



**Solid Foundations**  
**Primary School**

**General School Policy(2016/1)**

## **SECTION A**

### **INTRODUCTION**

Solid Foundations is an independently owned private school, registered with the Gauteng Department of Education.

#### **Our Mission**

To continue the legacy of providing a high standard of education, established by the school's founders in 1972.

#### **Vision**

It is our vision to be recognized as a Christian family-based organization providing academic excellence without compromising on a warm personal atmosphere.

#### **Key Values**

- The Bible is the Word of God, which is the basis for all instruction principles.
- Every child is equal before God and the Law and no nationality, colour, creed or heritage will influence that value.
- Children have a right to the opportunity to receive the best education and development paths possible and available.
- The recognised best educational practices will be pursued and the requirements of the Gauteng Educational Department will always form the foundation of such practices.
- All assistants, councilors and teachers will be adequately skilled and where required and appropriate, suitably qualified.
- Consultation with teachers, parents and the various education and local authorities is essential and will be undertaken on a regular basis.
- All our efforts will be conducted enthusiastically and with joy with due recognition that our children are our number one priority.

#### **The Child**

A content, happy, positively motivated child is eager to learn and will look forward to the school day. The child should feel that he/she belongs and is a valued member of the school community. A child needs guidance, understanding, security and a sense of well-being. In every learning situation the pupils and their individual needs are of paramount importance.

#### **The Teacher**

In order to create a pleasant atmosphere conducive to good teaching and constructive learning, teachers should feel happy and secure in the task of educating their pupils. The teacher is the key figure in all learning situations and fulfils the role of educator, confidant and friend. The teacher constantly strives for the increase of knowledge in pupils and the development of spiritual and moral values. The good teacher considers teaching, not merely as a career, but as a calling. The attitude, interest and

confidence held by a teacher influences the academic achievement of the pupils and the development of the pupil's character. The teacher is aware of the pupil's strengths, good points, weaknesses and problems, and displays constant interest in the child. A good teacher possesses integrity, is prepared to accept responsibility, can be trusted to perform tasks without continued supervision and will alienate himself/herself from excessive disciplinary action, favouritism and uncontrolled temper displays. A teacher is loyal to the Education Department, the school, fellow colleagues and pupils. Relationships are characterised by good manners, tact, honesty, discretion and reliability. A teacher remains a student, is aware of the latest developments in education and is well read. The human element in teaching is irreplaceable and the finest teaching aids can never replace a capable, interested, dedicated, teacher.

## **SECTION B**

### **GENERAL CODE OF CONDUCT FOR TEACHERS**

#### **1. Preamble**

The educators who are appointed at Solid Foundations Primary School:

- 1.1. acknowledge the noble calling of their profession to educate and train the learners of Solid Foundations Primary School;
- 1.2. acknowledge that the attitude, dedication, self-discipline, ideals, training and conduct of the teaching profession determine the quality of education in Solid Foundations Primary School;
- 1.3. acknowledge, uphold and promote basic human rights, as embodied in the Constitution of South Africa;
- 1.4. commit themselves to therefore do all within their power, in the exercising of their professional duties, to act in accordance with the ideals of their profession, as expressed in this Code; and
- 1.5. act in a proper and becoming way such that their behaviour does not bring the teaching profession, nor Solid Foundations Primary School, into disrepute.

#### **2. General conduct - The Educator and The Learner**

An Educator in Solid Foundations:

- 2.1. respects the dignity, beliefs and constitutional rights of learners and in particular children, which includes the right to privacy and confidentiality;
- 2.2. acknowledges the uniqueness, individuality, and specific needs of each learner, guiding and encouraging each to realise his or her potentialities;
- 2.3. strives to enable learners to develop a set of values consistent with those upheld in the Bible
- 2.4. exercises authority with compassion;
- 2.5. avoids any form of humiliating children, and refrains from any form of child abuse, physical or psychological;
- 2.6. promotes gender equality and refrains from any form of sexual relationship with learners or sexual harassment (physical or otherwise) of learners;
- 2.7. uses appropriate language and behaviour in his or her interaction with learners, and acts in such a way as to elicit respect from the learners;
- 2.8. ensures the safety of the learner;
- 2.9. does not abuse the position he or she holds for financial, political or personal gain;
- 2.10. is not negligent or indolent in the performance of his or her professional duties;

