined in this document.
7. Understand that a school's academic programme is supported by extracurricular activities like outings, sports, camps and cultural activities. Encourage your child to take part in as many of these as possible. The world is a busy place, encourage your children to be busy and thriving.
8. However, equally important to the above, make time for your children to play, imagine, create and even experience a little boredom.

### **As a King's School Parent:**

1. Please ensure that all communication coming from a parent abides by the King's School code of conduct of integrity, pride, respect and compassion.
2. The school parking lot or WhatsApp groups are not always reliable sources of school information. Please contact a teacher, the office or the Principal if you are unsure about anything school-related.
3. Show moral courage. Your child is watching and learning.
4. Respect and value the role of King's School. Before responding to your child's complaints, speak to a teacher or the Head of Department first and give yourself time to understand both sides of the story.
5. Please respect the King's School rules of attendance, punctuality and uniform code.
6. Try to support your children at sporting or cultural events when possible.
7. Please return reply slips timeously. It sets a good example for your child.
8. Invest in your school. Give of your time where possible. This shows your child that school activities are worth valuing and he or she is valued by you.
9. Get your child to school on time. This sets a good time-keeping example.
10. King's School sees children as individuals. We encourage you to listen to their views.
11. Please refrain from discussing the school or a class star performer with your child. Your child is a champion in their own right. Regularly comparing, criticising or praising top performing children indirectly tells your child that you are not satisfied with their performance. This leads to fear and fear leads to underperforming.