

# WOODRIDGE COLLEGE



# INFORMATION BOOKLET

# Section 1



# INTRODUCTION

It is my pleasure to welcome you to Woodridge College. We, on the staff, hope that your stay here will be an enriching and happy experience. At Woodridge, we aim to develop the potential of each and every student. As a School, we understand our role in assisting you to achieve your potential is a joint effort with your parents. We trust that you will make the most of the opportunities available to you and enjoy the Woodridge experience.

The aim of this booklet is to provide you with the necessary assistance to help you settle into your new environment as smoothly as possible.

**CD NEAVE**

Headmaster

# MISSION STATEMENT

As a Christian School, Woodridge adopts a holistic approach to education and aims to develop the body, mind and spirit to enable each pupil to reach his or her potential.

To achieve this, Woodridge offers and challenges pupils to experience the broadest possible range of academic, cultural, spiritual, social, outdoor and sporting interactions by exploiting the following attributes:

- individual attention
- a healthy, natural interaction with the environment
- nurturing of leadership and self-discipline
- encourage free thinking and independent individuals
- service to the community

# CORE VALUES

## *Basic Rights of the Family*

- Pupils have the right to learn
- Staff have the right to teach
- Parents have the right to service

*In order to uphold these rights, the following moral values are encouraged:*

- Mutual respect and dignity
- Integrity and honesty
- Empathy and interaction
- Tenacity and teamwork
- Appreciation and care for the environment

## A BRIEF HISTORY OF WOODRIDGE

In January 1936, Woodridge Preparatory School opened its doors for the first time; the enrolment on that first day was two boys and a girl! This indeed was an act of faith by the founders, Mr and Mrs Leslie Carter, who owned the School privately until 1957, when the Woodridge Trust took over the ownership. In 1986, therefore, Woodridge celebrated its Golden Jubilee, with an enrolment of some 470 pupils - a far cry from that first day in 1936.

The Preparatory School was initially housed in the historic buildings of what used to be the very popular Cadles Hotel, a nineteenth-century coaching inn on the road to Cape Town and a favourite honeymoon spot for Port Elizabeth couples - the names of some of whom can still be seen engraved on the windows at the Prep.

With the outbreak of the Second World War in 1939, progress was severely curtailed by both building and petrol restrictions and it was only after the war that the numbers climbed to the planned maximum of eighty pupils.

Knowing that one day he would have to retire, Leslie Carter handed over the ownership of the School in 1957 to the Woodridge Trust in the hope that what he had started would be perpetuated.

In 1965 it became obvious that there was a need to develop a senior school as some of the parents were having difficulty in placing their sons in Private Schools after they had completed their Preparatory education. By the end of that year, a decision was taken to found Woodridge College and to develop the School along the lines of the ideals so successfully applied at Gordonstoun in Scotland. One of the prime movers behind this decision was the then Chairman of the Trust, Mr Leo Kohler, who occupied this position until he retired in 1986.

In 1966, the first four Standard 7 pupils were accepted for Woodridge College and the ten Standard 6 boys at the Preparatory School were regarded as part of the new School. At the end of that year, Mr Leslie Carter, who had been suffering from ill health, retired and the Trust appointed Mr Keith Starck to take over the infant College, while Mr Carter's son, Roger, was asked to oversee the Preparatory School.

Conditions in the early years of the College were rather spartan and accommodation at a premium for the staff. One couple spent the first year of married life in a single room! Water had to be pumped up to the reservoirs from the Van Stadens River and electricity was generated by two old Lister engines.

The College was initially housed in prefabricated buildings but later, due to the generosity of Anglo American's Chairman's Fund and the Industrial Council, more permanent structures such as the Science Block (1972) and the Dining Hall and Kitchens (1974) were erected.

Not only did the staff contribute regularly to the Woodridge Development Fund, but in 1975 they organised a sponsored run from Bloemfontein to Port Elizabeth by themselves and raised sufficient money to erect two squash courts.

It is interesting to note that apart from the initial buildings at the College, which were erected by contractors, all subsequent structures have been built by the School's own labour force at an enormous saving.

Woodridge set out to be a boys' school, but in the Prep there was always a sprinkling of daughters of staff members and local parents. Pressure from parents mounted, and so in 1973 the first official girls were accepted into the College. Today, the girls form about a quarter of the total enrolment and were housed in their own residence at Matopos, with its splendid views of both mountains and sea.

In the mid 1990's, the School introduced a day scholar option for parents and today some 300 pupils are bussed into School from Port Elizabeth, Uitenhage and Jeffreys Bay.

Woodridge has, as its main philosophy, the development of the whole character of the pupils. Whilst academics remain the main consideration, the site of the School lends itself to the furthering of character-building activities, not only on the sports fields, but in the wider context of Outdoor Education. This involves, amongst others, mountaineering, canoeing, sailing and surf lifesaving. Since 1974, Woodridge has been the first school with its own Lifesaving Club which patrols the treacherous Van Stadens Beach and recently performed their 130<sup>th</sup> rescue. Today this club patrols the Kings Beach beach. Another noteworthy achievement was the establishment of a Nature Reserve within the confines of the School.

As Woodridge has completed its first half century, it can look with confidence at the road ahead. Many people have given unstintingly of themselves to ensure that that humble dream in 1936 has become a reality.

The College and Preparatory School have shown remarkable growth in the past few years, with numbers reaching 750 in the two Schools.

## **SCHOOL MANAGEMENT**

Mr and Mrs Leslie Carter owned the School privately until 1957, when an Educational Trust was formed which took over ownership. In 1995, the Executive Committee of the Woodridge Board of Trustees was formed, who report to the Woodridge Trust annually. This body is representative of the broader School community, and includes Trustees, the Chairman and Vice-Chairman of Fideliter, the Financial Manager, co-opted members, a representative of the Old Woodridgian Association and the Headmasters of the College and Preparatory School, who attend in an ex-officio basis.

Woodridge College & Preparatory School is governed according to accepted national and international practice for Independent Schools. Our Schools are unique in their independence in governance and finance and this sets us apart from State Schools. Independence allows our school four vital freedoms:

- To define our mission
- To admit only those students our mission dictates we should serv
- To establish our own expectations for credentials and performance of teachers
- To teach the truth, as we see it.

In a dynamic organisation such as a school, there are various power bases and each need to understand its role in the greater picture. Boundaries need to be set for good governance to occur. Blurring or overstepping boundaries leads to unhappiness in any organisation and is not conducive to good governance.

At Woodridge, the ultimate authority is the **Woodridge Trust**. This is a self-perpetuating body that elects their own members who are appointed for their specific skills. There role can be seen as:

- To hold the School and its Mission in trust
- Set policy (admissions, financial aid, class size, etc.)
- To ensure the financial stability of the School
- Appoint and support the Heads
- Plan strategically for the future
- Evaluate the performance of the Heads of the School

In 1996, the executive function of the Trust was vested in the hands of the Executive Committee of Trustees to be more inclusive and more effective. The full Trust meets once per annum, while the Executive Committee of Trustees meet at least quarterly. The Executive Committee of Trustees for the year 2010 is as follows:

Mr R Ritchie	Chairman (Trustee)	Current parent and Old Boy
Mr G Mukheibir	Trustee	Old Boy
Mr T Elliott	Trustee	Current Parent
Mr S Westcott	Trustee	
Mr B Duigan	Trustee	ex Parent
Mr J Smit	Trustee	Current Parent
Mr J Westcott	Trustee	ex Parent
Mr T Meyer	Member	Current parent, Chairperson of Fideliter
Mrs R Steenkamp	Member	Current parent, Vice-Chairperson of Fideliter
Mrs C Kraak	Trustee	Current parent
Mrs G McWilliams	Trustee	Old Boy
Mr A Puggia	Member	Current parent, Chairperson Old Woodrigean Association
Mr C Neave	Ex Officio	Headmaster, College
Mr T von Berg	Ex Officio	Headmaster, Prep
Mr D Masterton	Ex Officio	Business Manager

The Executive Committee of Trustees reserves the right to co-opt any person to serve on any sub-committee or for any expertise which is required for a specific issue.

