



UNION PREPARATORY SCHOOL

Policies & Code of conduct

IMPLEMENTATION DATE: July 2025

REVIEW CYCLES: At least every five years



Contents

Contents	1
Admission policy	2
Application Form	9
Anti-Bullying policy	22
School-Based Assessment Moderation Policy	27
Curriculum Policy	31
Class placement policy	33
Code of conduct policy	34
Disciplinary hearing procedures policy	42
Educators code of conduct policy	47
Staff dress code policy	49
Reading policy	51
Homework policy	54
Information systems and Social Media Policy	55
Language Policy	62
Learner Support Policy	64
Learners’ dress code policy	69
Money handling policy	75
Music Policy	76
Safety and Security	78
Religious policy	90
Learning and Teaching Support Material (LTSM) Policy	93
Recruitment of new educators policy and procedure	96
School attendance policy	100
Schools annual events and procedures	101
SGB Code of conduct	103
SGB Constitution	110
Sports Policy and Code of Conduct	115
Staff laptop/tablet policy	123



Admission policy

UNION PREPARATORY SCHOOL ADMISSION POLICY

Preamble:

The Governing Body of Union Preparatory School has constituted the following Admission Policy of the school, in the belief that its provisions are consistent with:

- The Constitution of the Republic of South Africa (Act 108/1996)
- The National Education Policy Act (Act 27/1996) and any applicable policies determined in terms of this Act, including the Regulations for Admissions to Schools.
- The South African Schools' Act (Act 84/1996) and subsequent amendments.
- The Eastern Cape Provincial School Education Act 1 of 1999.
- The Promotion of Administrative Justice Act (Act 3/2000).
- The Health and Safety Act.
- SANS 10400-T:2011 Part T fire protection.

POLICY

It is the aim of the school to:

1. Embrace diversity and provide an environment where the race, culture, religion, and economic standing of the individual are in no instances an impediment to his/her access to, or progress in, any aspect of school life.
2. Make provision for any South African citizen or other persons with the relevant documents who may wish to apply.

It is the policy of the school that:

1. No pupil will be refused admission on grounds of race, culture, religious belief, or financial circumstance. However, learners admitted to the school need to be sufficiently proficient in English so as not to prejudice their ability to progress academically, as our school is a single medium school where English is the language of learning and teaching.
2. Any pupil admitted to the school is admitted to the total school programme and will not be suspended from classes, denied access to cultural, sporting, or social activities of the formal school programme on the grounds of an inability by his/her parents to meet the required school fees.
3. It is the policy of Union Preparatory School that class sizes will never be so large as to interfere with or disadvantage any learner's educational experience. The school is committed to maintaining class sizes that allow for individual attention and effective teaching, ensuring that every learner can thrive academically.

**Admission Committee:**

An Admission's Committee will be established to process ALL applications. This committee will consist of the following members:

1. UPS Principal
2. 2 Parent member of the SGB
3. Educator member of the SGB
4. School secretary

Entry age:

In accordance with education department policy, learners may be enrolled for Grade 1 at 5 years of age, turning 6 by 30 June. For admission, the learner's age for entry into any grade should not exceed the Grade +6. The age of the learner should not exceed two years above or below the chronological average age of the Grade. Preference will be given to learners turning seven in Grade 1.

Class size:

The School Governing Body has determined that the optimal class size is 20 learners per class. The Governing Body employs additional teachers and class assistants to ensure that this objective is met.

Grade 4 Class Size Determination:

The number of learners admitted to Grade 1 is determined by the size of the Grade 4 classes, as they are the smallest in size. The capacity is calculated using the FEDSAS Capacity Determination Formula, as well as the design specifications of the classes (see Annexure 1)

Teacher Employment:

The number of learners that can be accepted is also determined by the number of teachers the School Governing Body (SGB) can afford to employ.

Hostel Preference:

Preference will be given to 16% of the admissions for learners staying in the hostel.

Pre-school Reception attendance:

Union Pre-School is Union Preparatory's "feeder school," children from Union Pre-School will be given preference for enrolment in Grade 1, provided the application is received within the admissions period specified by the Dept. of Education. Late applications will be dealt with according to the selection criteria from points 3 onwards of our selection process.

Feeder zone:

Learners should reside in Graaff-Reinet. Learners accommodated in any Union Schools hostel will automatically form part of the feeder zone.

Language of tuition:

The SGB of Union Preparatory School has, in its language policy, determined that the school will be a single medium school, and English will be the language of learning and teaching. English is taught at the Home Language level. Applicants thus need to be sufficiently proficient in English so as not to prejudice their ability to



progress academically at the school. Afrikaans is our First Additional Language, and isiXhosa is offered at the Second Additional Language level.

Gender balance:

Union Preparatory School is a co-educational school, and the School Governing Body reserves the right to maintain the gender balance in each grade.

Special Needs:

The amount of support that a learner with special needs requires (based on an assessment where this is indicated) will be taken into consideration in relation to the school's available resourcing. Full disclosure regarding all educational and special needs requirements previously identified, including previous assessments and reports, must be made during the application process.

Fees:

Union Preparatory is a Quintile five (5) school and as such payment of school fees is compulsory. An advance of 50% of the following year's Term 1 school fees is recommended to accompany the acceptance documentation. Should the learner leave the school, a full term's notice must be given to avoid being liable for the school fees for the "notice" term. Parents must agree to pay the school fees as per the resolution adopted by a majority of parents attending the Annual General Meeting, in accordance with the Union Preparatory School Constitution.

Both parents must indicate their agreement to pay the school fees by signing the application form. In the case of divorced/separated parents, it is the responsibility of the parent applying to the school to obtain a signed copy of the application form from their divorced or separated partner. If parents are deceased or unknown, the legal guardian needs to fulfil the duties and undertakings envisaged above and supply the relevant documentation in support of their role as legal guardian.

To reduce the burden on full-fee-paying parents, the amount of fee relief granted to parents in financial distress will be kept to a manageable level and reviewed annually.

School Fee exemption:

The SGB shall grant exemption to parents applying therefor according to the determinations of the Regulations for the Exemption of Parents from the Payment of School Fees, GN R1052 in Government Gazette 29392 dated 18 October 2006, as amended by GN 1149 in Government Gazette 29329 dated 17 November 2006.

Interview:

Union Preparatory School reserves the right to interview prospective learners and their parents and/or legal guardians. Learners whose parents or legal guardians do not make themselves available for an interview by the school will not be considered for admission.

SELECTION

Where a process of selection has to be applied as a consequence of the number of applicants exceeding the number of available places in the school or grade for which application is made, applicants will be considered and placed in the following order, except where placement in the school would not be in the best interests of the learner concerned:



In the case of **Grade 1** applicants, the criteria below will be considered.

1. Applicants who are enrolled in Grade R at Union Pre School (Our feeder school).
2. Applicants who apply for placement in our Hostel.
3. Staff members children.
4. Learners from pre-schools that are not designated as feeder schools for other institutions.
5. Applicants who are siblings of current pupils and/or immediate past pupils of Union Preparatory School or are sons/ daughters of alumni of the school.
6. Applicants place of residence is the immediate school community and/or the place of employment of at least one of the applicant learner's parents is within the immediate school community.
7. Applicants turning 7 in Grade 1 will be given preference.
8. Applicants who have English as a first language, or who are proficient in English.
9. Applicants' language or other special needs requirements, with regard to the school's capacity to adequately provide these educational needs.
10. Date of when the application is received. (in date and time order received)

In the case of **other Grades** applicants, the criteria below will be considered:

1. The capacity of pupils per the class.
2. Points 2-8 above.

ADMISSION PROCEDURE

1. The Application form must be completed and returned to the school together with recommended fee advance and declaration of preparedness to pay the fees or complete application for a fee exemption. A copy of the learner's latest available school reports and/or the pre-primary school principal's signed certification of school readiness (in case of Grade 1 applicants) must accompany the application. Please see the list of additional documentation required (e.g., birth certificate, as below).
2. The application form is screened for eligibility in terms of the criteria (above) by the Admissions Committee. The Committee will convene the day after admissions closing date or earliest convenient date.
3. The learner and the parent(s)/guardian(s) are interviewed. In considering applications, a potential learner will be expected to demonstrate to the school that they are able to cope academically with the specific pressures and unique demands of the school, and it will be a condition of final acceptance that an applicant must have passed the grade immediately below the grade into which admission is sought.
4. Where an application is successful, the parent(s)/guardian(s) will be asked to complete a Contract of Enrolment, and the process will be taken further.
5. Where an application is unsuccessful, the Principal will inform the parent(s)/guardian(s). Reasons for such refusal will be given on request.
6. Admissions committee will convene to consider late applications once the Dept of Education has confirmed retentions.



List of documentation required:

1. Application form signed by both parents/legal guardian and Pre-primary school principal certifying school readiness (in case of Grade 1 applicants).
2. Proof of guardianship, if applicable.
3. Certified copy of birth certificate.
4. Certified copies of both parents ID documents.
5. Immunisation certificate.
6. Signed copy of the school's "Code of Conduct" document.
7. Certified copy of the most recent school report (in case of all applicants beyond Grade 1).
8. Declaration of preparedness to pay the full school fees, or all documentation pertaining to an application for a Fee Reduction. (Obtainable from the school secretary).
9. Resident Permit or Study Permit for non-South African applicants.

Note: No applications will be accepted unless all the required documentation and copies of certificates are submitted, advance fees are paid, and at least one parent or legal guardian makes

ANNEXTURE A

SIGNED AT Graaff Reinet ON THIS 19 DAY OF November 2025

Governing Body Chair

Principal

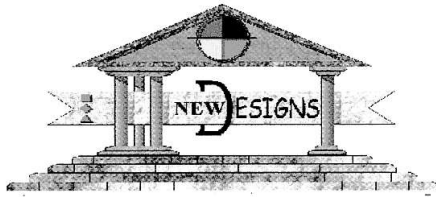
CAPACITY DETERMINATION FORMULA

If there is no bookcase replace the 0,75 with 0. At type of desk use 1, 2, 3, 4, 5, 6, 7 or 8

CLASS	TYPE OF LOCATION (Use dropdown ▼)	PERSON	LENGTH	WIDTH	AREA	TEACHER SPACE (8.7)	BOOKCASE (0.75)	AREA AVAILABLE	TYPE DESK	NUMBER OF LEARNERS	NUMBER OF LEARNERS ROUNDED OFF	NUMBER OF DESKS
1	Grade 4 D		7,1	6,5	46	8,7	0,75	37	1 - Double 2 - Single 3 - Typing 4 - At/EGD 5 - Gr. R Single 6 - Spec Cl Single 7 - Gr. R Double 8 - Spec Cl Double	19,5	19	19
2	Grade 4 V		6,95	6,5	45	8,7	0,75	36		19,0	19	19
3	Grade 4 H		7	6,5	46	8,7	0,75	36		19,2	19	19



ANNEXTURE A



ARCHITECTURAL SERVICES

NEW DESIGNS ARCHITECTURAL SOLUTIONS

14 Andries Pretorius Street,
Aberdeen, Eastern Cape, 6270
082 389 5770
jurgens@newdesigns.co.za
www.newdesigns.co.za

5 December 2024

Attention:

The SGB,

Union Preparatory School,

Graaff Reinet.

New Classrooms – Union Preparatory School – Graaff Reinet.

We refer to the above enquiry on the desired classroom sizes and the maximum count of pupils it was designed for:

According to the project briefing and in line with **THE NATIONAL BUILDING REGULATIONS AND BUILDING STANDARDS ACT, 1977 (ACT NO. 103 OF 1977)** the classrooms (Drawing numbers: ND21/03/01 / 02 and 03) was designed to contain a maximum of 20 learners at a time.

There are 3 Classrooms, therefore, the optimal (maximum) head count for the 3 x Classrooms will be a maximum of 60 learners at one time.

We hope you will find this in order.

Jurgens Strydom

Yours faithfully,



Jurgens Strydom.



Application Form

The following application letter and form should be used. (See next page)

Note that no applications will be accepted unless **all** the required documentation and copies of certificates are submitted, advance fees paid, and at least one parent or legal guardian makes him / herself available for an interview at the school (If required at any stage).

UPS



UNION PREPARATORY SCHOOL

Graakk Reinet

APPLICATION FOR ADMISSION AT UNION PREPARATORY SCHOOL

We are very pleased by your interest in considering Union Preparatory School as a school for the further development and education of your child in their lifelong journey.

Our school prides itself in the provision of quality education that is supported by excellent facilities. We strive to keep our classroom sizes balanced, as we pursue our mission to provide quality education to our learners. Should your application for admission of your child at UPS be successful, it is our intention to provide your child with quality education and a well-rounded school career.

PLEASE NOTE THE FOLLOWING:

- UPS is a Quintile Five (5) public school, and as such, payment of school fees is compulsory.
- School fees collected from the parents are used to pay for ALL the operations of the school and ensure that we are able to provide the level of excellence that we promise

Annual school fees – payable over 10 months	R 23 680
Boarding fees – Weekly Boarder (if applicable) payable per term IN ADVANCE	R 12 560
Piano fee (if applicable) per term	R 1 100
Recorder fee (if applicable) per term	R 330
Learning Support fee (if applicable) per term	R 300

APPLICATION WILL ONLY BE CONSIDERED, IF :

1. Application form completed in full and signed by both parents	
2. Latest school report of learner is provided	
3. Copy of learner's Birth Certificate	
4. Copy of both parent's ID document	
5. Proof of residence is provided	
6. Payslip of the person responsible for the school fee account is provided	
7. Legal proof of guardianship (if applicable) is provided	
8. Declaration by current school is completed	
9. Photo release form is completed	
10. POPI consent form is completed	
11. Credit Check Consent form (signed by both parents) is completed	
12. Proof of immunization is attached	
13. Code of Conduct is signed on each page	

Please tick corresponding box if documents are attached



MARITAL STATUS: Married Remarried Divorced Single
 (please tick) Widowed Separated Co-habitat

If the pupil **DOES NOT LIVE with parents**, a consent letter is required from parents or an affidavit must be obtained from the Police station before we can accept the pupil.

Relationship to pupil:	
Title and Initials:	
Surname:	
First Name:	
Date of Birth	
ID Number:	
Home Address:	
Postal Code:	
Cell No:	
Email Address:	

CURRENT SCHOOL INFORMATION

School currently attending:	Current Grade:
Town of above school:	
Address of school:	Postal code:
Province of above school:	
Schools contact no:	
Date of Leaving the above school:	
Grade applying For :	Starting date:
Other school(s) attended by the learner:	



Section 3: SCHOOL FEES

NOTE: This section must be completed in full. Information on Fees is available from Bursar's office

[Fees for the following year are announced each November]

I have read and accept the schools code of conduct. I am aware that UNION PREPARATORY SCHOOL is a **fee paying school**. On acceptance, an advance payment of 50% of the next year's Term 1 fees must accompany the child's application, to secure his/her place. This payment will be credited to my school fee account and be offset against next year's fees.

Please TICK the relevant options. Kindly avoid cash payments, as these may attract additional fees for your account.