- 2.11. recognises learners as partners in education; and
  - 2.12. recognises that every learner shall have the right to equality. No learner may be discriminated against – race, sex, colour, religion, conscience, belief or culture.
3. General Conduct – The Educator and The Parent  
An educator in Solid Foundations, where appropriate:
- 3.1. recognises the parents as partners in education, and promotes a harmonious relationship with them; and
  - 3.2. does what is practically possible to keep parents adequately and timeously informed about the well-being and progress of the learner.
4. General Conduct: The Educator and His or Her Colleagues  
An educator in Solid Foundations:
- 4.1. refrains from undermining the status and authority of his or her colleagues;
  - 4.2. promotes equality and refrains from sexual harassment (physical or otherwise) and promotes equality in relation to gender, sex, ethnic or social origin, colour, age, disability, religion, culture or language of his or her colleagues;
  - 4.3. respects the various responsibilities assigned to colleagues and the authority that arises there from, to ensure the smooth running of the educational institution;
  - 4.4. uses proper procedures to address issues of professional incompetence or misbehaviour; and
  - 4.5. takes reasonable steps to ensure the safety of his/her colleagues.
5. Misconduct of the Educator
- 5.1. The educator may be charged as per the Employment of Educators Act 76 of 1998 as amended by the Education Laws Amendment Act 2000 (No 53 of 2000).
  - 5.2. An educator who is charged with misconduct is entitled to a fair investigation, inquiry or disciplinary hearing as per Schedule 2: Disciplinary Code and Procedures for Educators laid out in Education Laws Amendment Act of 2000.

*“Education is concerned, not with the development of the head and hand only, but also the will and the emotions; therefore, with the Child in his totality, with the child as an indivisible spiritual-physical unity in his total existential situation. Education aims at more than just knowledge, skills and independent thought; it is especially concerned with the positive formation of the moral character and the development of the entire personality of the merging adult”.* Aspect of Educational Theory. G.F.G. Gunter.

## **PUPIL CODE OF CONDUCT**

1. Be neatly dressed
  - Full school uniform
  - Hair neat and tidy
  - Clean uniform and shoes
  - No jewelry – except a single pair of earring studs for girls and watches.
2. Greet all adults
  - Greet teachers, parents and visitors to our school when passing them e.g. “Good Morning ma’am/ sir”

- Greet teachers, parents and visitors to a classroom.
3. Display manners
- Manners learned at home must be displayed at school
  - Use please, thank-you, excuse me, yes sir/ ma'am
  - Stand aside for adults in doorways, passages or stairs
  - No swearing or playing the fool at another's expense
4. Be respectful
- Have respect for the teachers
  - Have respect for fellow pupils
  - Have respect for monitors
  - Have respect for cleaning staff – keep your area tidy
  - Do not interrupt
  - Do not backchat
  - Listen to and obey teachers or monitors
5. Complete all homework
- Do homework diligently
  - Hand projects in on time
  - Look after textbooks in your possession
  - Do homework neatly. Take pride in your work
  - Bring the relevant books to school
  - Bring all the required stationery to school – do not borrow or lend
6. Be a peacemaker
- Do not instigate fights
  - Do not bully, tease or intimidate fellow pupils
  - Be friendly and helpful
7. Be honest, truthful and trustworthy
- Never tell lies to anyone
  - Be truthful to yourself and other and admit when you've done something wrong
  - Teachers must be able to trust you
8. Obey all school rules
- Obey classroom rules
  - Obey school rules (code of conduct)
  - Keep classroom and school grounds clean
  - Look after your books, equipment in your classroom, equipment in the hall and on the playground
  - Do not litter – clean up!
  - Do not talk in lines after the third bell
9. Be punctual
- Be at school on time
  - Be in line on time
  - When sent on an errand, do it quickly and get back to class

- Bring return slips before the required date.
10. Have respect for all property
- Respect the school's property
  - Respect the teacher's property
  - Respect fellow pupil's property

## **SECTION C**

### **GENERAL SCHOOL OPERATION**

#### 1. Extra-curricular and co-curricular activities

- 1.1. The school provides as varied a programme of extra-curricular activities as possible. The educational value of extra-curricular activities is borne in mind as it can assist the under-achieving pupil to build up confidence.
- 1.2. The following co-curricular activities are offered by the school:
  - 1.2.1. Music appreciation
  - 1.2.2. Physical Education
  - 1.2.3. Computer Studies
  - 1.2.4. Eisteddfod
  - 1.2.5. Conquesta
- 1.3. Current extra-curricular activities include: ballet, modern dancing, cricket, Soccer Starz, playball, swimming, violin lessons, piano, hip hop, guitar, tennis, UCMAS and pottery.

#### 2. Language of instruction

- 2.1. Solid Foundations has selected English as the first language of instruction.
- 2.2. The second language of instruction is Afrikaans.