The **operational functions** of the Schools are vested in the Headmaster College and Headmaster Prep. At Woodridge, the Headmaster College is the ultimate authority for operational issues, although the Headmaster Prep has autonomy in managing the day-to-day running of the Prep. The School has a School management Committee which meets every Tuesday and consists of the two Headmasters, the Deputy Headmaster College and the Financial Manager. The Heads of the respective Schools are directly responsible to the Executive Committee of Trustees.

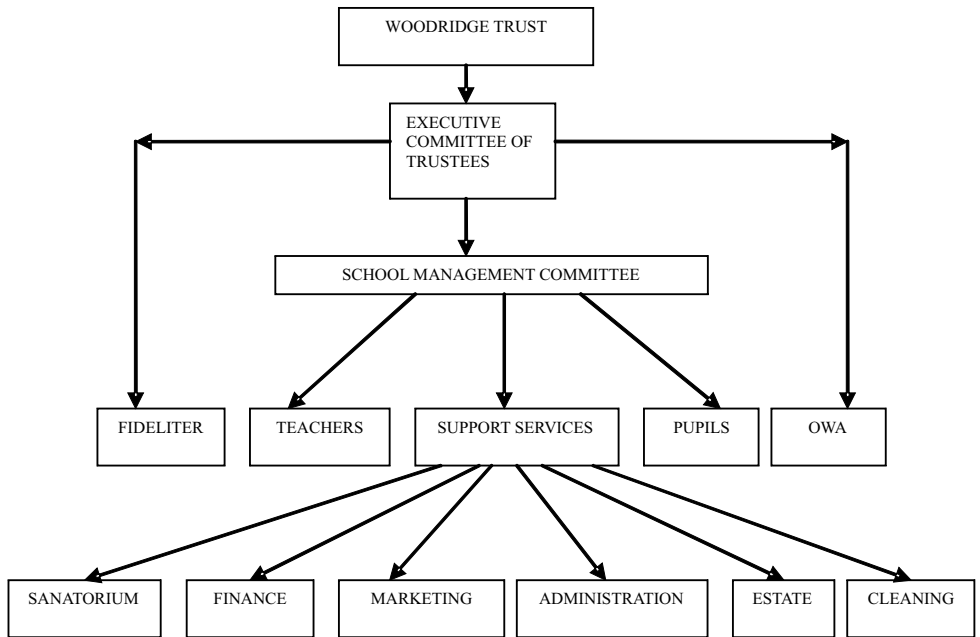
The parents of the School belong to the **Fideliter Association**, whose objectives are:

- 1 To facilitate two-way communication between parents, staff and the Executive Committee of Trustees
- 2 To promote and foster social interaction between parents and staff, thus encouraging parents to become involved and to identify with the School and its ethos
- 3 To organise fund-raising activities within the parameters set by the Executive Committee of Trustees

The Fideliter Committee is elected by the parent body at an AGM and the Chairperson and Vice-Chairperson of the Fideliter represent the Association on the Executive Committee of Trustees.

The **Mothers' Club** is an auxiliary of the Fideliter Association, promoting friendship, enrichment and growth amongst Woodridge mothers.

The organogram gives a clear picture of how the School is structured.



## COMMUNICATION

It is vital that in any organization the correct channels of communication are followed. The Headmaster communicates with parents via a newsletter *twice* per term, after each Mark Reading. All parents and pupils will receive a *Term Calendar* at the beginning of each term, which will have all the activities for that term. Any changes to this will be indicated to parents via a circular.

Pupils are communicated with via the *Daily Notice*, which is posted at strategic points around the school. In the College we encourage pupils to take responsibility and to read notices and notice boards.

At the start of each term, the telephone numbers of all staff are circulated to parents. If parents wish to communicate with any teacher, they may do so directly. The Deputy Headmaster is responsible for the *day to day* running of the School and parents may contact him at any time. The Headmaster has an *open door* policy and welcomes any communication, either telephonically, by appointment, or in writing.

All parents are encouraged to follow the correct channels by either approaching the teachers directly or the Headmaster with issues of concern. If they feel that they do not receive satisfaction, they have recourse to approach the Executive Committee of Trustees. An Accountability Register is kept should any parent wish to make a formal complaint.

## STAFF: COLLEGE ACADEMIC

Mr C Neave	Headmaster
Mr D Cato	Deputy Headmaster/Mathematics
Rev. R Allwright	Chaplain
Mr G Baines	Outdoor Education/isiXhosa
Miss C Beynnon	HOD: Mathematics
Mr J Botha	Science/Director of Academics
Mr M Botha	Afrikaans
Mrs T Botha	Mathematics/Mathematical Literacy
Mrs C Coetzee	Science/Life Sciences/Grade Head: Gr 8
Mr P Coetzee	Director of Student Affairs/Senior Housemaster/ Divinity/HOD: Life Orientation
Mrs M de Ruiter	Music
Mr A de Villiers	Director of Sport & Marketing
Miss E de Wet	Afrikaans/Grade Head: Gr 12
Miss L du Preez	Music
Mrs S Elliott	Life Orientation
Mr S Fitzmaurice	Business Studies/EMS
Mr B Klopper	HOD: History
Mr N Kock	HOD: IT and CAT/Grade Head: Gr 10
Mrs M Lagan	HOD: English
Mr W Millard	HOD: Geography; History
Mrs J Norton	Life Orientation/Visual Art/Arts & Culture
Mrs L O'Grady	HOD: Commerce/Accounting/EMS
Mr C Opperman	Accounting/Business Studies/EMS/Grade Head: Gr 11
Mrs K Opperman	HOD: Mathematical Literacy; Mathematics
Miss B Orffer	Music
Mrs C Rademan	HOD: Music
Mr W Rademan	English
Mr V Radloff	Life Sciences
Mr C Richards	CAT/Technology
Mrs G Richards	Visual Art/Arts & Culture
Dr A Sakko	HOD: Life Sciences
Miss W Schwikkard	English
Mr C van der Merwe	Afrikaans
Mrs Y van Rensburg	Mathematics
Mrs M van Wyk	CAT/Mathematics
Mrs A Vorster	Geography/Life Sciences/Grade Head: Gr 9

## **SPIRITUAL ETHOS**

Woodridge is a Christian, non-denominational School and promotes the personal development of all pupils in body, mind and spirit.

All the pupils from Grade 8 to 12 attend Divinity classes. In these classes, general discussions are encouraged. There are also teen Bible Study groups who meet in their free time to seek relevant answers to life through the study of God's word. Each year confirmation classes run during the year for Grade 10, 11 and 12 pupils, for most denominations.

Chapel services are held on Sundays for boarders with visiting pastors/ministers from various denominations leading these services on a rotational basis.

A Christian minister of religion offers spiritual and life guidance to all students on a weekly basis, while the school Counsellor offers emotional, psychological and pastoral counselling and support on a full-time basis.

## **TUTOR SYSTEM**

Every pupil in the school has a tutor whose role is as follows:

### **Academics**

- To ensure ongoing motivation for pupils so that they achieve to the best of their ability in all subjects.
- To ensure that each pupil sets goals in every subject every term.
- To monitor achievement in relation to goals set.

### **Extramural activities**

- To ensure that each pupil is committed to a sport each term and to encourage them to involve themselves in other areas of school life: cultural, service, etc.

### **Training Scheme**

- To encourage and guide pupils to meet the requirements for promotion.

### **Pastoral Care**

- To interview each pupil at least once a term regarding their general progress and social well-being.
- To counsel pupils when needed. If not equipped to do this, pupils are referred to the School Counsellor or Director of Student Affairs.

# ACADEMIC PROGRAMME

## *General Education and Training Phase*

The GET phase includes Grade 8 and 9 scholars at Woodridge. In these years scholars study 11 different subjects and this gives them an introduction to most areas of traditional academic interest. At the end of this time they sit external examinations set and moderated by the IEB. In order to be promoted in each of these years a scholar needs to achieve a minimum year mark of 40% in one language and in Mathematics, and at least 35% in all other learning areas.