	Annual upfront payment of school fees before 28 February - 5% discount
	Monthly payment of school fees in 10 equal instalments, first payment by 28 February and last payment NO LATER than 30 November
	Termly payments of school fees in 4 equal instalments, first payment by 28 February.
	I require <u>financial assistance</u> . Application forms are available from the Bursar's office from the first term. <small>THIS IS NOT A BURSARY SCHEME. IT IS AVAILABLE TO ASSIST PARENTS FOR A SHORT-TERM FINANCIAL CRISIS AND IS GRANTED AT THE DISCRETION OF THE SGB, dependent on funds available.</small>

TERMS & CONDITIONS PERTAINING TO PAYMENT OF SCHOOL FEES

1. (a) The school fees with regard to an academic year, are payable by the learner's parent(s) / guardian, in accordance with the option selected above.
 (b) The parent(s) / guardian agrees and undertakes to effect such payment(s) on the due and agreed date, failing which the full outstanding balance will become due and payable with immediate effect.
 (c) On acceptance of the admission, liability for the full years' school fees is incurred by the child's parents or guardian, as the case may be.
 (d) Under exceptional circumstances and on receipt of a written request, a refund may be considered.
2. (a) The parent(s) / guardian consent to the jurisdiction of the Magistrate Court Act 32 of 1944, as amended.
 (b) In the event of legal action being instructed in order to collect arrear school fees, the parent(s) / guardian agree to and accept liability for the payment of the following:
 - (i) Legal costs on the scale as between attorney and client;
 - (ii) Interest at the prescribed rate per annum as from date of outstanding amount being due and payable until date of final payment; and
 - (iii) Collection commission at the rate of 10%.
3. **Parent's / Guardian's Liability Section 39**
 A parent is liable to pay the school fees determined in terms of Section 39 of the School's Act unless or to the extent that he or she has been partially exempted from payment in terms of this Act.
4. In the event of legal action being instituted, I elect as my *domicilium citandi et executandi* as stated in this form.

Signature Parent/Guardian 1 **Date**.....
 (Father)

Signature Parent/Guardian 2 **Date**.....
 (Mother)

MUST BE SIGNED BY BOTH PARENTS

<u>UNION SCHOOLS BANKING DETAILS:</u>	STANDARD BANK
Account Name:	UHS CLEARING ACCOUNT
Account No:	082528330
Reference:	Childs Name or School account number



ACCOUNT ADDRESSEE

NOTE: *The details of the individual to whom the school fee account must be sent, must appear here.*

APPLICATION WILL NOT BE PROCESSED IF THIS SECTION IS NOT COMPLETED!!

Full Names:	
Identity Number:	
Home Address:	
	Code:
Postal Address:	
	Code:
Occupation:	
Name of Employer:	
Telephone No.	
Home:	
Work:	
Cellphone:	
Signed: Parent/Guardian	
Name: Parent/Guardian	
Date:	



SECTION 4: DECLARATION BY APPLICANT

Note: The declaration below confirms acceptance of the terms and conditions applying to the Union Schools.

I/we the undersigned, hereby confirm that:

- I/We have read the Terms and Conditions of Admission;
- I/we am/are fully aware of the content and implications of the Admission Policy and Terms and Conditions of Admission and declare my/our willingness to abide by such rules.
- I/we take note of the school rules and code of conduct and undertake to see that my/our son / daughter will abide by the aforesaid rules.
- I/we have taken note of the content of the Terms and Conditions of Admission.
- I/we hereby agree that, in the event that school fees payable by me/us are handed over to the Attorneys of Union Preparatory School for collection as a result of my/our default of timeous payment of school fees due, in terms of the Option selected by me/us in paragraph 4.2 of the Terms and Conditions of Admission, then and in such event, I/we shall be liable to make payment of all legal costs, charges and expenses incurred by Union Preparatory School in respect of the collection of such fees, on an Attorney and Own Client Scale.
- I/we acknowledge that this will include collection commission at a rate of 10% per instalment, subject to a maximum amount of R1,000.00 per instalment. I/we further acknowledge that Union Preparatory School shall become entitled to the payment of interest on the outstanding balance of fees due, calculated at the legal rate of 15,5%, from the date of default to the date of final payment of such amount.
- No extension of time or other indulgence in respect of any payment or performance of any of my/our obligations in terms hereof shall in any circumstances operate as a waiver or novation of, or otherwise affect the right of Union High School in terms hereof or arising here from or preclude the Union Schools from enforcing at any time strict and punctual compliance with each and every provision or term hereof. No variation of, or extension or indulgence of any of my/our obligations hereunder shall be valid or binding unless Union Preparatory School has agreed thereto in writing.
- I/we hereby choose the residential address as specified on the Application for Admission form as my/our domicilium citandi et executandi (i.e. the address at which we will accept service of all correspondence, pleadings or notices arising here from)

Thus, signed at

on this day

of

Signature of Parent / Guardian 1

Name of Parent / Guardian 1

Nature of relationship to learner

(i.e. Mother/Father/Custodian/Step-parent etc)

Signature of Parent / Guardian 1

Name of Parent / Guardian 1

Nature of relationship to learner

(i.e. Mother/Father/Custodian/Step-parent etc)

End of section 4



SECTION 5: DEBIT ORDER AUTHORISATION

Note: Please complete if applicable.

- I, the undersigned, authorise the Union Schools to debit by bank account on a monthly basis, in lieu of fees for my son/daughter, who is a learner at the school.
- I also authorise the school to adjust the said amount as and when the fees are changed, provided that I am notified three (3) weeks prior to the increased amount being debited from my account.

Authorisation given by: (full name and surname of account holder):

Address: _____

E-mail address: _____

Contact number: _____

Bank: _____

Branch and code: _____

Account number: _____

Type of account: (tick appropriate box with a X)

Current (Cheque) Savings Transmission

I hereby authorise you to debit the amount indicated on this instruction on the following day of each month:

1st or 25th day (please select)

Amount: Please debit my account with an amount of:

In the event that the payment day falls on a Sunday, or recognised South African Public Holiday, the payment day will automatically be the very next ordinary business day.

I understand that the ***withdrawals hereby authorised*** will be processed through a computerised system provided by the South African Banks. I also understand that details of each withdrawal will be printed on my Bank statement.

I agree to pay any bank charges relating to this debit order instruction.

Thus, signed at on this day of

Signature of Account Holder:

Name of Account Holder:



SECTION 6: DECLARATION BY LEARNER'S CURRENT SCHOOL

Note: This form must be completed in full, to be returned with the completed application form. Please ensure that the present school has stamped this page with their official school stamp.

I/we declare that all fees due in respect of:

Learner's full name

fees to the amount of have

been paid in full have not
been paid in full

Fees were paid

monthly

annually Current outstanding

amount at (if any)

Signature of present school Principal

Name of Principal

Signature of present school Bursar

Name of Bursar

Name of present school

Contact number of present school

Date

Official School Stamp

End of section 6

RELEASE FORM IN RESPECT OF LEARNER PHOTOS/IMAGES/VIDEOS

Hereby, I, (please neatly print full name)

grant permission to the Union Schools to display photos/images/videos of the child(ren) indicated below as part of:

- a demonstration/project/activity in the course of classroom teaching;
- a sample project/activity on CD created by the school for use in educational workshops, classrooms, advertisements, etc.;
- the school's webpages and social media platforms (including Facebook and Instagram);
- samples given to programme publishers, or contest entries submitted to sponsors;
- video recordings to appear in a school-related programme broadcast on a television station; and/or
- any printed publication, including, though not limited to, newspapers, magazines, yearbooks, etc.

In granting this permission, I understand that the school may use photos/images/videos of the child(ren) for purposes such as celebrating achievements, announcing teams, and publicising education events, as deemed appropriate by the school governing body and the principal, and that such use may include display in the school photo gallery.

I further understand that although the school associated with the photos/images/videos will be identified, and adults appearing in photos/images/videos may be named, the personally identifiable information of the child (ren), except for the name (s) of the child (ren), will not be used with any photo/image/video.

I am signing this release form in the knowledge that any photos/images/videos posted on the school's website can be downloaded and reproduced by various news organisations, including print, electronic and broadcast media, and I therefore release the school from any liability arising from the use of photos/images/videos of the child(ren) in school web postings.

Additionally, I understand that there are potential dangers associated with the posting of photos images and videos on a website, since global access to the internet does not allow for control over who accesses information.

I further understand that if I wish to rescind this agreement, I may do so at any time by sending a letter to the principal of the school.

Name(s) of learner(s):

Name of parent/guardian:

Address:

Telephone number:

Signature of parent/guardian:*



CONSENT & INDEMNITY FORM FOR A PERSONAL CREDIT CHECK

**Learners 18 years of age or older may sign this release form themselves.*

Individual's information:

Parent / Guardian responsible for paying school fees:

Surname:

First Names:

ID number:

Contact Number:

Date of birth (dd/mm/yy)

Email address:

I hereby authorise The Company MarisIT Development CC and/or TPN Group (PTY Limited) duly authorised verification agent to forward or make available my personal credit report.

I authorise their suppliers to furnish personal information regarding my credentials, whether claimed or not, to the company, I unconditionally indemnify them and its verification suppliers against any liability which result or may result from furnishing information in this regard.

The information is solely for my own personal use and I will abide by the rules as set out by the National Credit Regulator.

Parent/Guardian

Name:

Surname:

Thus, signed at

on this day

of

Signature:



Anti-Bullying policy

MISSION STATEMENT

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

OBJECTIVES OF THIS POLICY

2.1 The objective of this Policy is to:

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

WHAT IS BULLYING?

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

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

3.3 The following are examples of typical bullying behaviours:

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



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

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

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

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

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

4 WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

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

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

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

SIGNS AND SYMPTOMS OF POSSIBLE BULLYING

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

5.2 does not want to go to school;

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

5.4 is very tense, fearful and unhappy after school

5.5 talks about hating school;

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

5.7 talks about not having any friends;

5.8 refuses to tell parent about what happens at school;

5.9 suffers from insomnia;

5.10 is nervous when another child approaches;

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

5.12 becomes withdrawn anxious, or lacking in confidence;

5.13 attempts or threatens suicide or runs away;

5.14 begins to do poorly in school work or a sudden drop in marks;

5.15 comes home hungry (money / lunch has been stolen);



- 5.16 becomes aggressive, disruptive or unreasonable
- 5.17 is bullying other children or siblings;
- 5.18 stops eating;
- 5.19 is frightened to say what's wrong;
- 5.20 gives improbable excuses for any of the above;
- 5.21 is afraid to use the internet or mobile phone;
- 5.22 is nervous & jumpy when a cyber message is received;
- 5.23 has personal property damaged/stolen. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

RIGHTS AND RESPONSIBILITIES

6.1 Every UPS learner has the right to:

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

6.2 Every UPS learner has the responsibility to:

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

UPS PROCEDURES

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

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

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

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



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

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

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

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

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

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

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

DEALING WITH DISPUTANTS

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

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

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

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

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

8.4.1 Standard procedure as follows:

FIRST TIME OFFENDER:

- Official reprimand from principal.
- Educator observations/incident reports must be recorded and made available
- Misdemeanour noted in file.
- Letter (form) home to inform parents
- Verbal apology to other person.



SECOND TIME OFFENDER

- Phone call to parents
- Educator observations/incident reports must be recorded and made available
- Offender writes letter of apology stating what he/she did to hurt the other person. Also how he/she will act the following time under the same conditions.
- Copy of letter to be sent home. Parents to sign and return the next day.

THIRD TIME OFFENDER

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

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

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

ADDITIONAL MEASURES AND APPROACHES IN SUPPORT OF THIS POLICY

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

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

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal



School-Based Assessment Moderation Policy

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

1. Purpose and scope of assessment:

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

2. Frequency of assessment:

2.1. Continuous assessment:

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

2.2. Examinations (Intermediate Phase only):

- 2.2.1. Formal examinations will take place in the second and fourth term each year. The second-term examinations may be included as one of the formal CASS tasks for a subject or learning area.



- 2.2.2. On completion of examinations, learners will be given an opportunity to review their scripts. After the mid-year examination these scripts will be used for remediation and to improve the examination technique of learners.

3. Learning area/subject files:

Each subject or grade head and HOD is required to keep a portfolio of all material related to the assessment of the subject or phase for the year for each grade. The portfolio must include the following:

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

4. Teacher Portfolio:

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

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

5. Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all learners in their class. It is a continuous planned process of identifying, gathering and interpreting information about the performance of learners. Assessment should be both **informal** (Assessment for Learning) and **formal** (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

In the Foundation Phase, the main techniques of formal and informal assessment are:

- observation by the teacher
- oral discussions with the learner,
- practical demonstrations by the learner
- written work



Grade R assessment should be mainly oral and practical with the use of a holistic rubric.

Should learners be absent for the period of a Formal Assessment Task, an opportunity should be afforded for the learner to rewrite. However, if this is impossible due to time constraints an average will be taken of all other forms of assessment completed throughout the term according to the correct weighting for each content area.

6. Recording and Reporting

The learner's performance must be recorded on a class list or marksheet and kept in the class teacher's assessment File / Mark book. The FATs and assessment tools should also be kept in this file.

- Informal Assessment - Oral, practical and written work using a checklist (☐, ●, x) and observations recorded by the class teacher in his/her Observation Book)
- Formal Assessment - Oral, practical and written work using rubrics
- Use marksheets and record marks on SASAMS system.
- Appropriate Rubrics and Rating scales should be used.

Reporting on the learner's performance to parents must be done at the end of each term on school report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

7. Moderation and Monitoring

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. It is important to ensure a consistent approach to moderation throughout the school. Within the Foundation Phase, teachers need to meet regularly within their grade to moderate FAT targets, as well as moderate work through planning and book checks.

Our policy is to conduct an internal moderation once per term in each learning area per grade. The internal moderation will be followed by cluster moderation. Class teachers will mark their own assessments. It will then be moderated by the HOD and Principal. Constructive criticism and guidance will be given where required. The teacher will endeavour to adapt and improve the tasks and assessments given.

The Following moderation and monitoring should take place:

a) Formal Assessment Tasks Moderation (Pre- and post-moderation)

- Pre- and post-moderation dates will be given out timeously and should be strictly adhered to.
- Formal Assessment Tasks (FATS) and practical tasks will be moderated by the Principal and HOD before and after each FAT.
- Formal Assessment Tasks (FATS) are to be submitted to the Principal and HOD for checking before the tasks are printed for the learners.
- The tasks are submitted to the Principal and HOD for post-moderation on the given dates once the learners have finished writing the tasks. Teachers must submit the following: memo/ rubric, recording sheet, results analysis (Levels) and three learner scripts. The Principal and HOD may request additional tasks.
- The FATS must conform to the guidelines, which include:



- Correct headings, name of the school, subject, grade, date, examiner, as well as the time and mark allocation must be included.
- Instructions must be included where necessary.
- An accurate numbering system
- Questions must be set to address the different cognitive domains using Blooms' Taxonomy

b) Class Visits will be arranged by the Principal and SMT. Every teacher will be visited once a term.

c) Teacher Portfolio:

Each teacher is required to have a portfolio file or subject file in which all relevant documentation is kept. i.e., Class and personal timetable; subject policy; subject overviews; teaching plan for each term; weekly teaching plan: programme of assessment; FATS and marking tools; formal recording sheets; record of intervention; evidence of moderation; minutes of the subject meeting and resources. These files will be checked every term by the HOD.

d) Learner Book Check will be conducted by the HOD during the term. The class teacher will send three learner books from his/her class to the HOD. The HOD may request additional books. A monitoring form will be completed and kept on file. The learner's books will also be sent home for the parent to look at. The parents will be expected to write a motivational comment and sign their child's book.