#### 3. School times

- 3.1. School hours are as follows
  - 3.1.1. Grade RR: 08h00 – 12h30
  - 3.1.2. Grade R – 3: 08h00 – 13h00
  - 3.1.3. Grade 4 – 7: 08h00 – 13h30
- 3.2. Staff are to be present at school at least 10 minutes before the school day commences (first bell rings).

#### 4. Staff portfolios

- 4.1. *The Principal* - The principal of the school is the liaison between the learner, educator and parent. She is responsible for school planning, administration, appointment of staff, maintenance of school discipline and ultimately the smooth running of the institution. It is essential that teachers keep the principal well informed of achievements, problems, unusual occurrences, etc. The principal is available to discuss any matter concerning the school, the teachers or the pupils. The principal monitors curriculum matters and the academic progress or non-progress of the children. She is responsible for the efficient implementation of curriculum and assessment related policies for each phase and arranges the Phase/Subject/ meetings if required.
- 4.2. *Class Teachers* – in addition to the expected task of educating, the class teacher is responsible for the children allocated to her class and this entails caring for every need of

these children. It is the task of the class teacher to know each child individually, to communicate with the child, to share joys and to be aware of unhappiness or problems. Security and trust enhance the learning process.

- 4.3. *First Year Teachers* – The first year teacher is placed under the care of a senior teacher who acts as a mentor and ensures the new teacher has all necessary physical resources (furniture, stock, etc.), sees to the practical orientation (show them the office, staff room, media centre, parking areas, playground areas, etc.), compilation and handling of the class register, mark file, preparatory work, report cards, learner profiles etc. This new recruit to the school should feel welcome and a part of the school ‘family’. Guidance through informal and formal class visits, is provided by the school principal.
  - 4.4. *Student Teachers* – Student teachers are welcomed at the school. They are treated as members of staff and are placed in the care of experienced teachers. The student teacher learns from the host teacher who ensures that the preparation and presentation of her lessons is of a high standard. In this way, the teacher sets the example for the student. Tasks and work for student teachers may be assigned gradually and the main purpose of teaching practice is to aid the student in becoming proficient in the art of teaching. A student teacher may not be left alone with a class of children and may not take over a class if a teacher is absent, unless special permission has been obtained from the school principal. A student teacher must accompany a teacher on playground duty, but these tasks are the responsibility of the teacher and may not be delegated. If required, the host teacher submits a comprehensive report of the proficiency of the student at the end of the teaching practice session.
5. Schedule of fees
- 5.1. School fees and After Care fees are payable monthly, in advance, before the 7<sup>th</sup> of each month. A penalty fee is added to the account for late payments.
  - 5.2. Payment for the school year in one payment in January will result in a discount of no-payment for school outings and shows.
6. Media Centre
- 6.1. The Media Centre forms the heart of the “Information Services” in the school. Pupils and teachers should visit the centre frequently to research projects and lessons.
  - 6.2. *Services offered by the Media Centre:*
    - 6.2.1. The Media Centre houses books, fiction/non-fiction, reference books, pictures, magazines, DVD’s, TV, DVD and video machine.
    - 6.2.2. Pupils and teachers may borrow books and other material, provided the required issuing procedures and conditions are complied with. Teachers who are responsible for ensuring that all material is properly cared for may request block loans.
  - 6.3. *Media User Guidance*  
Media User Guidance in the Foundation Phase is the concern of the register teacher.
7. Educational visits/ field trips
- 7.1. Visits are approved by the principal, prior to final arrangements (bookings) being made.
  - 7.2. Written permission of the parent per school circular is a requirement, and these forms are carefully scrutinised.
  - 7.3. A pupil, who cannot afford to pay, may not be embarrassed or penalised.
  - 7.4. Trips are well-planned, educationally sound, and ideally follow-up work should be evident.
  - 7.5. The teachers of a Grade group accompany the pupils and are responsible for the good behaviour of the pupils.