## *Further Education and Training Phase*

By 2008 the FET phase will involve scholars in Grade 10, 11 and 12. In these years a scholar must study two official languages, Mathematics or Mathematics Literacy, and Life Orientation as compulsory subjects. In addition a scholar must choose any 3 of the other 10 subjects offered at Woodridge. In order to be promoted in each of these years a scholar must achieve a minimum of 40% in their Home Language and in any other two subjects (excluding Life Orientation). They must obtain a minimum of 30% in all other subjects. At the end of Grade 12 they sit the IEB National Senior Certificate Examinations. In order to obtain a Senior Certificate with university endorsement a Grade 12 scholar must achieve a minimum of 50% in 4 subjects from a designated list (details available from the School) as well as fulfilling the requirements for promotion as outlined above.

## *Academic Reports*

Academic reports are sent to parents once a term, and an additional Mark Reading is conducted in the first and third terms. The marks allocated in the second and third term academic reports reflect the examination result together with a progressive year mark. In addition to a mark in each subject, scholars are allocated a diligence symbol. This symbol is an indication of how much effort the pupil has made in that particular subject and is not necessarily directly related to the mark obtained. The symbols are allocated as follows:

- A Outstanding effort in the subject. Excellent work ethic.  
Goes the extra mile.
- B Scholar does more than is expected of him or her.  
Above average effort.
- C Scholar has worked satisfactorily and has met expectations.
- D Scholar has not made sufficient effort and is working below the expectations of the staff.
- E Scholar has made absolutely no effort.

The allocation of these symbols is a subjective process and every attempt is made by the staff to give an accurate reflection of the scholar's effort. The following are taken into consideration by the staff when allocating diligence symbols:

- Attention in class
- Marks achieved in class
- Participation in class discussion
- State of notes, books, etc.
- General behaviour in class
- Homework
- Punctuality
- Enthusiasm shown in class
- Initiative in seeking assistance

Each diligence symbol carries the following numerical weighting:

A	2
B	1
C	0
D	-1
E	-2

It is therefore, possible to convert the diligence symbols into a numerical value. If a scholar's total diligence value is -2 or below he or she is placed on academic weekly report. This entails having a weekly report signed by each subject teacher at the end of each week until positive comments have been recorded from all staff for a period of 2 weeks. Thereafter the scholar is taken off weekly report.

### ***Tests and Examinations***

As in keeping with the current philosophy of outcomes based education, most subjects adopt various methods of assessing pupils' progress. Portfolios have become an important tool by which teachers can assess pupils. In spite of this, formal tests and examinations also play their part in the process. A test timetable is produced as a guideline to staff so as to prevent numerous tests being set on one day.

The whole school writes examinations in June and at the end of the year. Half way through each term, a Mark Reading takes place. A set of marks for each pupil is produced, made up of tests and any other method used to assess progress. A Mark Reading report is sent to parents, notifying them of their child's progress.

The Grade 12's write the Independent Examinations Board Senior Certificate. Woodridge believes that this option is the most reliable available Senior Certificate at present.

## **ABSENTEEISM**

When a pupil has been away from school, his/her absence must be explained subsequently in a letter which is to be handed to the Form Teacher immediately he/she returns to school. Pupils missing exams/tests or official School functions (e.g. Speech Night, Sports Day, OE Day) must provide a doctor's certificate.

*If a pupil misses an examination because of incorrect travel arrangements or an unauthorised early departure, he/she will be given ZERO.*

## **COMPUTERS AT WOODRIDGE**

The School has a network of computers installed for educational purposes. All pupils must sign and note the contents of the Woodridge IT Policy, which is part of the Woodridge Code of Conduct. Any pupils who do not comply with the rules set out in that document will be dealt with in accordance with the procedures as stated.

## **SPORT**

At Woodridge, it is compulsory to participate in sport. Each term, the various choices will be presented to pupils. If it is possible, they may participate in more than one sport in a term but it is important to notify staff of any clashes in fixtures or practices well in advance. If a pupil is off sport for any reason, a note must be given to the coach. He/she must still attend practice and assist with setting up, etc. unless given specific permission from the staff member in charge of that sport.

## **OUTDOOR EDUCATION**

Woodridge, without Outdoor Education, is like a rugby match without a ball! The basic philosophy of Woodridge revolves around our Outdoor Education programme. Set in lush natural surroundings between the Van Stadens Flower Reserve and the Van Stadens Valley, it lends itself to endless opportunities for the pupils. This natural environment enables pupils to develop to their fullest potential.

*Our aims in the Outdoor Education Department are :*

- To introduce pupils to as many outdoor education activities as possible.
- To expose them to the natural environment in order to develop an appreciation for it.
- To help those who have natural fears to overcome them.
- To develop qualities of leadership and responsibility.

On Mondays we offer an opportunity for each class to take part in activities such as rock climbing, abseiling, hiking, assault course, etc. Pupils are also educated about the treatment of alien plants and they participate in eradication programmes that help to improve our campus.

It is compulsory to do at least one camp in Term 1 and one camp in Term 3. There are various voluntary camps; abseiling, beach and mountain hikes, rock climbing and mountain biking excursions.

In the Third term, the Outdoor Education Day is the highlight of on the OE calendar. On this day, the pupils compete in various OE codes, such as initiative tests, mountain biking, ropes course, assault course, orienteering, pacing, shelter building and first aid.

## **CULTURAL ACTIVITIES**

Time is set aside each week for cultural activities. Pupils are encouraged to participate in one (or more) of the available options.

Some of the regular activities are: Steel Band, Choir, Chess, School Newspaper, Debating, Craft Club, Photography, Canasta, Bridge and many more.

Some of the activities will require additional commitment at certain times, e.g. rehearsals for a dramatic production. Pupils will be able to select an activity at the start of the year.

## **MUSIC**

Woodridge has a vibrant music department. Pupils can take individual lessons in a variety of instruments with the option of doing subject music from Grade 10 to 12. The College Choir is made up of an enthusiastic group who perform at a number of functions throughout the year. The Steel Band operates very successfully and is in great demand to perform at public functions. Other ensembles such as the wind ensemble and vocal groups exist to cater for the diverse needs of the pupils. More information is available directly from the Head of Department.

# WOODRIDGE STUDENT LEADERSHIP DEVELOPMENT PROGRAMME (WSLDP)

What is now known as the Woodridge Student Leadership Development Programme (WSLDP), evolved from what used to be traditionally known as the Training Scheme.

The Training Scheme in the College was initiated in 1967 and was adapted from Gordonstoun in Scotland. At the time it was unique in South Africa and involved the fostering of leadership qualities and the inculcation of self-discipline. Woodridge College needed to adapt to more modern times. Change is inevitable and therefore the Training Scheme needed to be adapted. With the WSLDP the main emphasis is service to the College, the development of leadership qualities through camps and courses and creating leadership opportunities in all spheres of a modern private learning institution.

In the WSLDP, pupils in Grade 8 start out as Juniors. As Juniors, one of the requirements is to render *3 hours of service per term* to the College. If they fulfil all set requirements they are promoted to Ratings at the end of their Grade 8 year. As Ratings, one of the requirements is to render *2 hours of service per term* to the College. If they fulfil all set requirements they are promoted to Servers at the end of their Grade 9 year. In their Grade 10 year one of the requirements is for Servers to do *1 hour of service in a supervisory capacity per term* and at least *12 hours of community service per year*. At the beginning of Grade 11, pupils can be promoted to Seniors and in October of their Grade 11 year to Senior leaders. The Senior leaders will be in office from October in their Grade 11 year until Valedictory in late October of their Grade 12 year.

At Valedictory pupils will be appointed to the following positions: Head Boy; Head Girl; Deputy Head Boy; Deputy Head Girl; four Heads of Houses (one for each residence); Heads of Day Scholars (one for each gender).

These pupils will constitute the Pupil Leadership Executive and their appointment will be based on a vote from various constituencies of the College. All other Grade 11 pupils who have reached the rank of Senior will be eligible to participate in the programme by accepting a leadership position within a specific portfolio. These portfolios will cover all aspects of the running of the School. Attendance of leadership camps in Grade 8 and 9 and leadership courses in Grade 10 and 11 will together with the guidance of portfolio managers (staff members) form the basis of the leadership training. They will also be afforded opportunities to lead small groups during their tenure as Servers and Seniors.