8. Policy on work missed through absence

- Learners who miss an examination or assessment through ill health are required to provide a doctor's certificate confirming this.
- Learners who miss a standardised (CASS) test through ill-health or other legitimate reasons will be expected to write the test on the day they return to school. Their mark may be adjusted at the teacher's discretion (IP applicable).
- Learners who for legitimate reasons such as ill-health miss tasks which form part of their CASS assessment should be given an opportunity to complete the tasks on the day that they return to school.
- Learners who fail to hand in an assignment or who miss tasks through absence for reasons that are not legitimate may be kept after school to complete the task.
- Learners are obligated to catch up as soon as possible on any work that they have missed. The work will be provided by the teacher and the parent will need to supervise and assist where necessary at home.

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal



Curriculum Policy

At Union Preparatory School, we are committed to providing a high-quality education that prepares our learners for success in their future endeavours. This Curriculum Policy outlines our approach to curriculum development and implementation, highlighting our adherence to the Curriculum and Assessment Policy Statement (CAPS) documents, Annual Teaching Plans (ATPs), and assessment directives issued by the Department of Education. By aligning our curriculum with these guidelines, we strive to deliver a comprehensive and effective education to our learners.

Curriculum Framework:

1.1 CAPS Documents: We recognize the significance of the CAPS documents in providing a structured framework for curriculum development and implementation. The CAPS documents serve as the foundation for our curriculum, guiding the selection of content, skills, and knowledge across all grade levels and subjects.

1.2 Scope and Sequence: The school's curriculum is designed to provide a coherent and sequential progression of learning experiences for learners. We follow the prescribed scope and sequence outlined in the CAPS documents to ensure a logical progression of concepts, skills, and competencies across different grade levels.

Annual Teaching Plans (ATPs):

2.1 Development and Implementation: The school develops and implements ATPs for each grade and subject, in accordance with the CAPS documents. These ATPs outline the specific content, learning outcomes, and assessment strategies for each term. They are developed collaboratively by our teaching staff, who possess subject-specific expertise and are approved by the school management.

2.2 Flexibility and Differentiation: While adhering to the ATPs, teachers are encouraged to exercise professional judgment and adapt the plans to meet the diverse learning needs of their learners. Differentiation strategies are employed to cater to varying abilities, interests, and learning styles, ensuring that all learners have equal opportunities to succeed.

Assessment and Evaluation:

3.1 Assessment Directives: We strictly adhere to the assessment directives issued by the Department of Education. These directives outline the assessment methods, criteria, and guidelines to ensure fair and valid evaluations of student progress and achievement.

3.2 Formative and Summative Assessment: Our assessment practices encompass both formative and summative assessments. Formative assessments are used to monitor ongoing student progress and provide feedback to guide instructional planning. Summative assessments, including tests, examinations, and projects, are conducted to evaluate overall student achievement at the end of a particular period or grade level.

3.3 Assessment Integrity and Equity: We are committed to maintaining the integrity and fairness of our assessment processes. Assessments are designed to align with the curriculum, be free from bias, and provide equal opportunities for all learners to demonstrate their knowledge and skills. Reasonable accommodations are made for learners with special needs or diverse learning requirements, as outlined in the Department of Education guidelines.

Continuous Curriculum Improvement:



4.1 Curriculum Review: The school undertakes regular reviews of its curriculum to ensure alignment with the latest CAPS documents, ATPs, and assessment directives. These reviews involve collaboration among teachers, subject experts, and school management to identify areas for improvement and incorporate emerging educational trends and best practices.

4.2 Professional Development: The school provides ongoing professional development opportunities for its teaching staff to enhance their subject knowledge, pedagogical skills, and familiarity with the CAPS documents, ATPs, and assessment directives. This enables teachers to effectively implement the curriculum and adapt to evolving educational requirements.

Conclusion:

At Union Preparatory School, we are dedicated to providing a curriculum that is aligned with the CAPS documents, ATPs, and assessment directives of the Department of Education. By following these guidelines, we aim to deliver a comprehensive and well-rounded education that equips our learners with the knowledge, skills, and competencies necessary for their future success. This curriculum policy serves as a foundation for our commitment to continuous improvement and the provision of high-quality education. Through collaborative efforts, ongoing professional development, and regular curriculum reviews, we strive to meet the diverse needs of our learners, promote excellence in teaching and learning, and foster a positive and engaging educational environment.

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal



Class placement policy

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

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal



Code of conduct policy

Code and rules of conduct

1. Introduction

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

2. Objective

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

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

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

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

3. Code of conduct, General rules

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

3.1.1. GENERAL MANNERS AND RESPECT

Learners are expected to:

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



3.1.2. GENERAL BEHAVIOUR

Learners must adhere to the following general rules:

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



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

4. **Class rules**

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

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

- 5.1 School wear: All learners must abide by regulations prescribed in **The Learners' dress code policy**
- 5.1.1 The school uniform must be worn with pride and should be clean and presentable (e.g. no missing buttons) at all times. Shoes must be polished and all items of clothing should be clearly marked.
 - 5.1.2 When wearing the school uniform, learners should not:



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

5.1.3 A neatly shaped hairstyle, tied up or cut off the collar and ears is considered part of the uniform. The hair should be clean and never cut in a way that will attract attention by being too long, too short, tinted or treated in any way. If braids are long, they must be tied up. No unusual styles may be worn.

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

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

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

5.5 Grades 3 and 4 may wear watches to school. NO SMART WATCHES THAT ARE LINKED TO CELL PHONES ARE ALLOWED. The learner has to take responsibility for the safety of their watch.

6. **Sports and extracurricular activities**

6.1 Participants in sports and extracurricular activities

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

6.1.2 Each learner is required to participate in the extra-mural program offered at the school. At least one extra-mural activity per season.

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

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

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

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

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

6.1.5.3 the team captain.

6.1.6 Although it is assumed that learners who participate in sports activities shall do so with commitment and dedication, such learners are expected also to practise self-restraint and



self-discipline. In particular, no learner may display bad sportsmanship, use foul or offensive language, get involved in fights or incidents, or engage in any foul or improper play.

6.2 Spectators and supporters at sports and other extracurricular activities

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

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

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

7. School property

7.1 'School property' includes the following:

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

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

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

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

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

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

8. School notices

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

9 School work and homework

9.1 There shall be an orderly atmosphere in the classroom at all times. Learners may not disrupt or hinder teaching.



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

10 Tests and assessments

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

11. Punctuality

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

12. Absence from school

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

13. Environment

- 13.1 Learners have the right to a safe environment and school that are conducive to education.
- 13.2 Learners may not litter on school grounds or in school buildings.



13.3 Learners who attend any school activity as spectators or supporters are expected to leave the grounds they have occupied in a neat and clean condition, and must ensure that all litter is picked up and placed in garbage bins.

13.4 Learners must leave restrooms in a clean condition.

13.5 Any action or failure by learners that constitutes or could constitute a health risk to other learners must be avoided.

13.6 The application of slogans (graffiti), stickers, posters and the like to any surface at the school is strictly prohibited, unless it is done with the principal's consent.

13.7 Learners shall comply with any reasonable instruction from the principal or educator with regard to maintaining a clean and hygienic school environment.

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

14.1 Learners may submit a written application to the governing body for total or partial exemption from one or more of the items contained in the code of conduct based on cultural, religious or medical grounds.

14.2 Such application must include full reasons as well as confirmative evidence. Therefore, the onus of proof still lies with the learner to substantiate the application for exemption.

14.3 Applications for exemption will be considered at the start of the school year only, unless the applicant can prove that the matter is urgent or necessitated by a change in circumstances.

14.4 In considering an application for exemption, the governing body shall be entitled to obtain any information that it deems necessary for a fair adjudication of the application.

14.5 The governing body shall consider the application for exemption with the necessary earnestness and responsibility, and within the framework of the Constitution and court judgements, and will inform the learner of its decision in writing.

15. RESPONSIBILITY OF PARENTS REGARDING THE CODE OF CONDUCT

- a. Support the school and encourage learners to observe the school rules and regulations and accept responsibility for their misbehaviour.
- b. Take part in the child's education and ensure completion of school work.
- c. Attend all meetings organized by the SGB.
- d. To ensure that their children receive quality education through a language of their choice (refer to the School's language Policy)

16 .THE OPERATION OF SCHOOL RULES

- (a) The Educator shall have the same rights as the parent to discipline and control a learner during any activity of the school.
- B. The content of the Code of Conduct will be spread within the school community.



- c. Discipline shall be fair, unbiased, just, corrective, consistent and educative.
- d. Discipline of learners shall not be delegated to fellow learners.
- e. Serious misconduct shall be recorded in the learners file and parents of the learner will be involved.
- f. The Principal and/or class educator can upon reasonable suspicion search a learner for weapons, firearm, stolen property, drugs and pornographic materials. A staff member of the same gender as the learner may be used for such searches and a record of what is found shall be kept.

9. PROMOTION OF THE CODE OF CONDUCT

This policy will be displayed openly in the following ways:

- (a) The SGB shall take it upon them to discuss it thoroughly with the parents during parents meetings.
- B) The code of conduct should be distributed electronically to all parents at the beginning of each school year.
- (b) A copy of the Code of Conduct must be available at the front office
- (c) The learners will be informed verbally.
- (d) Classroom rules will be pasted in the classrooms.

16. In addition to the code of conduct all school Policies must be adhered to.

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

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal



Disciplinary hearing procedures policy

Procedure for disciplinary action against learners

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

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

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

1. Disciplinary action

1.1 Minor transgressions

1.1.1 Category A misconduct

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

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

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

1.1.2 Category B misconduct

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

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

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



- d) The repair or replacement of damaged property

1.2 Major transgressions

1.2.1 Category C misconduct

Any violation of 3.12 of the code of conduct

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

1.2.2 Should the governing body opt for suspension as the only sanction, they may suspend the learner for up to seven school days.

1.2.3 Should the governing body decide to recommend to the Head of Education that the learner be expelled, the governing body may suspend such learner for a reasonable period of up to fourteen school days, pending the Head of Education's decision.

2. Preventative suspension

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

3. Disciplinary hearing

3.1 Preliminary inquiry

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

3.2 Hearing

3.2.1 The investigating officer shall draw up a charge sheet, and the parents and learner shall receive written notice of the charge and the date, time and venue of the hearing. These arrangements must be made in consultation with the disciplinary committee.

3.2.2 The notice must contain sufficient information on the date, place and nature of the alleged transgression.

3.2.3 At least five school days must lapse between the delivery of the notice and the hearing.



- 3.2.4 The governing body shall appoint the disciplinary committee. The chair of the committee must be a governing body member. The disciplinary committee shall have the power to take charge of and finalise the disciplinary hearing, as if it has been done by the governing body themselves, and shall be entitled to do everything that the governing body may do in terms of applicable legislation, including imposing and enforcing any sanction, and recommending expulsion to the Head of Education.
- 3.2.5 The learner must be assisted by his/her parent or a person appointed by the parent. In case of major transgressions, the learner is entitled to apply for representation by a legal representative or any person who is appointed by the parent of the learner. Such application must be directed to the chair of the disciplinary committee at least two school days before the start of the hearing. No other persons, apart from those mentioned above, may attend the hearing on behalf of the accused learner.
- 3.2.6 When a learner has legal representation, he/she may choose to expedite the disciplinary procedure by entering into a plea bargain with the presiding officer.
- 3.2.7 Apart from minor learners' right to testify through mediators, as envisaged in Section 8(7)–(9) of SASA, minor learners (either accused or witnesses) will also be entitled to be assisted by their parents or an educator of their choice during disciplinary proceedings. However, a person who assists a learner may not answer any questions on behalf of the learner or address the disciplinary committee.
- 3.2.8 Learners who are involved in disciplinary proceedings shall also be entitled to receive support, advice and counselling from educators who have been appointed for such purpose by the school principal or the governing body, provided that such educator may not assist the learner at the disciplinary hearing, unless the parent of the learner authorises the educator to do so.
- 3.2.9 Should the learner and/or his/her parents and/or representative fail to attend despite proper notification, the hearing may proceed in their absence.
- 3.2.10 The hearing must be fair and just, and shall be conducted in terms of the prescripts of the applicable provincial legislation. The prosecutor and learner (or the learner's representative on behalf of the learner, if applicable) must be afforded the opportunity to put their case, may put questions to witnesses, may call witnesses, and may scrutinise or table documents related to the matter.
- 3.2.11 The members of the disciplinary committee themselves shall also be entitled to call witnesses, request additional witnesses or testimony, put questions to the witnesses, or investigate or have investigated further any aspect that could promote fairness and justice.
- 3.2.12 After testimony has been heard, the committee shall decide whether the learner is guilty or innocent. For this purpose, or for the purposes of settling any dispute that may arise during the proceedings, the



committee shall be entitled to adjourn for a reasonable period of time in order to consider its ruling. Such consideration shall occur behind closed doors and may be attended by committee members only.

3.2.13 Should the learner be found guilty, both the learner and the prosecutor shall receive another opportunity to testify and/or make representations on extenuating and aggravating circumstances that the committee needs to consider in order to impose an appropriate sanction. In order to consider an appropriate sanction, the committee shall be entitled again to adjourn for a reasonable period of time. Such consideration shall occur behind closed doors and may be attended by committee members only.

3.3 Finding and sanction

3.3.1 In case of a guilty finding, the disciplinary committee's ruling, including the imposed sanction, must be communicated in writing to the learner and his/her parents as well as the prosecutor within a maximum of five school days.

3.3.2 Despite any guilty finding and sanction imposed by the governing body, any stakeholder may refer any transgression of the code of conduct that may constitute a criminal offence to the South African Police Service for investigation.

4. Internal appeal

4.1 A party who is aggrieved with the outcome of disciplinary proceedings before the governing body's disciplinary committee shall be entitled to appeal in writing to the chair of the governing body against the guilty finding, imposed sanction, or both, within 24 hours of receiving written notice of the outcome.

4.2 The notice of appeal must clearly outline the grounds for the appeal.

4.3 The chair of the governing body must appoint an appeals committee within 24 hours of receiving the notice of appeal, which committee must consist of a member of the governing body as chair, and at least two other experts. The members of the disciplinary committee who had heard the matter may not serve on the appeals committee as well.

4.4 The chair of the governing body must hand the notice of appeal to both the chair of the appeals committee and the other party to the proceedings before the disciplinary committee, and must ensure that the record of the disciplinary proceedings be made available to the appeals committee.

4.5 Within 24 hours of receiving the notice of appeal, the other party shall be entitled to make representations in response thereto to the chair of the appeals committee.