8. Assembly
  - 8.1. Formal Assembly takes place each Monday morning from 08:00 – 08:30 (Foundation Phase) and Thursday morning from 08:00 – 08:30 (Intermediate and Senior Phases).
9. Tuck Shop
  - 9.1. Tuck Shop operates on Friday's during break.
10. Circulars to Parents
  - 10.1. Circulars (newsletters) are emailed to parents weekly and are available on the school website.
11. Classroom Keys / Hall Keys
  - 11.1. Keys may only be handled by the teacher who is responsible for the safe-keeping thereof.
  - 11.2. Classroom doors are locked when classroom is not in use.
12. School Janitors
  - 12.1. The school janitors are under the direct authority of the principal or person appointed by the principal. No other person may give instructions to the janitors.
  - 12.2. Should a teacher require the services of a janitor, this is done through the principal.
13. Rainy Days
  - 13.1. On rainy days when it is impossible for the pupils to go onto the playgrounds, teachers stay in the classrooms and supervise the pupils.
  - 13.2. Lessons are not extended through break on these occasions and children are given the opportunity to relax and eat indoors.
14. Smoking
  - 14.1. Teachers may not smoke in the classrooms, sports grounds or art classes, in the hall or staff room.
  - 14.2. Smoking facilities are offered on the adjacent property to the school, out of sight of pupils.
15. General School Year Plan
  - 15.1. At the first meeting of each school year, the teaching staff and executive staff draw up a scheme of dates for the school year.
  - 15.2. Dates are changeable, as this plan has to accommodate unplanned meetings, courses and other arrangements.
  - 15.3. Changes made to general school year plan are confirmed by the principal who will notify the staff on the staff notice board in the staff room.
16. Class Visits
  - 16.1. In addition to peer assessment visits, the principal visits classes during the course of the year on a formal or informal basis. The purpose of the visit is to keep abreast of work done, to monitor subject files to maintain contact with the teachers and pupils, to check on furniture and neatness of classrooms/stock rooms and to guide and give advice where necessary. It also affords the opportunity to acknowledge good teaching and achievements. Class visits may take three forms:
    - 16.1.1. Formal - according to a roster and followed by a feedback report;
    - 16.1.2. Formal without warning followed by a written report; and

### 16.1.3. Informal.

#### 17. Discipline

- 17.1. The general discipline of the school is the concern of every member of staff.
- 17.2. Pupils meaningfully employed at all times should not present discipline problems.
- 17.3. Teachers should retain their dignity in chastising a child. Uncontrolled shouting and gesticulating is not permitted.
- 17.4. A pride in the school, respect for it and everyone attached to it, good manners and behaviour should form part of the pupils training.
- 17.5. Pupils may **not** be kept in at break for discipline purposes.
- 17.6. A teacher remains in the classroom with pupils during lesson time and during breaks on rainy days.
- 17.7. Global punishment of a whole class is frowned upon. Punish the culprits.
- 17.8. The writing of lines as a form of punishment is not viewed as constructive.
- 17.9. Control Teachers (duty roster prepared beforehand) report to assembly lines immediately after the bell rings, to control the discipline of pupils. Teachers are also allocated a break-duty to control discipline on the playgrounds according to a break duty roster.

## SECTION E

### TEACHER ADMINISTRATION

#### 1. Assessment

- 1.1. Continuous, careful assessment of each child is necessary in order to ascertain that the child's work is progressing satisfactorily, and to identify where additional aid is required.
- 1.2. A variety of assessment methods are used.
- 1.3. Although assessment takes many forms, a written record of such assessments is maintained.
- 1.4. Parents are informed when a pupil is under-achieving according to his/her potential and measures are implemented in an attempt to remedy the situation.

#### 2. Testing

Tests, formal or informal, should never excessively pressurize pupils or place them under undue stress.

#### 3. Recording of Assessment: Mark Books/Assessment Files

- 3.1. The results of tests, formal and informal, projects, etc. is neatly recorded in a well-ordered mark book or mark file.
- 3.2. Each entry should have a brief, descriptive heading and a date.
- 3.3. It is educationally sound to analyse the results of each assessment, which enables strengths and weaknesses to be identified. Re-teaching can be undertaken where difficulties are indicated, either individually, in a group, or with the class as a whole.

#### 4. Report Cards

- 4.1. The school operates with three annual assessment cycles
- 4.2. Three reports are issued annually

## 5. Interviews with Parents

- 5.1. Sound, professional relations between teachers and parents are encouraged. Salient points of parent interviews should be recorded for future reference – including the date and time of the interview. Recorded notes are filed in the learner's profile and learner support file (in principal's office) by the teacher.
- 5.2. Teachers plan before-hand what needs to be said and guard against remarks that can be misconstrued.
- 5.3. Teachers may never criticise the work done by a previous teacher and may not undertake commitments for the school or other teachers.

## 6. Parent's Evenings

- 6.1. Voluntary Parent's Meetings are held after each report card issued and affords the parents the opportunity to discuss the work done by the child, with the teacher.
- 6.2. No discussion regarding a child should take place within the hearing of other parents.
- 6.3. Children do not accompany their parents to the classroom on this evening.
- 6.4. Teachers personally invite parents of pupils requiring learner support to attend Parent's Meetings.