In October of their Grade 12 year, each pupil will be assessed and rated on his/her level of leadership development during the course of the year in which they have served the College. At Valedictory, pupils will receive a Woodridge Student Leadership Development Award: Gold, Silver, Bronze or Certificate of Participation.

Minimum requirements for promotion at all ranks:

- Positive diligence score
- Acceptable disciplinary record
- Satisfactory dress and appearance
- Acceptable record of absenteeism
- Involvement in one sport per term
- Meaningful involvement in other aspects of College life
- Outdoor Education: Two camps per year

## Categories of service

- Academics
- Sport
- Cultural
- Outdoor Education
- Community Service
- Boarding
- Toast Masters

## DISCIPLINE SYSTEM

All pupils are expected to dress and behave in an appropriate manner at all times. The accepted standards of behavior are outlined in the **Code of Conduct**. If these standards are not met various sanctions can be applied, the most common of which are:

Level 1 Detention: Friday 14h30 - 15h10

Level 2 Detention: Friday 14h30 - 16h30

Level 3 Detention: Friday 14h30 - 20h00

## DRESS CODE

It is expected of Woodridge pupils to show pride in their School by the manner in which they wear their School uniform. The following general rules apply:

- No grubby, tattered or torn uniform may be worn.
- Girls must ensure that their skirts are not worn higher than a hand's width above the knee.
- Girls may only wear golden sleepers or studs in their ears; one per ear and it must be in the lobe, not in the top or side of the ear. Boys may not wear earrings, even with civilian clothes.
- Tattoos and body piercings may not be visible at any time.
- Nails are not allowed to grow past the tip of the finger.
- Pupils may not change the natural colour of their hair. *Should they do so they will not be eligible for promotion on the Training Scheme.*
- **Girls' hair:** must be tied back if it is longer than collar length. Hair must be pinned back if it obscures the face in any way. Only brown or white hair bands are allowed.
- **Boy's hair:** must not be shorter than a number 2 cut and steps are not allowed. Hair may not touch the collar of the shirt and must be clear of the top of the ears. Fringes may not cover the eyebrows and sideburns may not be longer than the middle of the ear. A neat and tidy presentation of hair is expected; it should not be excessively long or bushy anywhere on the head.
- Hair must be washed regularly and the wearing of gel or wax is not permitted.
- Dark brown polishable lace-ups must be worn by boys and girls.
- Honours bearers can wear black belts and black polishable lace-ups.

## CELL PHONES and IPOD/MP3 PLAYERS

- Cell phones may **not** be used between 08h00 and 14h00.
- Pupils may **not** use iPod/MP3 players between 08h00 and 14h00. These are high risk items from a security point of view and the school will not accept responsibility if they are lost or stolen, unless locked away in a suitable locker/cupboard.
- Cell phones and/or iPod/MP3 players will be confiscated for a minimum period of two weeks if they are used at unauthorised times.

## SCHOOL ROUTINE

The school day is as follows:

Registration	07h50 - 08h05
Periods 1 - 4	08h05 - 10h45
Break	10h45 - 11h15
Periods 5 - 8	11h15 - 13h55
Lunch	14h00 - 14h40
Sport	15h00

Woodridge works on a **10 day timetable cycle**.

Day Scholar buses depart from the College at the following times:

Monday-Thursday: 16h40 Friday: 15h15.

## EMERGENCY PROCEDURES

In the event of an emergency happening during the School day, the following procedure should be followed:

- Leave the building immediately if there is a continuous ringing of the Bell. Do not delay by removing anything from the buildings. Leave immediately on signal.
- Proceed immediately to the far side (Prep side) of Knight Field and assemble in form classes for roll call. **Do not run, but walk briskly.**
- Form Teachers to do a roll call and report immediately to the Deputy Headmaster.
- Keep all accesses clear and stand well away from fire hydrants.
- Wait for further instructions.

Each hostel has its own emergency procedure which the House Parent will discuss periodically. These procedures will be practiced from time to time.

# DAILY ROUTINE FOR BOARDERS

## *Monday - Thursday*

06h30	Wake up. Morning routine
07h00	Breakfast
08h00 - 14h00	School day
15h00 - 16h30	Sport
16h30 - 18h00	Shower / Bath / Free time
18h00 - 18h45	Supper
19h00 - 21h00	Prep
20h30 - 21h15	Free Time
21h15	Grade 8 Lights Out ( <i>No music after lights out</i> )
21h30	Grades 9 -11 Lights Out
22h00	Grade 12 Lights Out

## *Friday*

19h00	Roll call in all residences. No pupil may leave their residence after roll call without the permission of the duty staff member.
22h00	Lights out

## *Saturday/Sunday*

07h30	Rising
08h00 - 08h30	Breakfast (Depending on daily programme)
13h00	Lunch
17h00	Church
18h00	Supper <i>(Evening routine at the discretion of the duty staff member)</i>
19h00	Roll call in all residences. No pupil may leave their residence after roll call without the permission of the duty staff member.

# RULES FOR BOARDERS

## *General*

In addition to normal School rules, the following apply in the boarding houses:

- No boy may be in the girls' residence **at any time**. The boundary is the dirt road which runs between the swimming pool and the Carter residence and the steps leading into Founders Residence.
- No girl may be in the boys' residence at any time.
- Boys may visit girls on Archibald Field, but not after 18h45 on any night.
- All valuables to be kept under lock and key. No borrowing of each others clothing and personal belongings. Theft is deemed a major offence.
- No vandalism of School or personal property.

- There is a zero tolerance towards bullying - physical, emotional or verbal.
- No pupil may leave the confines of the boarding houses after 19h00 without the permission of their House Parents or staff member on duty.

### ***Weekend Arrangements***

- This is to be done by Thursday evening.
- Boarders may go home on any weekend with their families. Any other leave-out is subject to School commitments and the House Parent's permission. When pupils wish to sign out with friends an invitation from the host parents, as well as permission from the pupil's parents need to be given to the House Parent. Pupils must sign out before leaving and sign in on returning.
- Pupils may only leave and arrive at School with their parents or designated drivers. It is the School's policy that pupils may not travel with young, inexperienced drivers.

### ***Holiday Travel Arrangements***

- These must be booked well in advance and comply with term dates and times which are communicated at the start of each year.
- Mrs Isherwood **must** be informed of the arrival and departure times to facilitate the shuttle to and from school.
- Pupils must leave and arrive at School in No. 1's at half-terms and the start and end of terms. The only exception to this is when traveling by bus, in which case tracksuits may be worn.

### ***Pocket Money***

Pupils are advised not to keep large sums of money on them. Any money should be kept by the House Parents. Pupils may draw pocket money from their House Parents at designated times.

### ***Laundry***

All clothing to be clearly marked.

Handing in: Sunday and Wednesday 17h00 - 18h00; 18h30 - 19h00

Collection: Monday and Thursday 18h00

Girls are not to hang their smalls in the bathrooms, but on the lines outside.

### ***Posters***

No pictures or posters to be stuck on the walls.

### ***Meals***

Attendance at all meals is compulsory.

### ***Break Times***

Pupils may not return to the boarding houses during the School day unless they have permission from their House Parents.

### ***Dormitories/Rooms***

These are to be kept neat and tidy at all times. Any tog-bags/equipment should not be kept on the floor as the cleaning staff cannot perform their duties. Beds are to be made up before breakfast, including weekends. Lockers are to be kept neat and tidy.

### ***Telephones***

These may not be used during mealtimes, Prep times or after lights-out.

### ***Cell Phones***

Pupils may bring cell phones to school at their own risk. Cell phones will be confiscated by the staff if they are used during the school day, or after lights out.

### ***Motor Cars***

No pupils may use or drive any motor car unless they have permission from the Headmaster or Deputy Headmaster. This may only occur in the **third term**.

### ***Medication***

All medication is to be kept and administered by the House Parents.

### ***Appliances***

No appliances may be kept in the dormitories unless permission has been given by the House Parents.

### ***Computers***

Computers may be used for school work, but if abused may be prohibited by the House Parents. Pupils take sole responsibility for their computers.