- 4.6 In considering the appeal, the appeals committee shall be restricted to considering the record of the proceedings before the disciplinary committee, the notice of appeal, and any representations that the other party may submit.
- 4.7 Any party who wishes to submit to the appeals committee for its consideration any evidence that does not form part of the record of proceedings before the disciplinary committee, must apply in writing for permission to the chair of the appeals committee. In case of the appellant, such application must be contained in the notice of appeal, and in the case of the other party, application must take place within 24 hours of receiving the notice of appeal.
- 4.8 The application to submit new evidence must contain a full explanation why the evidence had not been available or tabled during the disciplinary proceedings, must outline the nature of the evidence, and must explain in what way the evidence bears reference to the consideration of the appeal.
- 4.9 The appeals committee must announce its decision to the parties in writing within seven school days of receiving the notice of appeal.
- 4.10 In considering the appeal, the appeals committee may:
- a) set aside or uphold the disciplinary committee's guilty or not guilty finding and/or imposed sanction;
 - b) impose an alternative sanction (including a heavier sanction); and
 - c) deliver any other ruling that the appeals committee deems fair and just under the circumstances.

5. General provisions

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

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal



Educators code of conduct policy

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

1. CONTRACT OF EMPLOYMENT

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

2. RELATIONSHIP WITH THE LEARNERS

The educators shall:

- acknowledges the noble call of their profession to educate and inspire learners.
- respect the dignity, beliefs and constitutional rights of the learners, which includes the right, where appropriate to confidentiality;
- acknowledge the uniqueness, individuality, and specific needs of each learner, guiding and encouraging each to realise his full potential;
- strive to enable learners to develop a set of values consistent with those upheld in the Bill of Rights as contained in the Constitution of South Africa;
- exercise authority with fairness and compassion;
- avoid any form of humiliation, and refrain from any form of child abuse, physical or psychological; promote gender equality and refrain from any form of sexual relationship with learners or sexual harassment (physical or otherwise) of learners;
- use appropriate language and behaviour in his or her interaction with learners, and act in such a way as to elicit respect from the learners;
- Take all reasonable steps to ensure the safety of the learners; recognise where appropriate, learners as partners in education.
- Be honest and accountable in dealing with public funds and the use of public facilities and other resources effectively, efficiently and only for authorised official purposes.
- Always be punctual to school and classes for effective learning and teaching.

3. THE EDUCATORS AND THE PARENT

The educators shall:

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

4. THE EDUCATORS AND THE COMMUNITY

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

5. EDUCATORS AND THEIR COLLEAGUES

The educators shall:



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

6. THE EDUCATORS AND THEIR PROFESSION

The educators:

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

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

7. THE EDUCATORS AND THEIR EMPLOYER

The educators shall:

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

8. THE EDUCATORS AND THE SOUTH AFRICAN COUNCIL OF EDUCATORS

The educators:

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

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal



Staff dress code policy

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

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

1 Male Educators

- 1.1 Men should wear collared shirts or smart polo/golf shirts
- 1.2 No hoodies may be worn
- 1.3 Torn, Tight fitting / skinny, faded denim trousers may not be worn. 'Cargo' pants and tracksuit pants are not appropriate.
- 1.4 T-shirts without a collar are too casual, and not appropriate.
- 1.5 Headgear should only be worn as protection against the sun. Such headgear must not be worn indoors or in the classroom.
- 1.6 Shorts are not appropriate.
- 1.7 Jackets and jerseys must be smart. Tracksuit tops are not allowed.
- 1.8 Takkies/sport-trainers, rubber slip slops/thongs, casual boots are not formal enough. Shoes should be polished in keeping with expectations we have from learners.
- 1.9 The UPS Sports Co-ordinator may wear tracksuits and sporting gear.

2 Female Educators

- 2.1 "See through" or revealing clothing is not appropriate.
- 2.2 Dresses and skirts should sit on the knee or just above the knee.
- 2.3 Short skirts and dresses or skirts with slits are not allowed. This includes beachy and or dresses with thin straps and strapless dresses.
- 2.4 Shoestring tops and dresses may only be worn covered.
- 2.5 Sleeveless tops/dresses should be worn with caution- must have substantial width/coverage over the shoulders
- 2.6 Clothes that show the midriff **MAY** not be worn. Caution should be taken to length of tops which may lift inappropriately when writing on the board. Caution should be taken with neckline of tops which may lower inappropriately when bending forwards. Exposed cleavage is not allowed.
- 2.7 Takkies/sport-trainers, rubber slip slops, casual boots are fashionable, but are not formal enough. Smart "slip on" shoes are acceptable.
- 2.8 Headgear should be worn only as protection against the sun. Such headgear must not be worn indoors or in the classroom.
- 2.9 Smart and tailored $\frac{3}{4}$ pants may be worn with appropriate tops. Discretion needs to be exercised, as they can look very casual.
- 2.10 Sport t-shirts with logos and/or branding may not be worn.
- 2.11 Trousers/slacks should be tailored.
- 2.12 Torn, Tight fitting / skinny, faded denim trousers may not be worn. 'Cargo' pants and tracksuit pants are not appropriate.
- 2.13 Tights, leggings and footless tights may be worn with short skirts, T-shirt dresses and long jerseys and should be worn with discretion as appearance should always look professional.
- 2.14 Only tailored, knee length shorts may be worn with discretion.
- 2.15 Appropriate underwear must be worn and should not be visible.
- 2.16 Jackets and jerseys must be smart. Tracksuit tops are not allowed.
- 2.17 Smart sneakers (NO TRAINERS) may be worn.



3 Sports coaches

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

If an educator or any other staff member is deemed to be dressed inappropriately, she/he will be privately counselled by the principal and requested to return home in order to correct the dress code.

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal



Reading policy

UNION PREPARATORY SCHOOL READING POLICY

Purpose of a Reading Policy:

The purpose of the reading policy at Union Preparatory School is to foster a strong reading culture, enhance learners' literacy skills, and instil a lifelong love for reading among learners in Grades 1 to 4. This policy aims to create a comprehensive framework that encompasses various reading activities and strategies to support the holistic development of each learner.

Reading Policy Committee:

A Reading Policy Committee consists of the:

1. Grade 4 Language educators
2. Heads of grades 1-3
3. Head of Department
4. Principal

The committee will oversee the implementation, monitoring, and evaluation of the reading policy. This committee will meet regularly to review the effectiveness of the policy and suggest improvements based on feedback and observations.

Language of learning and teaching:

The language of learning and teaching at Union Preparatory School is English Home Language. The second language of this school is Afrikaans First Additional Language.

Schools Reading Champion:

The school reading champion will be the **Head Librarians**.

Educator role:

1. Group Guided Reading:

Teachers will conduct group guided reading sessions to provide targeted support to learners at different reading levels. These sessions will allow teachers to engage learners in discussions about the content, build comprehension skills, and address individual reading challenges. The school uses the 'New Way' reading scheme for English Home Language and 'Oxford Storieboom' for Afrikaans First Additional Language.

2. Shared Reading:

Shared reading sessions will be held regularly where teachers or guest readers will read aloud to the entire class. This promotes active listening, vocabulary development, and a shared reading experience that can



spark discussions and critical thinking. A variety of texts will be used to introduce the learners to different types of texts.

3. Reading Homework:

A balanced approach to reading homework will be maintained, focusing on developing reading skills and cultivating a habit of reading at home. Homework may include reading assignments, journaling about the reading, or discussing stories with family members.

4. Reading Intervention:

For learners facing challenges in reading, a reading intervention programme will be implemented. This programme will involve additional support, reading resources, and one-on-one or small group sessions with the school's learner support and class educator.

5. Monitoring and Evaluation:

The effectiveness of the reading policy will be periodically evaluated through assessments and feedback from teachers, parents, and learners. The Reading Policy Committee will analyse the results and make necessary adjustments to ensure the policy's continued success in achieving its goals

6. Comprehension tasks and spelling/phonics tests:

Comprehension tasks will be completed on a regular basis, either verbal or written according to the level of each grade. Weekly spelling/phonics tests will occur for English Home Language and Afrikaans First Additional Language.

Further interventions:

1. Drop All and Read Programme (DAR):

There is a 30-minute time allocation per grade on the timetable when the entire school participates in the "Drop All and Read" programme. During this time, all learners and staff will engage in independent, shared, group and other reading activities. This is conducted in English and Afrikaans. This programme aims to create a dedicated reading time that encourages learners to select books of their choice and immerse themselves in reading.

2. Donate Birthday Books to Library:

Parents are encouraged to donate a book to the school library on their child's birthday. These donated books will be tagged with the learner's name, making them a meaningful addition to the library's collection. This initiative not only enriches the library but also celebrates learners' special days in a literary way.

3. Library Access:

The school library will be open every afternoon after school hours. Learners are welcome to utilise this time to borrow books, work on assignments, or simply enjoy a quiet reading space. A librarian will be present to guide and assist learners in selecting appropriate reading materials.

Parent role:

1. Encourage Reading at Home: Parents should create a reading-friendly environment at home by having books readily available and setting aside time for family reading.

2. Model Reading Behaviour: Parents should lead by example, showing their children that reading is a valuable and enjoyable activity.



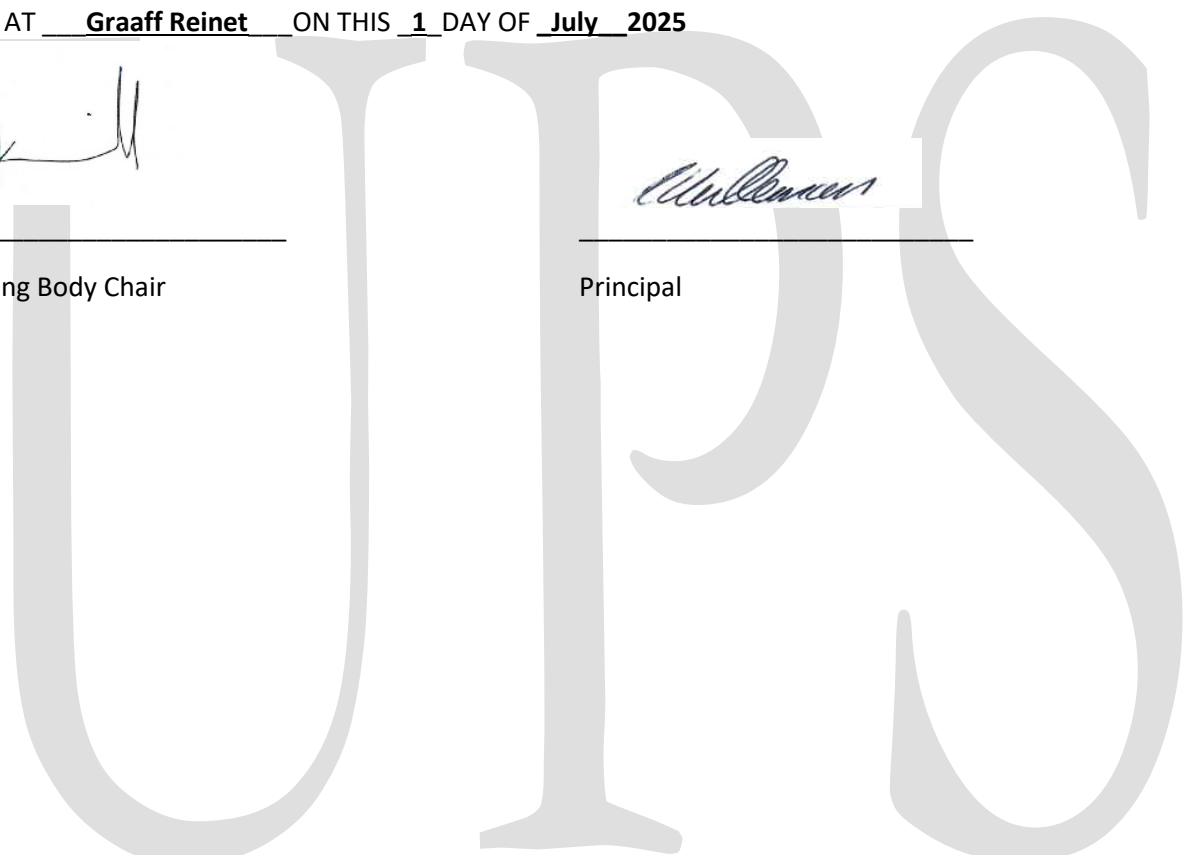
3. Support Homework: Assist with reading homework and listening to their children's reading. If the child is in an Aftercare facility that does their homework, the parent is encouraged to do the reading homework again with them.
4. Attend Parent-Teacher Conferences: Stay involved in their child's reading progress by attending meetings with teachers, discussing strengths, and identifying areas that need improvement.
5. Visit the School Library: Encourage regular visits to the school library to foster a love for books and literacy.

By implementing this comprehensive reading policy, Union Preparatory School aims to nurture a generation of confident, skilled, and enthusiastic readers who are well-prepared for academic success and personal growth.

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal





Homework policy

1 INTRODUCTION AND PHILOSOPHY REGARDING HOMEWORK

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

2 POLICY

- 2.1 Our policy, therefore is that learners should be given tasks to complete after school from Monday to Thursday afternoons. Homework over week-ends will be minimal. Except for assessment preparation, project preparation and orals when weekend tasks need to be completed as well.
- 2.2 As far as possible, the tasks should always be presented in the same format.
- 2.3 Reading aloud to their homework supervisor should always be included.
- 2.4 Learners' homework must be completed every day.
- 2.5 Written homework must be checked as completed and then signed off by the parent every day in the writing book. (The homework must not be done by the parent) Parents may assist with the planning and resourcing for projects. Parents may not construct the entire project.
- 2.6 The learner's homework diary must be signed by the parent/guardian/supervisor every day. (Educators must check that this has been done.)
- 2.7 The penalty for incomplete homework: Kindly refer to the Discipline Policy. (This is structured per grade according to grade specific requirements)
- 2.8 EDUCATOR TO APPLY LENIENCY WHEN CHILDREN PLAY SCHOOL SPORTING MATCHES DURING THE WEEK AND ONLY GET HOME LATE AFTERNOON OR EVENING. THESE CHILDREN SHOULD BE AFFORDED THE TIME TO CATCH UP MISSED HOMEWORK DURING THE WEEK OR WEEK-END.

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal



Information systems and Social Media Policy

1. Introduction

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

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

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

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

2. Philosophy

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

3. Application

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

4. Definitions

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

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

- (a) monitoring of any such communication by means of a monitoring device;
- (b) viewing, examination or inspection of the contents of any indirect communication; and

¹ Section 4(1).



(c) diversion of any indirect communication from its intended destination to any other destination.

IT – information technology.

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

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

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

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

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

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

5. General

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

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

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

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

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

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

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



6. Internet policy

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

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

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

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

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

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

7. E-mail policy

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

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

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

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

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

Use of e-mail for commercial purposes is prohibited.

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

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

8. Prohibited activities or behaviour

The following activities and/or behaviour are prohibited:

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



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

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

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

- 'Cyber-loafing' and the abuse of the employer's resources: Educators, non-educators and learners are prohibited from using the school's resources, e.g. computers, telephones, etc., for private purposes during or outside school time, thereby abusing the employment relationship.
- Creating disharmony and distributing offensive or abusive material: Educators, non-educators and learners may not circulate information that is racist, defamatory, sexist or pornographic. This constitutes gross misconduct. Racist comments are not only offensive, but create disharmony among people.
- Derogatory statements: Educators, non-educators and learners may not post or distribute derogatory and offensive messages about the school, its staff or the learners. An offender may be found guilty of bringing the school into disrepute, which could lead to disciplinary action or legal action for defamation.