## 7. Promotions

- 7.1. The decision to fail a child may only be taken in extreme cases if the parents have been regularly informed of the child's lack of progress, and this fact is based on irrefutable facts and recorded evidence.
- 7.2. No child may be threatened with the possibility of failure.
- 7.3. A child may not fail a subject by one or two marks.
- 7.4. The teacher should discuss the possible non-promotion of a child with the principal.
- 7.5. Obtaining a year average below 50% (level 4) for English is regarded as a failure to comply with progression requirements for Grade 1 to 7.
- 7.6. Obtaining a year average below 40% (level 3) in Afrikaans and Mathematics is regarded as a failure to comply with progression requirements for Grade 1 to 7.
- 7.7. Obtaining a mark below 40% (level 3) in three other subjects excluding Mathematics, English or Afrikaans in Grade 7 is regarded as a failure to comply with progression requirements for this grade.

## 8. Pupil Profiles

- 8.1. The Pupil Profile is a cumulative record of the holistic development of the child in the school.
- 8.2. Entries in the profiles are accurate and truthful.
- 8.3. Pupil Profiles are confidential and may never be viewed by or shared with parents or pupils. They may also not be left in a classroom or area trafficked by pupils and parents.
- 8.4. Profiles are securely kept locked in the school office and keys are made available on request from the principal.
- 8.5. Maintenance of Pupil Profiles is the responsibility of the class teacher.

## 9. Subject Files

- 9.1. The teacher is responsible for maintaining a preparatory file for each subject/Grade taught.  
The subject file contains:
  - 9.1.1. Subject syllabus (CAPS document)
  - 9.1.2. CAPS compliant year plan
  - 9.1.3. Weekly/ daily lesson plans at least one week in advance of given date
  - 9.1.4. Annual assessment plan and assessment tasks

#### 9.1.5. Curriculum and assessment related school policies.

#### 10. Timetables

- 10.1. The principal is responsible for drawing up the subject timetables for Grades 4 to 7.
- 10.2. Grade RR to Grade 3 teachers are responsible for drawing up their own class time-tables, keeping in mind the stipulated hours recommended for each subject in the CAPS documents.

#### 11. Marking

- 11.1. All work done by pupils is “teacher acknowledged” and the degree of marking intensity will vary according to the type of exercise done and the subject.
- 11.2. After teacher scrutiny, the initials of the teacher and the relevant date should appear at the end of the written work.
- 11.3. Correction of errors forms part of remedial work and should be controlled by the teacher.

#### 12. Exercise Books/ Learner Workbooks

- 12.1. Learner books are subject to checks by the principal.
- 12.2. Comments regarding book moderation is completed on the teacher performance appraisal report sheets (biannually).
- 12.3. Learner books are sent home for viewing at least once an assessment cycle, or more often if the teacher deems it necessary.

#### 13. Staff Meetings

- 13.1. Staff meetings take place at the beginning of every term (day before school commences at 09h00). They take the form of a general information meeting.
- 13.2. Further meetings are planned should the need arise, and notification given on the staff notice board.

#### 14. Registers

- 14.1. Class Register:
  - 14.1.1. Each class teacher is responsible for drawing up and maintaining a daily attendance register.
  - 14.1.2. Children produce notes from a parent or doctor, explaining the reason for their absence.
  - 14.1.3. Prolonged (more than a week) or unexplained absences are reported to the principal.
- 14.2. Teachers who are absent from school phone the school as early as possible on the day they are away. If the absence exceeds two days, a sick note, completed by a doctor, is requiredd.

#### 15. Accidents or Illness during School Hours

Consult school health and safety policy

## **SECTION F**

### **OFFICE ADMINISTRATION**

#### 1. The Office Staff

- 1.1. The secretary/ receptionist is accorded the same courtesies and privileges as the teachers. She performs the duties of receptionist, typist, administrative assistant, bookkeeper, nurse, etc. Teachers may not pass the time of day in the secretary's office and interruptions should be limited.

#### 2. Telephone Calls

- 2.1. Teachers will not be called from classes to take phone calls except in emergencies.
- 2.2. Staff may use the school telephone for private calls after asking permission from the principal.

#### 3. Typing and Photocopying

- 3.1. Work to be typed is the responsibility of the teacher.
- 3.2. The teacher may make use of the staff computer in the staff room for typing.
- 3.3. Teachers may use the photocopy machine for school related copies.
- 3.4. Permission is obtained from the school principal for private copies.

#### 4. Enrolments and Transfers

- 4.1. Enrolments and completed enrolment forms are administered by the principal.
- 4.2. A transfer card is issued to a child upon leaving the school after a written request is received from the parents or child's new school.