### ***Spare Keys***

A set of spare keys need to be given to the House Parents.

## **DINING HALL**

### ***Meal Times***

Breakfast	07h00
Lunch	14h00
Supper	18h00

### **General**

- Pupils must be on time and remember their manners at all times.
- Pupils must enter the dining hall in an orderly fashion and refrain from noisy or unruly behavior.
- Every pupil must stack his/her own tray on the trolleys provided.

### **Dress**

- Footwear must be worn but no studs/spikes
- Girls must be appropriately dressed.

## **SANATORIUM**

This is the School sickbay and is situated opposite the Preparatory School offices. Woodridge has a well-equipped clinic manned by two qualified nursing sisters. The clinic is open from 07h00 to 18h00 from Monday to Friday with a sister on call for emergencies at night and on weekends.

### ***Clinic Times***

Because young people sometimes try to avoid classes by visiting the Sanatorium, we have a strict policy regarding consulting hours. Scholars may consult the sister on duty as follows:

#### **Monday - Friday**

07h00 - 08h00: with a permission slip signed by the daily duty staff member

08h00 - 14h00: with a permission slip signed by the relevant subject teacher.

*You may only go to the San during break with a permission slip signed by your **Period 4** subject teacher.*

14h00 - 15h00: with a permission slip signed by the daily duty staff member.

15h00 - 16h30: with a permission slip signed by your sports coach and receptionist.

16h30 - 07h00: with the permission of your House Parent.

#### **Saturday and Sunday**

08h30 - 09h00

17h00 - 18h00

### ***Visiting***

Pupils admitted to the Sanatorium are not allowed visitors (this includes chatting to friends at the windows). When pupils are in the Sanatorium for a long time, visiting is at the sister's discretion and is limited to non-infectious patients only.

### ***Personal Medication***

Please notify the Sanatorium of **ALL** medication you are using, as some drugs interact badly with each other and we would not like to unwittingly cause you harm when we treat you. All medicines are to be kept by the Sanatorium, or with the House Parent if the Sanatorium staff approve.

# BOUNDS

There are certain areas on the School property that are out of bounds to pupils:

- **Staff Houses and their immediate surrounds**  
Pupils are only allowed to visit a staff member if they have made an appointment, unless it is an emergency. During weekends boarders may approach the houses of duty staff without making an appointment.
- **Hostels**  
Hostels are out of bounds for all day scholars. Hostels are out of bounds for boarders during meal times and on Monday to Friday from 08h00 to 14h00. Boarders are only allowed to gain entrance into the hostels during these times with permission from the House Parent. Boys' boarding establishments and their immediate surroundings are out of bounds for girl boarders as are girls' boarding establishments and their immediate surroundings for boys.
- **Perimeter of the School sports fields**  
No pupil may go beyond the perimeter of the school sports fields without the express permission of a staff member.  
  
When going for runs, only certain designated routes are permissible. Girls should not run alone.
- **The Preparatory School**  
No pupils may visit the Preparatory School without specific permission.
- **Sanatorium**  
The Sanatorium is out of bounds unless a pupil has the necessary permission slip.
- **Woodpecker and Workshop Complex**  
The Woodpecker and Workshop complex is out of bounds for all pupils unless they are accompanied by a staff member.
- **Day Scholar Buses**  
No pupils are allowed on the Day Scholar buses between 08h00 and 16h30. Boarders are not allowed on the Day Scholar Buses unless they have the necessary permission from the Deputy Headmaster's secretary.
- **Assault Course**  
The Assault Course is out of bounds for all pupils unless accompanied by a staff member.

## EARLY DEPARTURE FOR DAY SCHOLARS

The official school hours are as follows :

Monday to Thursday 08h00 to 16h30

Friday 08h00 to 14h00

If a pupil intends leaving before the above-mentioned times, he/she must have sought the permission of **Mr Fitzmaurice**. The request must be **in writing** from the pupil's parents and the communication must reach him by **11h00** on the day of the intended early departure.

## DAY SCHOLAR TRANSPORT

Buses are provided to transport day scholars to and from School each day. These pupils are collected and dropped off again in areas where they are seen by the general public and it is therefore important that they present a good image for the School. It is imperative that all pupils using the buses co-operate with the bus monitors and adhere to the following basic rules:

***Dress Code:*** Day Scholars must be dressed as per the School dress code when arriving at the bus stop in the mornings. If they have had sport in the afternoon, they must either change back into their school uniform, or wear a **full Woodridge tracksuit** and white sport shoes. Pupils will not be allowed onto the buses if they are not properly dressed. They may remove their tracksuit tops with the permission of the bus monitor once they are on the bus but should be correctly dressed when getting off the bus at the end of the journey.

***Seating plan:*** For safety reasons and to instill a sense of responsibility amongst the pupils, they are given a specific seat on the bus. Pupils must remain seated for the entire duration of the trip as any movement could distract the driver and result in an accident. Should the bus driver need to brake suddenly and pupils are not seated, a serious injury could be incurred.

***Eating and drinking on the bus:*** The drivers take great pride in the clean state of their buses and this is something to be respected. It is therefore important that pupils do not drink or eat on the bus.

***Vandalism:*** Vandalism of any kind on the buses will not be tolerated and will be viewed as a serious offence.

***Noise:*** Excessive noise could distract drivers and result in an accident. Pupils are allowed to talk on the bus, but must not raise their voices above an acceptable level.

**Boarding of buses in the afternoon:** Pupils are not allowed to board the buses before 16h30.

**Pupils staying in:** When pupils need to stay at Woodridge College and not make use of the bus, they must get the necessary authorizations from the Deputy Headmaster's secretary.

**Bus monitors** have been appointed by the School. Their responsibility is to maintain discipline. Failure to co-operate with the monitors will lead to punishment. Repeated breach of discipline will lead to suspension from the buses. If this has no effect or a bus user is guilty of serious misconduct, he or she will be removed from the bus.

## **AWARDS**

An Awards Committee exists which is made up of a number of staff representing all aspects of Woodridge. Each activity has written criteria for awards which are updated from time to time. When a pupil qualifies for an award, the staff member in charge of the particular activity will make a written proposal to the Awards Committee. The Committee takes all factors into account and then makes the award.

The following awards are in place at Woodridge:

- Headmaster's Award
- Merit/Team Award
- Standards Award
- Colours Award
- Honours Award

Each of the above awards has specific ties or scrolls that can be obtained from the School Clothing Shop.

With the exception of an Honours Award, a pupil will not receive a re-award and a pupil will also not be given a lesser award.

## **TEXTBOOKS AND STATIONERY**

Textbooks are supplied by the School. It is the responsibility of each pupil to look after his/her books. If a text book is lost or returned in a poor condition, a charge will be levied to the fees account in order to replace the book. The School has a shop where stationery can be purchased. The cost of stationery is charged to the pupils' fees account.

## **CLOTHING SHOP**

Woodridge has its own clothing shop which stocks all the School requirements. It also keeps stock of some outdoor education equipment to assist pupils. The shop is open at the following times:

### **During Term Time**

Monday to Thursday	08h00 to 16h00
Friday	08h00 to 14h00
Closed for lunch between	12h00 and 13h00.

### **During the Holidays**

In January the shop is open the week before the start of the term. Should you require the shop to specially be opened at another time, please phone Mrs Botes (Tel: 041 956 6240 / 072 205 1679) to make the necessary arrangement.

## **TUCK SHOP**

The tuck shop is open every school day at the following times:

Monday to Friday	10h00 to 12h00
Friday	14h00 to 17h00
Saturday	10h00 to 17h00

If there is sport at the School over weekends the times are extended to cater for these fixtures.

## SCHOOL HYMN

- 1        He, who would valiant be  
          Gainst all disaster  
          Let him in constancy  
          Follow the Master.  
          There's no discouragement  
          Shall make him once relent  
          His first avowed intent  
          To be a pilgrim.
- 2        Who so beset him round  
          With dismal stories  
          Do but themselves confound  
          His strength the more is.  
          No foe shall stay his might,  
          Though he with giants fight;  
          He will make good his right  
          To be a pilgrim.
- 3        Since, Lord, thou dost defend  
          Us With thy spirit,  
          We know we at the end  
          Shall life inherit,  
          Then fancies flee away!  
          I'll fear not what men say,  
          I'll labour night and day  
          To be a pilgrim.