- Breach of trust: Educators, non-educators and learners may not use the school's information, information systems or social media platforms in a way that breaches the school's trust.

Engaging in social media communication on behalf of the school

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

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

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

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

Postings must be kept legal, ethical and respectful.

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

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



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

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

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

Copyright laws must be adhered to.

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

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

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

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

10. Server security (if applicable)

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

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

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

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

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

11. Acceptance of personal responsibility

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



procedure of the school or procedures conducted by the Department of Basic Education. Learners who fail to comply with this policy will be subject to the school's code of conduct for learners.

12. Policy amendments

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

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal

U P S



Language Policy

UNION PREPARATORY SCHOOL LANGUAGE POLICY

1. Introduction

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

2. Factors Considered

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

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

3. Teaching and Examination

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

4. Policy on Medium of Instruction

The school is a single-medium institution.

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

5. Promotion of Multilingualism

The school promotes multilingualism by also presenting Afrikaans as a fully -fledged FIRST ADDITIONAL language subject at the school AND ISIXHOSA AS A SECOND ADDITIONAL LANGUAGE besides the medium of instruction.

This occurs as follows:

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

Single medium school: English as Home Language

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



SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal

U.P.S



Learner Support Policy

UPS has a learning support centre which provides assistance to learners who experience barriers to learning or have fallen behind in their concept development in certain learning areas.

Abbreviations

HL - Home Language

FAL - First Additional Language

SNA - Special Needs Analysis

LSEN - Learners with Special Education Needs

IPS - Individual Support Plan

SBST - School Based Support Team

DoE - Department of Education

Learning support

Learning support aims to bridge the gap between where a learner currently functions academically, and where they should be functioning, according to the expectations at their grade level. It uses a back-to-basics approach to rebuild conceptual structures and develop a solid foundation for further learning. Learning opportunities will primarily consist of concrete, practical and physical activities to promote concept formation. Support is available to learners in grades one to four. Learning support is offered for English HL and Mathematics. Support in language acquisition is offered for Afrikaans FAL.

Learner selection

Learners are selected based on the recommendations of the class and subject teachers, using a needs analysis tool. Preference is given to learners with the greatest need for support. Having a professional diagnosis or an examination concession does not guarantee a place at the support centre.

The role of the learning support teacher

- Provide a safe and stimulating environment that invites participation
- Plan and present learning opportunities aimed at developing skills and forming concepts, in accordance with the needs of the learners
- Foster a positive attitude towards learning activities
- Communication with class/subject teachers, with the SBST and with parents
- Assist class teachers with applications for concessions
- Set up concession roster and organise facilitators
- Group learners according to their needs, with a maximum of six in each group
- Create and distribute a time table
- Develop Individual Support Plans for the recommended learners
- Keep digital records of planning, ISPs, SNA forms, progress reports, concession applications and reports from other professionals
- Compile a termly progress report for each learner
- Request training for concession facilitators from the DoE

The role of class and subject teachers

- Identify and recommend learners within the class who are in need of learning support
- Conduct and keep records of in-class interventions
- Contact the parents to explain the need for support and to obtain their permission
- Complete SNA forms and apply for concessions where necessary
- Ensure that hard copies of all reports and relevant documentation is filed in the learners' files in the office and that the learning support teacher has a digital copy
- Update LSEN (learners with special education needs) learner information document on a termly basis and recommend new candidates if necessary
- Provide the LSEN teacher with a term-planner that outlines the concepts to be covered in each week of the term
- Provide the LSEN teacher with information regarding specific skills and concepts covered in class

The role of the parents

- Give consent for their child to become involved in the support centre



- Attend feedback meetings
- Heed the advice of the class teacher, learning support teacher, SBST and other involved professionals
- Complete home activities where given
- Seek further professional assistance when recommended
- Contribute to the payment of concession facilitators, if applicable

Qualifying financial factors

- There is a termly amount payable to the school for learners who are on the permanent roster.
- Up-to-date school fees are a prerequisite.

School Based Support Team (SBST)

The role of this team is to support and monitor the learning support centre and should be made up of the following people:

- Learner support teacher
- Principal
- HOD
- Representative from the governing body

The SBST must work together on concession applications and liaise with the Department of Education and DBST. Exam concessions and facilitators

Concession facilitators are appointed termly to facilitate the examination process for learners who have been granted concessions. Provisional concessions may be granted for the Term One assessment cycle, provided that the correct documentation has been submitted to the DoE before the deadline. Grade four learners with concessions take their examinations in a separate venue with a facilitator and invigilator, where necessary. Foundation phase learners with concessions take their assessments in class, with the class teacher applying the relevant concessions, unless administering the concession will draw too much of the class teacher's attention or will cause disruptions to the rest of the class. In such cases, the learner also completes assessment tasks in a separate venue. Concession facilitators must be qualified teachers, or must have a minimum of 10 years of teaching experience and must, where possible, undergo training by the Department of Education. Facilitators are paid for their time, and parents of children who have concessions are encouraged, where possible, to make a donation towards the payment of these facilitators.

Requests from parents for learning support

If a parent feels that their child will benefit from learning support, but the learner has not been recommended by the class teacher, the parents may place a request for their child to attend learning support sessions, however, placement is not guaranteed.

Needs-Analysis Tool

For referring learners to the Learning Support Centre

Learning Support Centre : Needs analysis for ENGLISH

These 3 levels are aimed at guiding teachers in deciding which children most urgently need learning support. The difficulties listed here are not the only factors, but serve as a broad guideline.

Level 1 needs - most severe

Reading and phonics

- Learners whose reading is crippling below their age/grade level.
- Learners whose phonics is exceptionally weak - they are not able to use the phonics knowledge they have been taught to encode or decode words.
- The bottom of your bottom reading group.



- Their reading and spelling skills seriously inhibit their ability to do their school work.

Level 2 needs

Application of language rules, such as

- Punctuation, Sentence construction, Tenses
- Parts of speech
- Plurals

Vocabulary development

- Second or third language speakers who don't have sufficient "baseline" vocabulary about a topic to be able to converse / perform academic tasks.

These children are also likely to be bottom group readers, but they have retained some phonics knowledge and are able to muddle their way through most of the required texts, at least somewhat independently, albeit slowly.

Level 3 needs

Learners needing assistance with higher-order tasks, such as

- Interpreting and answering comprehension questions.
- Creative writing.
- Summarising.

These learners might not be strong readers or spellers, but they can get by.

AFRIKAANS - The focus of Afrikaans sessions is language development and vocabulary acquisition, aimed at foreign nationals and children from very English homes.

Learning Support Centre : Needs analysis for MATHEMATICS

These 3 levels are aimed at guiding teachers in deciding which children most urgently need learning support. The difficulties listed here are not the only factors, but serve as a broad guideline.

Level 1 needs - most severe

Number concept development

- These learners are behind in their number concept development.
- They rely heavily on concrete methods: number grids, counters, pictures etc.
- They need to 'create' a number before they can use it.
- They struggle with counting and do not understand place value.
- They do poorly in mental arithmetic.
- They struggle with basic counting and geometric patterns.

Level 2 needs

Application of number concept to solving calculations

- They have a good grasp on the required counting and place value and their number concept development is sufficient, but they need guidance in understanding how to apply the more abstract calculation methods.



- They may revert to more concrete methods when working in higher number ranges.
- Their success with grade-appropriate counting and geometric patterns is 50-50.

Level 3 needs

Interpretation

- These learners can perform most of the required calculations with fair accuracy.
- They struggle with word problems because they battle to understand what the problem requires of them mathematically.
- They may struggle with data handling when required to analyse and compare.
- They struggle with very abstract concepts such as time.

Please note: this does not apply to learners who make careless errors due to lack of concentration. It refers only to learners who have fundamental gaps in their understanding.

The following is required from all class teachers:

- Read through the needs analysis and complete the LS application form.
- Make sure that the learners' files are up to date, containing any relevant assessments, reports, interventions, observations etc.

Forward any emailed reports to me: katierobyn@gmail.com

- Please give me a photocopy of your year end SASAMS mark sheet.

Please may EACH GRADE / relevant subject teacher provide the following:

- for English:
 - A copy of your phonics lists
 - A copy of the sight words you are covering
 - A rough term plan that shows in which weeks you plan to cover which sounds and language concepts, as well as any specific vocabulary or other relevant concepts you plan to cover.
- for Maths:
 - A rough term plan that shows in which weeks you plan to cover which concepts.
- for Afrikaans:
 - A copy of the phonics words and sight words you are covering
 - A rough term plan that shows in which weeks you plan to cover which sounds and language concepts, as well as themes you are working with and vocabulary you are covering.
- Any other specific material you would like me to incorporate into support sessions.



SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal

U P S



Learners' dress code policy

1. SCHOOL UNIFORM: GIRLS

a. **Summer**

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

b. **Winter**

- Green bobby socks
- Regulation bottle green school slacks
- White long sleeved collared school shirts
- UHS fleecy top
- UPS Bottle green v-neck jersey (with white stripes) (can only be worn underneath Fleecy Top)
- UHS scarf /UHS Beanie/ UPS buff (optional)
- Green gloves (optional)
- Green School Blanket (optional)
- Tartan Skirt with black tights (from 2024)
- Bottle Green jacket (from 2024)

c. **Sports**

- School tracksuits (also in winter) *Please note Tracksuit Tops may be worn with short bottoms but tracksuit pants may only be worn with Tracksuit top*
- Green shorts (also in winter)
- White t-shirts / golf shirts (also in winter)
- SWIMMING - Black regulation bathing costume, Bathing cap (available at clothing shop) AND PLAIN BLACK SLIPSLOPS
- Appropriate Sports/Tennis shoes should be worn to practices and matches.
- HOCKEY/TENNIS MATCHES: Green UHS Skort, Green Collared Hockey shirts, Green Hockey socks, White Sports shoes or Hockey Togs (preferably black)
- UHS branded socks may be worn to sports practices and tennis matches.
- HOCKEY: Shin-pads and Mouth guard required
- CRICKET MATCHES: UHS Branded white polo OR Cricket Polo(U11), White PT Shorts, UHS Rugby Socks; White Sports shoes. Enquire with coach re necessary safety gear.

d. **Other**

- Silver or gold plain Earring studs. NO SLEEPERS ALLOWED
- School Bag with dividers Preferably Blue, Black or Dark Green



e. **Hair**

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

Religious Wear

The school respects, embraces and upholds the Constitutional rights of all learners to practice their customs and religion, and this includes the wearing of certain garments in expression thereof.

- Thus, to ensure uniformity among the learners, the school requires that, when learners wear head covering or leggings that are worn under dresses, their colours must either be plain black or plain white.
- Head coverings or leggings that are in any other colour, or with patterns or sparkles, are considered as a fashion item and thus not part of the school uniform.

2. **SCHOOL UNIFORM: BOYS**

a. **Summer**

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

b. **Winter**

- Grey long socks
- Grey school slacks
- Long sleeved collared school shirts
- UHS fleecy top
- UPS Bottle green v-neck jersey (with white stripes) (can only be worn underneath Fleecy Top)
- UHS scarf /UHS Beanie/ UPS buff (optional)
- Pair of green gloves (optional)
- Green School Blanket (optional)
- Bottle Green jacket (from 2024)

c. **Sports**

- White P.T. Shorts (also in winter)
- White t-shirts / golf shirts (also in winter)
- School tracksuit (also in winter) Please note Tracksuit Tops may be worn with short bottoms but tracksuit pants may only be worn with Tracksuit top
- White socks (also in winter)
- Sports/Tennis shoes (predominantly white)



- SWIMMING - Black regulation bathing costume, Bathing cap (OPTIONAL) (available at clothing shop) AND PLAIN BLACK SLIPSLOPS
- Green and white striped rugby jersey with white PT shorts. Socks and takkies must be worn to and from sports practices and matches.
- CRICKET MATCHES: UHS Branded white polo OR Cricket Polo (U11), White PT Shorts, UHS Rugby Socks; White Sports shoes. Enquire with coach re necessary safety gear.
- RUGBY MATCHES: UHS Rugby Jersey, White PT Shorts. Enquire with coach re necessary safety gear.
- TENNIS MATCHES: UHS Branded white polo, White PT Shorts, white socks or UHS branded socks.

d. **Other**

- School Bag with dividers. Preferably Blue, Black or Dark Green

e. **Hair**

- Hair must be short and neatly cut.
- There may be no hair in the section around the ears. Hair may not touch the ears when it is combed straight down.
- When hair is combed down, it may not touch the eyebrows.
- Sideburns may extend up to the middle of the ear.
- Hair colour must seem natural at all times. No unnatural highlights or lowlights are allowed.

3. UNIFORM RULES AND REGULATIONS

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

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal

UNIFORMS

Summer Uniform:

GIRLS



UNISEX



On cooler days School Jersey may be worn

BOYS



School Bag with dividers
Preferably Blue, Black or Dark Green

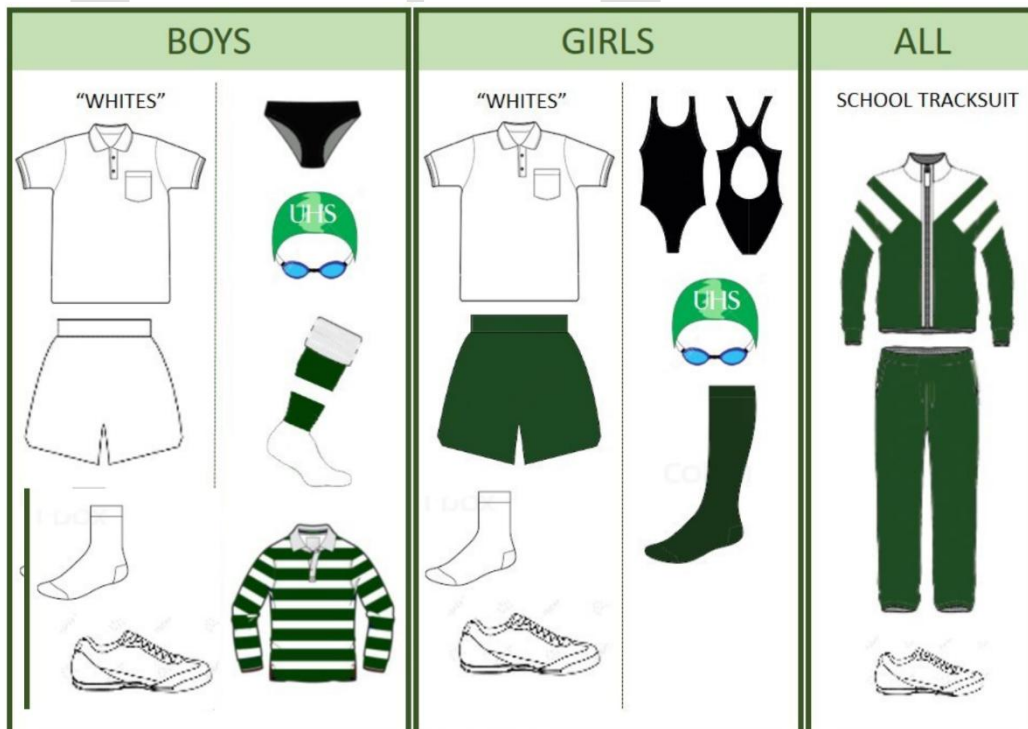


Winter Uniform:



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

Sports Practice:



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

PLEASE NOTE:



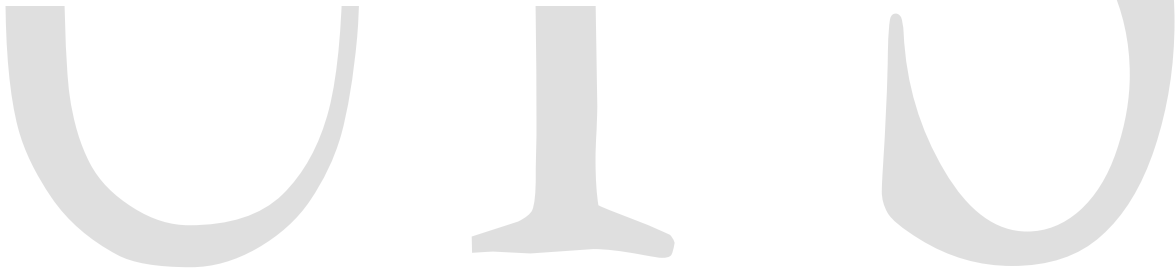
Red / Blue T-shirts are optional for Interhouse Sports fixtures

Sports Matches:

BOYS		GIRLS		ALL
<p>TENNIS</p>	<p>SWIMMING</p>	<p>TENNIS</p>	<p>HOCKEY</p>	<p>SCHOOL TRACKSUIT OVER IN WINTER</p>
<p>CRICKET</p> <p><small>*U11's wear Specific Cricket Polo</small></p>	<p>RUGBY</p>	<p>SWIMMING</p>		
<p><small>* All learners must arrive and leave sporting fixtures in full tracksuits in winter.</small></p>				

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

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





Money handling policy

1. For security and protection of all workers, only the principal and the secretary may enter the safe, which remains locked at all times.
2. All money must be placed in the lock-up money box daily
3. Only the secretary to have a key to the money boxes.
4. All monies are to be collected from children during the first 30 minutes of the school day. The collected money must be placed in the class container and returned to the secretary before 8:00 in summer and 8:45 in winter on the first day of the week.
5. The EDUCATOR must complete the collection list and count the money in the money envelope and correctly record on the class list. The secretary, upon receipt of the money, will count it, countersign that it is correct, remove the money from the container and place it in the lock-up money box.
6. All money must be banked before it reaches R5000.
7. Money drawn from the bursar for events will be kept in the locked safe. The secretary will distribute such monies to the responsible recipients. This will be co-signed for.
8. The EDUCATOR or SGB member requesting the money from the budget must reconcile the finances for the event and return all invoices, slips and change, together with a summary, breakdown or balance sheet to the bursar within 7 days of the event.
9. Money that goes missing or unaccounted for becomes, within reason, the responsibility and liability of the EDUCATOR or SGB member accepting it.
10. Money should only be requested from budget if it is going to be spent immediately.
11. If money is needed upfront for fundraising events, this needs to be requisitioned by the person needing the money in the following ways:
 - 11.1 All requisitions must be approved by the SGB fundraising portfolio
 - 11.2 Person responsible for event then needs to complete a requisition form at the UPS office.
 - 11.3 All receipts and left over money needs to be returned to the office (or Bursar) and signed for in the fundraising book which is kept by the Secretary.

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal



Music Policy

1. MUSIC LESSONS: PIANO

- Union Preparatory School offers optional piano lessons for learners from Grade 3 onward
- The Music teacher will liaise with class teachers for academic lessons missed by piano pupils. It is the pupil's responsibility to ensure that work is caught up. All piano pupils will receive at least 1x30 minute lesson per week, as well as 1x30 minute Theory lesson.
- If a Music teacher is absent, the lessons will be made up during the term. Lessons missed because of school activities e.g. sport trials, outings, camps etc. will not be made up as this impacts on academic contact time.
- Parents of Piano pupils need to ensure that their child has a piano at home for daily practice and homework.
- Pupils sign up at the start of the year and are committed for the full duration of the year.
- 20 Pupils can be accommodated by a Piano teacher.
- Preference will be given to pupils who have a piano at home and who does not need to leave the classroom for other reasons, e.g. remedial lessons.
- Pupils will be evaluated after three months. If the pupil is found not able to cope academically because of absence from class, or has not made sufficient progress, due to lack of practice at home, the parent will be alerted. If the pupil shows no improvement over the following three months, lessons may be terminated.
- Application forms will be handed out at the end of the Grade 2 year.
- Parents will be informed when placements have been finalized.

2. MUSIC LESSONS: RECORDER

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

3. MUSIC FEES:

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

4. EXTERNAL MUSIC EXAMS AND EISTEDDFODS

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



5. MUSIC HOMEWORK AND STATIONERY

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

6. CHOIR

- Union Preparatory School offers Junior choir for Grade 2 learners and Senior Choir for Grade 3 & 4.
- Choir practice takes place after school as per extramural timetable.
- Pupils sign up at the start of the year and are committed for the full duration of the year.
- Pupils may not miss a practice or performance unless excused by the teacher responsible. This should take the form of a note from the parent.

7. TEACHING MATERIAL

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

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal



Safety and Security

Union Preparatory School Safety and Security Policy

1. Introduction

This document constitutes the safety and security policy of **Union Preparatory School**, Graaff-Reinet, as approved by the governing body on (insert date). The policy has been drafted in accordance with the applicable provisions of the Constitution of the Republic of South Africa, Act 108 of 1996; the South African Schools Act, Act 84 of 1996 ('SASA'); the Regulations for Safety Measures at Public Schools (Government Gazette 22754/2001: Notice 1040); and the National Department of Health's School Health Policy ("National Department of Health Cluster: Maternal Child & Women's Health and Nutrition Sub-Directorate: Child Health National School Health Policy and Implementation Guidelines June 2002") along with other applicable legislation.

In line with the Regulations for Safety Measures at Public Schools, Union Preparatory School is a violence and drug-free school. This policy aims to give practical effect to this statement and to protect the well-being of the school's staff, learners, and visitors. The policy aims to foster a healthy school atmosphere conducive to excellent education.

2. Definitions

2.1. **'Hazardous object'** means:

- a) Any explosive substance or device;
- b) Any firearm or gas weapon;
- c) Any item, object, or instrument that may be used to cause physical harm to a person, damage to property, or temporary paralysis or loss of consciousness; or
- d) Any object that the Minister has declared a hazardous object for the purposes of SASA by way of notice in the Government Gazette, unless such object is used for educational purposes.

2.2. **'Illegal drug'** means any illegal substance with an intoxicating effect.

2.3. **'Public school grounds'** include any building, structure, hall, room, office, recreational area, land, or demarcated area under the school's control, and to which a member of the public has the right of access or may usually/may be allowed entry.

2.4. **'School activity'** means any official educational, cultural, recreational, or social activity of the school, either at or away from the school premises.

2.5. **'School principal'** means the school's principal, acting by the authority of the Department of Education and working closely with the school's governing body.

2.6. **'Supervision'** means the management and control of learners at the school and during school activities.

Other terms used in this policy shall be interpreted in accordance with the meanings assigned to them in SASA.



3. Violence and Drug-Free School

3.1. No person may:

- a) Allow the use of any hazardous object on the school grounds;
- b) Have any hazardous object on the school grounds;
- c) Store any hazardous object on the school grounds, unless in officially designated places determined by the school principal;
- d) Have any illegal drugs on the school grounds;
- e) Enter the school grounds while under the influence of any illegal drug or alcohol;
- f) Cause any form of violence or disorder that may negatively impact any school activity;
- g) Knowingly condone, ignore, conceal, encourage, or instigate the possession of any hazardous object or refuse, fail, or neglect to report the sighting or presence of any hazardous object on the school grounds to the relevant authorities or the police as soon as possible; and
- h) Cause any direct or indirect harm to anyone who attempts to expose another person trying to frustrate the prevention of hazardous objects and activities.

3.2. A police officer, or in his/her absence, the school principal or his/her nominee, may, without a warrant:

- a) Search the school if he/she reasonably suspects that a hazardous object or illegal drug is present on the school grounds;
- b) Search any person on the school grounds; and
- c) Confiscate any hazardous object or illegal drug found on the school grounds or a person in contravention of this policy.

3.3. During a school activity, no educator, parent, learner, or any other person may be in possession of or use any:

- a) Alcohol;
- b) Illegal drugs;
- c) Illegal substances; or
- d) Hazardous objects.

4. Access to School Grounds

4.1. Subject to the Constitution, applicable legislation, and national and provincial policy, the school principal may:

- a) Institute such measures as he/she deems necessary to secure the school grounds and protect the persons on the school grounds; and
- b) Order that the school grounds may only be entered in accordance with provision 4.2.



- 4.2. With regard to any order issued under provision 4.1(b), no person shall enter the school grounds without the principal's permission. For the purposes of such permission, the school principal may request the person concerned to:
- Provide his/her name, address, and any other relevant particulars;
 - Prove his/her identity;
 - Disclose whether he/she has any hazardous object or illegal drugs in his/her possession or under his/her control;
 - Disclose and uncover the contents of his/her vehicle, case, handbag, envelope, file, or any other type of container in his/her possession or under his/her control;
 - Submit him/herself or any object in his/her possession or under his/her control to a search by a person of the same sex, an electronic device, sniffer dogs, or other devices to determine the presence of any hazardous objects or illegal drugs; and
 - Hand to the school principal anything in his/her possession or under his/her control for searching or safekeeping until he/she leaves the premises.
- 4.3. Subject to the provisions of the Trespass Act (Act 6 of 1959), the school principal may at any stage remove any person from the school grounds if:
- The person enters the school grounds without the permission contemplated in provision 4.2;
 - The person refuses or fails to adhere to any step contemplated in provision 4.1(a); or
 - The school principal deems it necessary to secure the school grounds or protect the persons on the school grounds.
- 4.4. Should it be impractical to search or keep any item or object on the school grounds that may be searched or kept in terms of provision 4.2, it may be moved to an appropriate location.

5. Exemption of Certain Persons

The provisions of clause 4 do not apply to any member of a police service constituted in terms of any legislation, a member of the South African National Defence Force (SANDF), the Minister of Education, the Member of the Executive Council tasked with education in the province, or an official of the national or provincial education department who, in terms of discharging his/her duties, is expected to enter the school grounds and who delivers sufficient proof of identity to the school principal.

6. School Visits by Public Officials and Political Office Bearers

- 6.1. Subject to paragraph 7 below, members of the public, political office bearers, public representatives, and the media are entitled to visit the school in the interest of public accountability. This right shall apply, provided that no such visit shall disrupt the school and that no politicking shall be permitted. It is furthermore subject to reasonable control to ensure that education functions properly.



- 6.2. If such a visit is required, the prospective visitor shall request permission from the school principal in writing. The request must be submitted at least thirty (30) days prior to the envisaged visit, unless a shorter notice period is justifiable. The request must clearly stipulate the date and time of the visit, the reason for the visit, the names of the persons who will participate in the visit, and the aspects that will be examined. The school principal will not refuse reasonable entry to a person who submits such a written request.
- 6.3. Should the Head of Department grant written permission, the Head of Department must first consult the school principal to establish whether such a visit is feasible and will not have any major impact on the school programme.

7. Visits by Parents or Other Persons

- 7.1. Parents or any other stakeholders in the school community are entitled to visit the school, but such visits may not disrupt any school activity.
- 7.2. Apart from parents or other persons who are deemed bona fide visitors to sports, cultural, or social activities of the school, visitors must schedule an appointment with the school principal or secretary prior to the planned visit and stipulate the reasons for, and participants in, the visit.
- 7.3. Visitors are subject to the provisions of clause 4.
- 7.4. All visitors must report to the administrative secretary in the administration block of the school and must complete the visitors' book.
- 7.5. No unauthorised individual may enter the school's teaching venues, parking areas, or the school grounds, and trespassers will be prosecuted.
- 7.6. The drivers of vehicles that are allowed entry to the school grounds must complete the visitors' book at the office and may be requested to subject their vehicles to a security search.
- 7.7. Right of entry to the school is reserved, and any person who is regarded as a disruption or threat shall be immediately removed from the school grounds and may be charged with trespassing.

8. School Activities

- 8.1. The school shall implement the following measures to ensure the safety of learners during any school activity:
 - a) Subject to the availability of funds, the school will purchase insurance to cover potential accidents, injuries, medical costs, hospitalisation, and theft not covered by Section 60 of SASA.
 - b) Where practically possible, learners will be supervised by an educator at all times.



- c) Parents or other responsible adults may be requested to assist with learner supervision.
 - d) The supervisor-learner ratio should be at least one educator, parent, or other adult for every 20 learners in primary schools, and one educator, parent, or other adult for every 30 learners in high schools, ensuring that gender balance is considered.
- 8.2. The following information must be provided in writing to parents or learners participating in school activities:
- a) The objective of the school activity.
 - b) The nature of the proceedings during the activity.
 - c) A detailed itinerary/agenda, including contact details of hosts and supervising educators.
 - d) Transport, accommodation, and catering arrangements.
 - e) Information on required travel documents and immunization certificates, where applicable, including where these can be obtained.
 - f) Travel documents must be secured at least seven (7) days prior to departure.
 - g) Any other relevant information.
- 8.3. The supervising educator must submit a report to the school principal immediately after returning from a school activity if any of the following occurred:
- a) An accident.
 - b) Injury to a learner, educator, driver, or any other person.
 - c) Any misconduct by a learner, educator, driver, or any other person.
- 8.4. The report must include the following details:
- a) The nature of the incident.
 - b) The nature of the injury, if applicable.
 - c) The time, date, and location of the incident.
 - d) The procedures followed in dealing with the incident.
 - e) The name of the supervising educator.
- 8.5. The school principal must submit the report to the official who approved the school activity and the governing body.
- 8.6. Parents must provide written consent for learners to participate in cultural, recreational, or social activities. No learner may participate without such consent.
- 8.7. No learner may participate in physical activities, including sports, games, if:



- a) The school principal believes the activity may put the learner's health at risk.
- b) The parent believes the activity may put the learner's health at risk.

8.8. The school principal must ensure that learners are informed about the hazards and safety measures related to water activities.

8.9. The safety measures for water activities apply to swimming pools, rivers, dams, and the ocean.

8.10. During any swimming or water-related activities, the school principal must ensure proper supervision.

8.11. If the school grounds include a swimming pool:

- a) The swimming pool must be properly fenced and locked when not in use. The grounds staff and swimming coaches to ensure that the swimming pool is locked.
- b) Learners may only enter the pool area under strict supervision.
- c) Swimming activities may only occur when trained lifeguards or coaches are present.
- d) The school principal must ensure that safety notices are displayed around the swimming pool area.

9. Restricted Areas

9.1. The following areas are off-limits to learners unless accompanied by an educator or authorised personnel:

- a) Classrooms during breaks.
- b) The staff room.
- c) Parking areas.
- d) Ground staff rooms.
- e) Admin offices, unless authorised.
- f) Sports fields during school hours (except during breaks), unless supervised for educational purposes.
- g) Gardens and flower beds.
- h) The swimming pool and surrounding area.
- i) The UPS and UHS Astros.