## SCHOOL PRAYER

Teach us, good Lord, to **SERVE** Thee as Thou deservest;  
To **GIVE** and not to count the cost;  
To **FIGHT** and not to heed the wounds;  
To **TOIL** and not to seek for rest;  
To **LABOUR** and not to ask for any reward, save that of knowing that we do Thy will.  
*AMEN*

## SCHOOL GRACE

*Before meals*        Bless O Lord this food to thy use

*Response*            And ourselves to Thy service

*After Meals*        We give thanks to the Lord

*Response*            For His goodness is everlasting.

# Section 2



# **CODE OF CONDUCT**

**ANNEXURE : DISCIPLINARY CODE FOR LEARNERS**

**ELD – Educator level discipline  
DCD – Disciplinary chairperson level discipline**

<b>EXPECTED STANDARD OF CONDUCT</b>		<b>ALLEGED MISCONDUCT OR INFRINGEMENT</b>		<b>Recommended Maximum Disciplinary Action to be Imposed</b>		<b>3<sup>rd</sup> incidence</b>	
		<b>1<sup>st</sup> incidence</b>		<b>2<sup>nd</sup> incidence</b>			
Learners will comply with instructions and the general rules of the school	<p>Willful disregard of instructions</p> <p>Disrespect towards elders, educators, parents and visitors</p> <p>Hair, dress or apparel which is not in accordance with school standards</p> <p>Behaviour in public or at events which brings the school into disrepute</p> <p>Eating or drinking during class or during sporting activities when this is prohibited</p> <p>Use of electric devices (Cellphones, Ipods, etc.) outside of designated time</p>	ELD: Warning/demerit/DT/1/2	ELD: Detention 3/community service/demotion on WSLDP	DCD: Parental contact/suspension	DCD: Parental contact/suspension	DCD: Parental contact/suspension	DCD: Parental contact/suspension
		ELD: Warning/demerit/DT/1/2	ELD: Detention 3/community service/demotion on WSLDP	DCD: Parental contact/suspension	DCD: Parental contact/suspension	DCD: Parental contact/suspension	DCD: Parental contact/suspension
Learners will behave responsibly and not endanger the safety and welfare of others	<p>Dangerous horseplay</p> <p>Use of excessive force when playing games or playing games in areas where bystanders and passers-by may be injured</p> <p>Bullying others or initiation of any sort</p> <p>Fighting or the threatened assault of others</p> <p>Being in possession of a weapon or dangerous instrument on school premises or at a school event</p> <p>Unhygienic personal habits and improper use of school facilities and ablutions</p> <p>Tampering with equipment or the property of others</p> <p>Noisy behaviour or disturbing the activities of others, disruptive behaviour</p> <p>Being in possession of alcoholic, hallucinogenic or dangerous substances, or distributing, storing or consuming these at school or during school events / trips</p> <p>Being under the influence of alcoholic, hallucinogenic or unauthorized substances, substance abuse</p> <p>Testing positive for an illegal drug</p>	ELD: Warning/demerit/DT/1/2	ELD: Detention 3/community service/demotion on WSLDP	DCD: Expulsion	DCD: Expulsion	DCD: Parental contact/suspension	DCD: Parental contact/suspension
		ELD: Warning/demerit/DT/1/2	ELD: Detention 3/community service/demotion on WSLDP	DCD: Expulsion	DCD: Expulsion	DCD: Parental contact/suspension	DCD: Parental contact/suspension



Learners will demonstrate a positive attitude towards learning and be reasonably diligent in their learning efforts	<p>Refusal to complete homework assignments or projects</p> <p>Refusal to hand reports/reply slips etc to parents or to return these to the school</p> <p>Unreasonable refusal to participate in school activities and school attendance events</p> <p>General uncooperativeness and poor application to studies, school work or assignments</p>	<p>ELD: Warning/demerit/DT1/2</p> <p>ELD: Warning/demerit/DT1/2</p> <p>ELD: Counselling PLUS Warning/Demerit/DT1/2</p> <p>ELD: Counselling PLUS Warning/Demerit/DT1/2</p>	<p>ELD: Detention 3/community service/demotion on WSLDP</p> <p>ELD: Detention 3/community service/demotion on WSLDP</p> <p>ELD: Detention 3/community service/demotion on WSLDP</p> <p>ELD: Detention 3/community service/demotion on WSLDP</p>	<p>DCD : Parental contact/suspension</p> <p>DCD : Parental contact/suspension</p> <p>DCD : Parental contact/suspension</p> <p>DCD : Parental contact/suspension</p>
Learners will behave honestly and conduct themselves with integrity	<p>Cheating, copying or tampering with tests, reports or assignments</p> <p>Dishonesty, lying or unfair play</p> <p>Possession or distribution of material which may give an unfair advantage in a test or exam</p> <p>Being in possession of another person's property, attempted theft or removing another person's property from the premises</p> <p>Bribery, fraud or attempted dishonesty</p> <p>Forgery or the falsification of documents</p>	<p>ELD: Detention 3/Parental Contact</p> <p>DCD : Parental contact/suspension</p> <p>ELD: Detention 3/Parental Contact</p> <p>DCD: Expulsion</p> <p>DCD : Parental contact/suspension</p> <p>DCD : Parental contact/suspension</p> <p>DCD: Expulsion</p>	<p>DCD: Expulsion</p> <p>DCD: Expulsion</p> <p>DCD: Expulsion</p> <p>DCD: Expulsion</p> <p>DCD: Expulsion</p>	
Learners will comply with all expected behaviour in the boarding residences	<p>Leaving the confines of the residence when not permitted to do so</p> <p>Entering a residence of the opposite sex</p> <p>Leaving the residence on a 'Leave Out' without obtaining appropriate permission from the Housemaster/mistress</p>	<p>DCD: Expulsion</p> <p>DCD: Expulsion</p> <p>DCD: Parental contact/gating</p>	<p>DCD: Expulsion</p> <p>DCD: Expulsion</p>	

# WOODRIDGE COLLEGE

JANUARY 2010

## DISCIPLINARY PROCEDURE AND DISCIPLINARY CODE FOR WOODRIDGE PUPILS

### 1. PREAMBLE

Woodridge College aspires to achieve the highest standards in every aspect of school life. This stretches from the classroom to the sports field to disciplinary standards and conduct at Woodridge. These disciplinary guidelines have been designed to support this objective.

The purpose of this Code is :

- To encourage timely corrective action in the event that a learner's behaviour or performance proves to be unsatisfactory or unacceptable.
- To ensure fair and equal treatment of all learners.
- To ensure that principles of natural justice are applied before a learner is punished.

### 2. OBJECTIVES

Woodridge College fully supports the principles of fair discipline, and the consistent application of appropriate disciplinary measures where necessary. This procedure and code for learners indicates the broad standards of behaviour that are expected of all learners at the school, and encourages a responsible and self-disciplined approach by learners themselves.

Should expected norms of conduct not be met by any learner, corrective action will be initiated by the school's management. Corrective action may or may not include the application of formal disciplinary measures; formal steps are applied to prevent further occurrences of unacceptable behaviour and to restore the educator / learner relationship.

This procedure and code are considered an important element of the school's Code of Conduct and are applicable to all learners. This document may also have a bearing on the learner's behaviour outside of normal school hours, should the learner's conduct impact negatively on the educator/learner relationship, or the reputation and integrity of the school.

The maintenance of discipline and ensuring orderly classroom behaviour is an integral part of every educator's job. The onus therefore lies with the school's educators and leadership to apply this procedure in an effective and equitable manner, in the interests of the well being of the school, preserving and promoting educational excellence, and protecting the rights of all school stakeholders.

Finally, this document will be made readily available to every educator at the School, and all learners and parents upon enrolment and upon request.