9.2. No learner may enter these areas without permission. Trespassers will be subject to disciplinary action as per the school's code of conduct.

9.3. The school accepts no liability for any damage or loss incurred as a result of trespassing.



10. Transport

10.1. If a school activity requires learner transport, the school must complete and submit the required application form to the Department of Education.

10.2. If the school uses its own vehicles for transport:

- a) The vehicles must be insured and have certificates of roadworthiness.
- b) The drivers must have valid licenses and professional driving permits.

10.3. If the school uses vehicles owned by a company or private individuals:

- a) The company or owner must provide proof of insurance and roadworthiness for each vehicle.
- b) Passenger liability insurance must be provided.
- c) Drivers must have valid licenses and professional driving permits.

10.4. Each vehicle used for learner transport must be equipped with a fire extinguisher.

10.5. The school principal, supervising educator, or governing body member must intervene if there are doubts about the vehicle's roadworthiness or the driver's competence.

10.6. The school principal, supervising educator, or governing body member must report any accident to the police within 48 hours if the vehicle driver or owner fails to do so.

10.7. No learner may be transported to or from a school activity without signed parental consent.

11. Emergency or Fire Procedures

11.1. The School Principal's Checklist:

- a) Assess and manage risks and hazards on the school grounds.
- b) Appoint a nominee in the principal's absence.
- c) Establish relations with local police and fire brigade.
- d) Review the emergency plan annually with police and fire brigade.
- e) Review the emergency plan annually with staff, including specific responsibilities.

11.2. Emergency Information Sheets:

Each learner's homework book must contain an emergency information sheet with contact details for relevant emergency services. Enlarged copies must be prominently displayed on school grounds.



11.3. Emergency Evacuation:

- a) The Safety Committee must ensure that the school has an up-to-date evacuation plan, including evacuation routes, procedures, and a school map indicating the location of fire extinguishers. This plan must be prominently displayed in offices and classrooms and practised each term.
- b) The local fire chief should assess the evacuation procedure annually, if possible.
- c) The Safety Committee must ensure the school is equipped with regularly serviced fire extinguishers, and fire alarms must be audible across the school grounds. The principal must ensure that staff are trained in the use of fire extinguishers.
- d) The medical/health officer must ensure the school has a fully stocked first-aid kit. Medication may only be administered as per Clause 15.
- e) The governing body must issue an annual circular detailing emergency procedures, including instructions for parents. Parents should be encouraged to undergo voluntary first-aid training.

11.4. Basic guidelines for evacuation:

- a) Evacuate by brisk walking or driving away from the school grounds.
- b) Use primary evacuation routes indicated on the emergency plan.
- c) Keep emergency vehicle routes unobstructed.
- d) Stay calm and reassure others.
- e) Confirm everyone is present; report missing persons to the principal.

11.5. In case of a crime on school grounds:

- a) Inform the police immediately.
- b) Care for victims as far as possible.
- c) Identify parties involved and any eyewitnesses.
- d) Restrict access to the crime scene until police arrive.
- e) Do not attempt to disarm any individual.

11.6. In case of fire:

- a) The principal or nominee must inform the fire brigade.
- b) Swiftly evacuate the school.
- c) Learners must close all windows.
- d) Evacuate via primary routes on the emergency plan.
- e) Confirm all are evacuated; report missing persons to the principal or fire brigade.
- f) Do not re-enter the building until declared safe.



11.7. In case of a violent or armed individual:

- a) No evacuation; instruct everyone to lie down flat.
- b) Lock doors and close windows/curtains to eliminate outside visibility.
- c) The principal or nominee must contact the police.
- d) Do not attempt to disarm the individual.
- e) Remain with learners until the situation is defused.

11.8. In case of bomb threats:

- a) The principal must inform the police.
- b) Do not touch suspicious objects.
- c) If the alarm sounds, evacuate immediately.
- d) Learners must open windows, gather belongings, and move to the designated area via the prescribed route.
- e) Do not take items that do not belong to you.

11.9. In case of medical emergencies:

- a) Medical emergencies may occur on the sports field or in the school building.
- b) The injured person must not be moved until a medical officer's permission is obtained.
- c) The medical/health officer must maintain proper records of all medical emergencies.

12. Permission to Leave the School Before the End of the School Day

12.1. If a learner needs to leave school early, the parent/guardian must send a letter requesting permission, stating the reasons and date.

12.2. The admin office keeps a record of all learners who leave early, including:

- a) The name of the learner.
- b) The learner's grade.
- c) The name of the person who fetched the learner.
- d) The time, date, and reason for early departure.

12.3. If someone other than the learner's parent fetches them, they must provide evidence of parental authorisation. The school must confirm the authorised person is known to the learner and contact the parent if there is doubt about the person's identity.

12.4. The school shall inform parents well in advance if the school plans to close earlier on any given school day.



13. Medication

- 13.1. Parents are requested to inform the school in writing of any medical condition that a learner may have.
- 13.2. If a learner needs to carry a doctor's prescription with him/her, the parent(s) must provide both the learner and the supervising educator with certified copies of the prescription.
- 13.3. If a learner takes medicine and will need it in the course of a school activity, the parent(s) must ensure the learner has sufficient quantities of the medication with him/her for the duration of the school activity.
- 13.4. If parents require the school to administer certain medicine to their child, they must sign the appropriate consent form.
- 13.5. Parents will be informed in detail of any trip to or through a high-risk disease area for the purpose of a school activity.
- 13.6. If learners sustain injuries or fall ill during a school activity and need medical treatment, the supervising educator must:
 - a) Immediately contact and inform the parents.
 - b) Take all necessary steps to liaise with the parents concerned in order to obtain permission for such medical treatment.
 - c) Establish whether permission is needed for such medical treatment if the parents cannot be contacted.
- 13.7. All staff must ensure adherence to standard preventative measures in dealing with blood or body fluids

14. Health

- 14.1. Upon application for admission, the parent must provide evidence of the learner's immunisation against polio, measles, tuberculosis, diphtheria, tetanus, and Hepatitis B.
- 14.2. In accordance with the Health Department's School Health Policy, health assessments will be conducted on new Grade 1 to 4 learners who were not assessed in Grade R (applicable to primary schools only). The following assessments will be conducted:
 - a) Ear test
 - b) Eye test



- 14.3. The following procedures serve as guidelines in coordinating applicable responses to manage reported cases of confirmed (according to laboratory tests) and/or suspected cases of communicable (transmittable) diseases, such as meningitis, influenza A H1N1 (swine flu), measles, tuberculosis, cholera, and food poisoning among staff, educators, and learners:
- a) Information and educational communication material on the causes, symptoms, and preventative measures regarding communicable diseases must be distributed among staff, learners, and parents. This may occur in the form of pamphlets, posters, presentations, and seminars.
 - b) Ongoing counselling on basic hygiene must occur, such as holding one's hand in front of the mouth when coughing/sneezing, regularly washing hands, and avoiding close contact with infected persons.
 - c) Ill learners and staff are requested to stay home until they have recovered. Should they develop any worrying symptoms, such as breathing difficulties, serious dizziness, or paleness, they must consult a doctor immediately.
 - d) Health officers must be invited to address learners, parents, and staff in the case of serious disease or epidemic outbreaks. This must be done to allay the community's fears and misconceptions and to offer advice on preventative measures.
- 14.4. Reporting Confirmed or Suspected Cases:
- a) Parents must inform the school principal of any chronic medical condition their child may suffer from that could increase the child's risk if they contract a communicable disease.
 - b) Parents must report any communicable disease with which their child is diagnosed to the school principal.
 - c) Should any learner complain of feeling sick, this must be regarded as serious.
 - d) Learners who fall ill or show symptoms of a communicable disease at school must be confined to a sick bay (in isolation, if needed) until their parents come to fetch them from school.
 - e) Parents are requested to keep ill children at home until they have recovered.
 - f) The school principal must report any confirmed or suspected cases of communicable diseases to the district office.
 - g) Information on the learner, the condition, date of diagnosis, health institution, and other relevant data must be noted and stored safely.
 - h) Confidential medical information will always be treated as such, and no learner shall be stigmatised.
 - i) The school principal must monitor abnormal school absenteeism or any sign of escalated symptoms of communicable diseases among staff and learners.



14.5. After consulting the relevant provincial and/or district officials, the school principal may issue a notice to inform parents of the outbreak of a disease at the school, as well as the steps already taken to prevent its further spread.

14.6. In certain cases, the administration of preventative medicine to persons who have been in close contact with infected individuals may be ordered. In such cases, parents may be requested to grant permission/indemnification for the administration of the medication by a qualified health practitioner. If the parents cannot be reached, the school principal shall act in loco parentis.

14.7. A copy of the document “Recommendations for the Control of Common Communicable Diseases in Educational Settings” by the National Institute for Communicable Diseases (see the FEDSAS website under “Documents – Useful Information – Other Information”) may be obtained from the school’s medical officer, and staff, learners, and parents are requested to familiarise themselves with the contents thereof.

14.8. HIV/AIDS: See the school’s HIV/AIDS policy.

15. Health Education

15.1. Health education is an important part of the school’s health activities and offers the best opportunity to influence learners’ immediate and long-term health behaviour. Health education and the promotion of health activities shall be integrated with the school curriculum as far as possible.

15.2. Issues covered by the promotion of health and education include the following:

- a) Life skills
- b) Child abuse
- c) High-risk behaviour, including drug abuse and violence
- d) Road safety and general safety in households and communities
- e) Environmental health, including water and sanitation
- f) A healthy lifestyle

Any person who contravenes this policy may be removed from the school grounds.

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal



Religious policy

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

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

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

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

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

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

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

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

Definitions

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

'Religion education' – refers to a curricular programme with clear and age-related educational objectives that the Department of Education prescribes for the teaching and learning of religion, religions and religious diversity in South Africa and the world. The study of religion must be aimed at achieving identifiable educational objectives



that are in accordance with the objectives and outcomes of other learning areas, and, as with other learning areas in the curriculum, programmes in Religion Education must contribute to the development of fundamental observation, listening, reading, writing and reasoning skills.

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

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

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

Mission of the school

Religious policy of Union Preparatory School

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

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

Religion education will take place in accordance with the National Policy on Religion and Education. This education forms part of the learning area Life Skills and Personal and social well-being

Such education will take place from the school’s perspective, as outlined in its mission and vision.



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

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

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

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal



Learning and Teaching Support Material (LTSM) Policy

Introduction

The Learning and Teaching Support Material (LTSM) policy at Union Preparatory School is designed to ensure that all learners have access to the necessary resources to support their education. This policy aligns with the Department of Education's requirements and aims to facilitate the effective management, procurement, and utilisation of LTSM.

Objectives

1. To provide all learners with equitable access to high-quality LTSM.
2. To ensure the effective management and distribution of LTSM.
3. To support teaching and learning by providing relevant and up-to-date resources.
4. To align with the Department of Education's requirements and standards.

Scope

This policy applies to all LTSM used at Union Preparatory School, including textbooks, workbooks, teacher guides, digital resources, and other teaching aids.

Legal Framework

This policy is informed by the following legal frameworks:

1. Section 6 of SASA.
2. Circular 0051/2013 (WCED)
3. Public Finance Management Act (Act No 1 of 1999)

Roles and Responsibilities

School Management Team (SMT)

1. Ensure the implementation of the LTSM policy.
2. Oversee the procurement and distribution of LTSM.
3. Monitor the usage and condition of LTSM.
4. Ensure compliance with Department of Education requirements.

LTSM Committee

1. The principal is the accountable officer for the management of LTSM at the school.
2. Responsible for the procurement, distribution, inventory and monitoring of LTSM.
3. The committee consists of the principal, the Textbook Control Officer (TBCO), an Assistant Textbook Control Officer, and the coordinating grade heads.
4. Report to relevant stakeholders, such as the School Governing Body (SGB), SMT, and the Department of Education.

Stationery Officer

1. Responsible for ordering and distributing stationery within the school.



2. Ensures all departments have adequate supplies to support teaching and learning.
3. Maintains records of stationery inventory, distribution, and usage.
4. Reports any shortages or procurement needs to the SMT

Teachers

1. Use LTSM effectively in the classroom.
2. Report any shortages or issues with LTSM.
3. Take responsibility for the care and maintenance of LTSM.
4. Ensure learners use LTSM responsibly.

Learners

1. Take care of the LTSM issued to them.
2. Return LTSM in good condition.
3. Report any loss or damage to LTSM immediately.

Parents/Guardians

1. Support the school in ensuring learners take care of LTSM.
2. Report any issues with LTSM to the school.
3. Responsible for the costs involved in replacing lost or damaged LTSM for which their child was responsible.

Procurement of LTSM

1. The school will follow the procurement guidelines set by the Department of Education.
2. LTSM will be selected based on relevance to the curriculum, quality, and cost-effectiveness.
3. The procurement process will involve input from teachers and SMT to ensure the selected materials meet the educational needs of the learners.
4. Procurement involves obtaining three quotes, an invoice and proof of delivery.

Distribution of LTSM

1. LTSM will be distributed to learners at the beginning of each academic year or term.
2. An inventory system will be maintained to track the distribution and return of LTSM.
3. Learners and parents/guardians will be required to sign for the receipt of LTSM.

Management and Maintenance of LTSM

1. Teachers will conduct regular checks to ensure LTSM is in good condition.
2. Lost or damaged LTSM must be reported immediately. The school may require parents/guardians to replace or pay for lost or damaged items.
3. The school will maintain a record of all LTSM, including details of any loss or damage.

Text Book Control System

1. A record of textbooks must be administered by the TBCO, including the number of books issued by title and grade, the number of books in storage, and the total number of books in the school.
2. A record must be kept of textbooks received, lost, and replaced.
3. The TBCO must submit an annual summary report to the LTSM committee at the beginning of each academic year, which will be sent to the SGB, on the number of textbooks issued and the number returned for each grade and subject for the previous year. The report should contain the retrieval rate and recommendations to improve this.



4. The retrieval rate calculated by the school must be captured on the 4th Quarter School Improvement Monitoring (SIM) instrument by the principal.
5. A copy of this summary must be kept in an LTSM file by the school principal and must be signed by the principal and SGB chairperson for record purposes.

Disposal of Outdated or Damaged LTSM

1. Outdated or damaged LTSM will be disposed of on a yearly basis.
2. The disposal of any outdated or surplus textbooks or workbooks is subject to approval by the school's LTSM committee, disposal committee, SGB, and the Circuit Manager.
3. Full details and records of the disposal transactions must be kept for audit purposes.
4. In the event that books are donated to any organisation or school, detailed records must be kept.
5. Permission will be requested to recycle textbooks to generate income for the school.

Monitoring and Evaluation

1. The SMT will regularly review the LTSM policy and its implementation.
2. Feedback from teachers, learners, and parents/guardians will be used to improve the policy and its implementation.
3. The school will conduct an annual audit of LTSM to ensure compliance with the policy and Department of Education requirements.
4. The school principal will report on textbooks and LTSM on a quarterly basis through the School Improvement Monitoring (SIM) report.

Compliance with Department of Education Requirements

1. The LTSM policy will comply with all relevant Department of Education guidelines and standards.
2. The school will ensure all LTSM are approved by the Department of Education.