***Please note that this Procedure is not intended as an exhaustive guideline, and should not be interpreted in a rigid or inflexible manner but, rather within the context and spirit conveyed by this code.***

### **3. SCHOOL CODE OF CONDUCT**

In the school context, administrators, educators, parents and learners all have responsibilities. To sustain a positive, orderly and disciplined learning environment, it is important that these parties to the education relationship acknowledge their responsibilities.

#### **Educators and Administrators**

Woodridge College prides itself on its high standards in every aspect of school life. This includes the aspect of discipline, hence the need to clearly communicate the acceptable standard of behaviour, as well as the steps that will be invoked by educators and administrators should these standards be broken.

#### **Parents**

Parents enrol their children at the school, subject to their acceptance of the school rules and other conditions of enrolment.

#### **Learners**

Learners must also recognize that they have responsibilities to their parents, the school, their educators, their fellow learners and themselves.

Learners therefore must accept and comply with the school's rules and its conditions of enrolment. In more general terms, learners must:

- Comply with instructions from School officials and with the general rules of the School
- Behave responsibly and not endanger the safety, welfare and rights of others
- Respect and care for the property of the school and others
- Maintain sound relations with others at school, be courteous and respect the dignity and self-worth of others
- Be punctual and observe the timekeeping practices of the school
- Demonstrate a positive attitude towards the opportunity to learn and be diligent in their efforts to learn
- Behave honestly and conduct themselves with integrity
- Accept legitimate disciplinary action taken against them as being necessary.

The school has a number of rules that define the kinds of behaviour expected of its learners. Learners are to also keep their parents advised of these rules (please see School rules) and learners are expected to conduct themselves in accordance with the rules provided.

### **4. DISCIPLINARY MEASURES**

It is impossible for this procedure to list every possible rule or potential infringement by learners. This guideline and the attached code therefore only set out the broader categories of infringement, and establish the norms for applying fair discipline at the school.

Various forms of informal and formal disciplinary measures may be initiated by the

Educator and/or the school. The school management and educators are entitled to apply disciplinary action that they believe is appropriate in the circumstances, within the guidelines provided in this procedure. The judgment and discretion of school officials to apply disciplinary measures will therefore not be rigidly restricted by the procedure or code, but will rather be guided by the measures described herein.

- The severity of action taken by the school or official will depend on the circumstances, the seriousness of an infringement and any relevant mitigating or aggravating factors. For this reason, the guidelines are designed to promote consistency, but do not remove the necessary discretion of the educator or the school to apply a different penalty should circumstances so dictate.
- Disciplinary measures applied in response to learner misconduct will therefore require that the educator or school officials involved exercise their own judgment in deciding on the appropriate and fair action to be taken.

Disciplinary action that may be applied, in order of severity, may include the following: (either by way of educator level discipline and/or chairperson level discipline)

#### ***Informal action***

- counseling by the educator, head of department or school head
- detention or time punishment
- community service

#### ***Formal action***

- a warning or demerit recorded (usually effective for a period of 3 or 6 months)
- parental contact and an interview with parents, generally after the conducting of an investigation by the school
- suspension for a period from class, boarding house, participating in extramural activities, or from attending school, pending the convening of a formal disciplinary hearing, and/or as a form of corrective action after the conducting of a disciplinary hearing
- demotion on the school's Leadership Development Programme
- gating
- expulsion [as a last resort in the case of serious or repeated misconduct], only after the conducting of a disciplinary hearing.

Discipline will, wherever feasible and effective, be applied progressively. Informal action for minor transgressions is generally applied at educator level, without a formal investigation being necessary. Repeated committing of a minor, similar or related offence will however result in progressively more severe and formal action being taken; particularly where a clear pattern or behaviour trend is indicated by the learner's continued misconduct.

**Notwithstanding the principles of progressive discipline, a serious first offence may justify a formal and severe penalty, inclusive of expulsion.**

Warnings / demerits issued by the school will be noted on the learner's record. Copies of warnings issued should also be provided to the parents.

## 5. DISCIPLINARY PROCESS

This procedure summarises the disciplinary process that will be followed by the School when disciplinary action is considered appropriate.

### Informal procedures

- 5.1 Infringements that are not considered serious, or do not require formal disciplinary action in the opinion of the learner's responsible educator, can be dealt with directly by the educator. These are not generally recorded on the learner's record, but may still require communication with the learner's parents.

Various forms of informal action as stated can be implemented by the educator without the involvement of the Director of Student Affairs, Deputy Head or School Head.

### Formal procedures

- 5.2 When an infringement occurs which appears to require formal disciplinary action, the educator concerned (or another complainant) will initiate the disciplinary process by reporting the incident to the Director of Student Affairs, or by completing a *NOTICE OF COMPLAINT*. This document may be supplemented by any additional information or statements to clarify or adequately detail the facts surrounding the infringement.

Please note that the Notice of Complaint itself is not a form of disciplinary action. Its purpose is solely to summarise details pertaining to the alleged incident and to act as an indication of the possible need for corrective action and formal disciplinary measures.

- 5.3 The educator, and the Director of Student Affairs and/or Deputy Head, if required, must investigate an infringement reported, or a notice of complaint received, to decide upon appropriate corrective measures. This investigation generally takes the form of an *INFORMAL* inquiry, and wherever possible includes an opportunity for the learner to state his/her case in response to the complaint. If, after investigation, the infringement is confirmed and considered to be of a nature which does not require severe action, the responsible educator/Director of Student Affairs/Deputy Head may counsel the learner and issue an appropriate *WARNING* or demerit to the learner(s) concerned.

It should be pointed out that the investigation to be conducted is an informal one, and that suspension or expulsion is not considered as appropriate action at this point if at the discretion of the investigator, the transgression is not deemed to be sufficiently serious. If the inquiry establishes that a serious transgression has taken place, the next level, i.e. a formal disciplinary hearing, is initiated.

### Disciplinary Hearing procedure

- 5.4 When a serious alleged infringement occurs, or in the case of repeated lesser infringements and informal disciplinary action not having had the desired affect, a *NOTIFICATION* of a *DISCIPLINARY HEARING* will be given to the parents of the learner concerned. This notification must provide sufficient information to ensure

that the learner/parents are properly informed of the alleged complaint, the seriousness of the allegations, and the school's intention to convene a formal hearing to investigate the infringement.

Please note that

- a) the learner's parents should wherever possible be notified of the hearing at least 48 hours (two working days) before the scheduled hearing.
  - b) the learner may be suspended pending the hearing, if this is considered appropriate bearing the alleged misconduct in mind. The suspension of the learner should be indicated in the notification to the parents, the period of suspension preferably not exceeding a period of 5 [school] days prior to the conducting of the hearing.
  - c) the learner and parent[s] must be advised that they are expected to attend the hearing and that their non-attendance will result in the hearing being held in their absence, and a decision being made without their involvement. Parent(s) however, may appoint alternative representatives, to attend such disciplinary proceedings and/or hearing on the parents' behalf. This could extend to close friends, family, the school chaplain and even members of the learner body.
  - d) the learner and parents must be advised of the serious nature of the allegations, and the **possibility** of severe disciplinary action being taken should the learner be found guilty of the allegations made against him/her.
  - e) legal representation at disciplinary hearings is NOT permitted.
  - f) the school may be represented by an appointed initiator/representative, to place all relevant evidence before the appointed disciplinary chairperson.
- 5.5 The formal disciplinary hearing will be conducted according to the principles of natural justice and the Chairperson will decide :
- a. the guilt or innocence of the learner relative to the allegations made;
  - b. the appropriate penalty/action to be taken, after due consideration of mitigating and aggravating factors

To ensure that this crucial procedure is properly and fairly conducted, all disciplinary hearings should be conducted as follows :

- a. If a disciplinary hearing is to take place, 48 hours notice of the hearing shall be given.
- b. Such notice should be in writing and should stipulate the reason for the hearing and the charges against him and the exact time and date of the hearing. It should also inform the learner of their rights during the hearing, their right to a representative of their own choice from within the school community or parents, their right to state their case, or let it be stated for them, and their right to call any witnesses or produce any evidence which will substantiate their case. The pupil's parents should be invited to attend the hearing and the assistance of the Counsellor or Chaplain may also be offered.
- c. In order to prepare for the case, the learner should be given reasonable access to their representative.
- d. The Disciplinary Hearing will be conducted by a Chairperson, appointed by the school, who may be either an internal or external appointment. The Chairperson may not be directly involved with the matter, nor have participated in the initial investigation.
- e. The learner will have the right to call relevant witnesses, and further, the right to

cross-examine any witnesses called by the school. The learner and their representative will be allowed to question evidence presented against them.

- f. The learner and his representative should be given an opportunity to present the learner's case as well as any mitigating factors related to the learner's circumstances.
- g. Having heard all the evidence and argument, the Chairperson shall consider the balance of probabilities in arriving at the outcome of the hearing, i.e. a verdict, and make a decision regarding the penalty.
- h. The Chairperson is to inform the learner and parents of the decision, the reasons for the decision and the sanction to be imposed as well as inform them of the right to appeal against the sanction. The outcome should be communicated in writing, preferably within five days of the completion of the hearing.
- i. A request for an appeal must be lodged within 48 hours of the outcome being communicated in writing.
- j. The learner will be treated with dignity and respect throughout the hearings and will be assured of the greatest confidentiality possible.

## 6. APPEAL PROCESS

The learner or parent who feels that all the evidence has not been taken into account, or that certain mitigating factors exist, may lodge an appeal with the school. The learner / parents wishing to appeal must **fully motivate their appeal** in writing, detailing their grounds for appeal. The request for appeal must be submitted to the school within 48 hours of hearing the Chairperson's decision having been communicated to the learner/parents.

- 6.1 The learner's basic right to an appeal against disciplinary action does not ordinarily mean that all the matters raised at the disciplinary hearing will be "re-heard". The appeal procedure is limited to an objective reviewing of the decisions made, based on the grounds and motivation for appeal lodged and could be limited to a review of the relevant documentation.

A full appeal re-hearing is **ONLY** necessary when the disciplinary hearing process appears to have been materially defective and/or the decisions reached at the hearing are considered to be deficient by the review chairperson.

Should it become obvious that a full re-hearing is required for a fair appeal process, usually due to a materially defective disciplinary hearing process having taken place or substantial new evidence having come to light after the hearing, a full appeal (re)hearing should be conducted, chaired by a new and impartial chairperson.

- 6.2 The school will be responsible for appointing an appropriate appeal chairperson. After reviewing the appeal motivation submitted, and investigating all relevant aspects, the appeal chairperson must make a decision based on his / her findings, relative to the grounds for appeal submitted.
- 6.3 When a decision has been made by the appeal chairperson, the outcome must be communicated to the learner/parents within a further 5 days, and a copy of the findings placed on the learner's file for safekeeping.

The school's appeal process is the final procedure in the disciplinary process and marks the exhaustion of internal school disciplinary measures.

## **7. COLLECTIVE DISCIPLINARY ACTION / GROUP MISCONDUCT**

The above-described disciplinary procedure is principally designed to deal with instances of misconduct by individual learners. Alleged misconduct by a group of learners, where the infringement(s) are of a similar nature or with a related intent, is considered as being “collective misconduct”.

- 7.1 Generally, collective misconduct is more effectively dealt with on a collective basis. An [informal] investigation into the alleged misconduct is conducted initially by the educator or head of department with all of the learners concerned. Dependent upon the outcome of this investigation, informal or formal disciplinary action may be considered appropriate by the responsible school official.
- 7.2 Should the infringement be considered to be serious, a single disciplinary hearing procedure may be conducted with the learners concerned, with their parents or nominated representatives present. The same procedures as provided for in section four above are generally also followed in a collective hearing.
- 7.3 Despite the use of collective procedures, individual learners must still be provided with the opportunity of demonstrating that their own circumstances may be different from that of the group, and showing why they should be treated differently.

In certain cases however, it might be considered appropriate by the school to conduct separate investigations or hearings with individual learners. The school reserves its right to exercise its option to conduct individual or collective hearing procedures.

- 7.4 The same provisions set out in section five above regarding appeal procedures apply in the case of collective disciplinary action. The school reserves its right to initiate a separate or collective / group review process, to deal with any appeals received.

## **8. DISCIPLINARY CODE**

The school disciplinary code for learners (attached), is intended as a mere guideline for educators and appeal chairpersons.

It indicates the disciplinary action considered appropriate for various types of infringements and misconduct by learners. As indicated previously, mitigating circumstances of a particular case under consideration may justify less severe action than that indicated in the code. Conversely, aggravating factors could result in a more severe penalty being imposed.

Further, where the code reflects a 3<sup>rd</sup> (repeated) incident and “Parental contact/suspension” is the appropriate disciplinary action, a 4<sup>th</sup> incident - similar in nature to the 3<sup>rd</sup> incident - will generally justify the consideration of expulsion, after the conducting of a disciplinary hearing.

The infringements listed in the code are not intended to be an exhaustive listing but rather as an indication of the type and severity of an infringement, and the nature and category of the deviation from accepted learner conduct.

Please note that the code does make provision for “progressive” or accumulative penalty i.e. the imposition of a harsher sanction for repeated misconduct.

## **9. APPLICATION NOTES OF CODE**

### **9.1 PENALTY AND CONSISTENCY**

The penalties set out in the disciplinary code indicate the recommended penalty that could be imposed. A lesser penalty may be applied, should mitigating considerations indicate that the maximum penalty is possibly not appropriate in the circumstances and in certain instances a more severe penalty may be imposed. While consistency of treatment is important, due consideration of specific factors relating to each case is of equal importance.

### **9.2 CUMULATIVE ACTION**

Cumulative action for a repeated offence (i.e. imposing a more serious penalty for misconduct than that imposed previously for misconduct) is appropriate if the second misconduct is of a “similar nature” to the previous misconduct - the nature and type of offence should be similar, and warnings issued previously should still be valid.

### **9.3 EXPULSION**

Expulsion should ONLY be effected after a formal disciplinary hearing has been conducted. The procedural requirement of conducting a hearing prior to such expulsion, even if the learner admits relevant guilt, should be applied.

### **9.4 SUSPENSION (Two forms of Suspension)**

#### **9.4.1 As punishment:**

Suspension from class/school activities is acceptable (and possibly appropriate in certain circumstances) as a form of punishment (if proposed by the Chairperson and agreed to by the learner's parents as an alternative to expulsion, once a hearing has proven guilt. The period of suspension should be appropriate to the misdemeanor, and be of such duration that it does not unnecessarily jeopardize the educational interests of the learner yet sufficient to reinforce the seriousness of the action. Suspension is not an alternative to expulsion, unless strong mitigating factors and circumstances suggest it as a potential alternative.

#### **9.4.2 Pending a hearing:**

Suspension of the learner from school activities pending the conducting of a formal hearing (i.e. if expulsion is being considered) will, as far as possible, be of a duration that would not prejudice the educational rights of the learner. The hearing should therefore be conducted as soon as possible after the suspension takes effect. In such a case, it must also be clearly indicated to the learner that this suspension is not a form of punishment and is rather a practical arrangement to remove the learner, temporarily and in the interests of the school and the learner.

## 9.5 RANDOM SEARCH, SEIZURE AND DRUG TESTING

In terms of the Education Laws Amendment Act of 2007, the following now applies at Woodridge:

The Headmaster or his or her delegate may at random administer a urine or other non-invasive test to any group of learners that is, on fair and reasonable grounds, suspected of using illegal drugs. These tests must be administered according to the following guidelines as set out in the Act.

- the test is conducted by a person of the same gender
- it is done in a private area and not in view of another learner
- one adult witness, of the same gender as the learner, is present
- the sample is clearly and correctly labelled with full particulars
- a device as specified is used
- the Headmaster must inform the parent of the test and the result as soon as possible

A learner may be subjected to disciplinary proceedings if :

- an illegal drug is found in his or her possession
- his or her sample tested positive for an illegal drug

The results of the drug test can be used as evidence in disciplinary proceedings conducted in terms of the School's Code of Conduct

**PLEASE NOTE:** Once a learner has been subjected to the school's disciplinary procedures and processes, he or she may not be subjected concurrently to criminal proceedings.