Review of Policy

This policy will be reviewed annually, in January, to ensure it remains relevant and effective. Any changes to the policy will be communicated to all stakeholders. The policy will be workshopped with educators at the start of each academic year, and class educators will explain the procedures to their classes.

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal



Recruitment of new educators policy and procedure

POLICY REGARDING THE RECRUITMENT, SELECTION AND APPOINTMENT OF ADDITIONAL EDUCATORS²

1. Introduction

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

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

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

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

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

2. Scope of applicability

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

3. Eligibility

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

- be a South African citizen, a permanent resident or be in possession of a valid work visa;
- be registered with the South African Council for Educators (SACE) or be able to deliver proof of provisional/conditional registration;

² See the legal opinion "Appointment of additional staff to the state's establishment" available on www.fedsas.org.za.



- meet the minimum requirements for a post as set out in the applicable advertisement; and
- furnish proof that his/her name does not appear on the National Child Protection Register or the National Register for Sex Offenders.

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

4. Identifying vacancies

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

5. Recruitment

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

6. Advertisement

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

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

All advertisements must include the following directives:

- All copies of documents must be certified as a copy of the original document.
- The application must be accompanied by a detailed curriculum vitae and all other relevant supporting documents.
- Applications received after the closing date will not be considered

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



- Non-compliance with any of these directives constitutes fair and reasonable grounds to disqualify an applicant.

7. Shortlisting and interviewing

The governing body or the designated governing body committee must adhere to the following procedure:

- (i) Creating a master list of all applicants;
- (ii) clearly indicating on the master list whether the application is complete; and
- (iii) indicating whether or not the applicant meets the minimum requirements for the available post.
- (iv) Only short listed candidates will be contacted

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

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

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

Shortlisted candidates must be given adequate notice of their interviews. (1 ONE week minimum)

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

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

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



8. Appointment

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

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

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

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

9. Policy amendments

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

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal



School attendance policy

1. Absence without valid reason is unacceptable and will be followed up promptly
2. If a learner is absent or will be absent the parent should phone the secretary, principal or send a note to school with an explanation for the absence. The parent may also inform the class educator via WhatsApp. (Refer to point 15)
3. Class register will be marked once per day. (Class educator)
4. If a learner is absent without any notification from the parent, the school will phone the parent to enquire (School secretary)
5. The school will assist a learner, during absence, to stay abreast of work done, by making work available to the parent to take home. When learner returns to school, every effort will be made to help the learner to catch up and write assessment tasks which have been missed. (Class educator)
6. Class registers must be taken to the secretary's office on Friday mornings before 9:00 to be entered onto the computer system
7. If a learner is absent without explanation for three consecutive school days, it must be brought to the principal's attention. This must be followed up with the parent
8. If a class educator is absent, the register must be marked by a substitute educator or another member of staff
9. Registers must be made available to an authorised official upon request
10. Electronic data must be printed at the end of each month and signed by the principal for audit purposes
11. If, despite the intervention of the principal a learner persists in being absent without valid reason the learner must be charged with breach of the school's code of conduct for learners or the learner's record in the class register must be cancelled if the learner is absent for more than ten consecutive school days
12. A record of communication with the parent must be kept in the learner's file
13. A learner may not be marked absent on a day when the school is temporarily closed, i.e. for sport or religious events
14. For any other details, the POLICY ON LEARNER ATTENDANCE, provided by the Department of Education, should be consulted. The booklet is kept in the principal's office, as well as in that of the secretary.
15. A learner is marked absent by means of codes supplied by the SASAMS system, which provides a comprehensive list of reasons for absenteeism from school.

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal



Schools annual events and procedures

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

Persons responsible for these events are expected to:

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

EVENTS

Event	Responsible Staff Member	SGB involvement	Other
New parents orientation	Grade 1 Educators Principal	SGB in-charge Chairperson address in dome	Takes place the day before the school year starts Format: Address in Dome; School tour; End with tea at Union
Parents Information Evening	Principal to co-ordinate All Educators		Must occur in week 3 of Term 1 Format: Parents to meet Educator in relevant classes.
Inter-house Athletics Meet	Junior Sports Co-ordinator		
Founders Day: Father & son cricket	Junior Sports Co-ordinator		
Founders Day: Moms & Daughters Hockey	UPS Head of Hockey Junior Sports Co-ordinator		
Inter house Gala	UPS Head of Swimming & Junior Sports Co-ordinator		
Inter-schools Gala vs Volkskool	UPS Head of Swimming		
UPS U/10 Hockey Festival	UPS Head of Hockey, Junior Sports Co-ordinator		
Grandparents Tea	UPS Head of Music	Liase with Head of Music re theme Décor Food & Serving	
Music Hour	UPS Head of Music		
Grade R info evening	Head of Foundation Phase & UHS PR Manager	SGB – (booklets)	
Inter-schools Hosting	All Educators	All SGB	Bi-annually
• Assembly	Assigned Educator		
• Fundraising	All Educators	SGB – Fundraising Chair	Mobilise parents Form a committee with representative Parent from each Grade
School Concert	UPS Head of Music		Bi-annually
Parents Workers Day	SMT Principal	Letter to parents Assigning of tasks	2 weeks prior to the event the SGB should receive a “Wish list” from the school

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

Special Assemblies

Term 1	Subject to change	SGB Chairperson Address	Prizegiving: Athletics
Term 2	Subject to change	SGB Chairperson Address	Prizegiving: Swimming
Term 3	Subject to change	SGB Chairperson Address	Prizegiving: Hockey/Rugby
Term 4	Subject to change	SGB Chairperson Address	Prizegiving: Special Awards Academic & Cultural & Sport

An overview of the year, SGB Chairpersons report, must also be written annually for the School Magazine.

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025



Governing Body Chair



Principal



SGB Code of conduct

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

GENERAL CONDUCT OF GOVERNING BODY MEMBERS

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



FINANCIAL MATTERS

2. The governing body must:

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

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

3. Governing body members:

- 3.1 may not make statements to the media or to any person, or provide the media or any person with information relating to the governing body, any member of the governing body, the school, a parent, a learner or any employee of the public school, unless it is done in terms of the approved policy or rules of the governing body;
- 3.2 may not disseminate false information or make unsubstantiated allegations about the governing body or any member of the governing body, the school, a parent, a learner or any employee of the school;



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

CONDUCT WITH REGARD TO THE EMPLOYEES OF THE SCHOOL

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

DUTIES OF GOVERNING BODY MEMBERS RELATING TO GOVERNING BODY MEETINGS

5. Members of the governing body must:
 - 5.1 meet at least once every school term;
 - 5.2 at least once a year meet with each of the following groupings:
 - 5.2.1 parents;
 - 5.2.2 learners;
 - 5.2.3 educators; and
 - 5.2.4 other staff;
 - 5.3 at least once a year report to parents, learners and educators;
 - 5.4 minute all meetings;
 - 5.5 attend all meetings held by the governing body, or governing body subcommittees on which they serve; and



- 5.6 thoroughly apply their minds to and consider matters that are to be addressed at governing body meetings.

MISCONDUCT

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

PROCEDURE IN THE EVENT OF ALLEGED MISCONDUCT

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

APPOINTMENT OF REVIEW COMMITTEE

8. The following procedure must be followed in the appointment of a review committee:
- 8.1 At its meeting contemplated in Clause 7.5 and 7.6, the governing body must appoint a committee comprising at least three persons to probe the allegations against the member.



8.2 The governing body may also appoint non-governing body members as members of the committee referred to in Clause 8.1.

8.3 The committee must:

8.3.1 within a reasonable time of its appointment, provide the accused member with a written description of the allegations of misconduct made against him/her;

8.3.2 allow the member an opportunity to make written representations within 7 days of the date on which he/she has received the written description of the allegations of misconduct;

8.3.3 consider such representations; and

8.3.4 make a recommendation to the governing body.

RECOMMENDATION BY THE REVIEW COMMITTEE

9.1 The committee may recommend that:

9.1.1 the member be absolved from guilt because of a lack of evidence that the allegations of misconduct levelled against him/her are indeed true;

9.1.2 the member be reprimanded; or

9.1.3 a recommendation be made to the head of the provincial education department to suspend the member from, or terminate his/her membership of, the governing body.

9.2 If the committee recommends suspension from, or termination of membership of, the governing body, as envisaged above, and the governing body accepts such recommendation, the governing body shall immediately send all documents relating to the matter to the head of the provincial education department for a final decision.

DECISION BY THE HEAD OF THE PROVINCIAL EDUCATION DEPARTMENT

10.1 On receipt of the governing body's recommendation, the head of the provincial education department must:

10.1.1 consider all documents referred to him/her;

10.1.2 ascertain that the procedure as stated in Clause 8 was indeed followed;

10.1.3 consider the merits of the matter; and

10.1.4 make a decision whether to confirm or reject the recommendation of the governing body.

10.2 If the head of the provincial education department confirms the recommendation of the governing body, he/she must:

10.2.1 as soon as possible inform the member accordingly in writing;

10.2.2 supply written reasons for his/her decision; and



10.2.3 inform the member of his/her right of appeal against the decision to the Member of the Executive Council responsible for education.

10.3 Whilst awaiting the finalisation of the appeal, the member may not partake in governing body activities.

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

11.1 The appeal must:

11.1.1 be lodged within 7 days of the date on which a written decision of the head of the provincial education department has been received;

11.1.2 be lodged in writing; and

11.1.3 supply clear reasons for the appeal.

11.2 The Member of the Executive Council must:

11.2.1 consider the appeal; and

11.2.2 confirm or set aside the decision of the head of the provincial education department.

11.3 Whilst awaiting the finalisation of the appeal, the member may not partake in governing body activities.

FAILURE BY THE GOVERNING BODY TO ACT AGAINST ITS MEMBERS

12.1 The head of the provincial education department may instruct the governing body to act against the members as contemplated in Clause 9 above within 7 days, should it appear that:

12.1.1 a member or members of the governing body has/have violated the Code;

12.1.2 the alleged breach is prima facie of a sufficiently serious nature to warrant a suspension from, or termination of membership of, the governing body; and

12.1.3 the governing body has failed or has been unable to take action against the member or members.

12.2 If the governing body fails to act within 7 days, the head of the provincial education department may on reasonable grounds suspend, or terminate the term of office of, the member or members of the governing body.

12.3 The head of the provincial education department may not act in terms of Clause 12.2, unless he/she has:

12.3.1 given the member or members of the governing body who has/have committed the breach, written notice of his/her/their intention of suspending the member or members from the governing body, or terminating his/her/their term of office;

12.3.2 outlined the alleged breach, and supplied reasons for his/her/their intention;

12.3.3 allowed the member or members an opportunity to make representations to him/her relating to such breach and the head of the provincial department's intention, within 7 days of receipt of the abovementioned notice; and



12.3.4 given due consideration to any such representations received.

12.4 When the head of the provincial education department acts in terms of Clause 12.2, he/she must:

12.4.1 take account of the procedure contained in Clauses 12.3.1 and 12.3.2; and

12.4.2 inform the member or members of his/her/their right of appeal against the decision to the Member of the Executive Council responsible for education.

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

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal



SGB Constitution

CONSTITUTION OF THE GOVERNING BODY OF UNION PREPARATORY SCHOOL

1. Name:

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

2. Status:

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

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

3. Objectives:

The objectives of the governing body are –

3.1 the able, responsible and cost-effective governance of the school;

3.2 the promotion of the best interests of the school;

3.3 the maintenance and development of the vision, mission and policy of the school;

3.4 the promotion of the highest possible quality of education to the learners of the school;

3.5 the exercising of all the rights, powers and responsibilities of the governing body as imposed by South African Schools Act, 1996, the (name of provincial education act), appropriate regulations and provisions, appropriate national and provincial legislation and the provisions of this Constitution;

3.6 the maintenance of the rights of all learners, parents, educators and other staff members attached to the school;

3.7 the development and promotion of the responsibility of parents, educators, other staff members and learners for the organization, control and financing of the school in partnership with the State;

3.8 the raising of funds for purposes of effective governance of the school;

3.9 the control and management of all funds and assets of the school;

3.10 the maintenance of order and discipline at the school.

4. Membership:

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

4.2 The election of members of the governing body will take place in accordance with the provisions of the South African Schools Act, 1996 and the (name of provincial education act) and the applicable regulations promulgated in terms thereof.



4.3 The governing body is entitled to co-opt additional members.

4.4 The term of office of members of the governing body is as prescribed in the South African Schools Act, 1996 and the (name of provincial education act) and the applicable regulations promulgated in terms thereof.

5. Rights, Powers and Responsibilities:

5.1 The governing body is entitled to and performs all the rights, powers and responsibilities granted to it in terms of the applicable legislation and which is reasonably necessary in order to give effect and to perform all such rights, powers and responsibilities.

5.2 Where necessary specific rights, duties or responsibilities will be exercised on behalf of the governing body by the chairperson or such other member or members authorized by the governing body to do so.

6. Office Bearers:

6.1 At the first meeting of the governing body the members present must elect the following office bearers:

6.1.1 chairperson;

6.1.2 treasurer/finance;

6.1.3 secretary;

6.1.4 marketing & fundraising;

6.1.5 sport;

6.1.6 MKH hostel;

6.2 The office bearers of the governing body exercise all the rights, duties and responsibilities which may be required of them in terms of the Constitution.

6.3 The chairperson of the governing body will act as chairperson of all meetings of the governing body as well as all meetings of the governing body with learners, parents or staff members of the school.

6.4 In the absence of the chairperson or in the event of the chairperson not being able to carry out his/her duties as chairperson, the governing body must appoint another member as chairperson during the period of absence or inability of the chosen chairperson

6.5 The term of office of the office bearers of the governing body is as prescribed in the South African Schools Act, 1996.

7. Meetings:

7.1 The governing body meets as regularly as circumstances require but not less than once every school quarter.

7.2 The chairperson has a discretion to convene meetings of the governing body and to determine the date, time and venue thereof but he is obliged, if requested to do so in writing by at least four members of the governing body, to convene a meeting of the governing body.

7.3 The secretary or someone else instructed by the chairperson must give at least fourteen days' (or such shorter period as the governing body may unanimously approve) notice of any meetings of the governing body and such notice must be given to all members of the governing body.

7.4 In the case of a matter which the chairperson considers to be urgent, only 24 hours prior notice of a meeting need be given to the members of the governing body.



- 7.5 Unless unanimously agreed otherwise by the governing body, notices of all meetings of the governing body must be in writing and accompanied by the following:
- 7.5.1 an agenda;
 - 7.5.2 the minutes of the previous meeting, if applicable;
 - 7.5.3 all other information that is reasonably required to enable members of the governing body to prepare properly for the meeting.
- 7.6 The secretary or such other person appointed for this purpose by the governing body, records the proceedings at all governing body meetings. If requested to do so, the secretary will provide a copy of the minutes to the Head of the Provincial Education Department.
- 7.7 The minutes of the proceeding of a governing body meeting must be approved by the governing body at the next meeting and will at all times be available for inspection by members of the governing body and the Head of Education in the province.
- 7.8 Anyone who is not a member of the governing body may, by invitation of the governing body, attend a governing body meeting and may take part in the discussions and may address the governing body should the duties of the governing body require it. Such person will however not have a vote during the meeting and has to leave the meeting when the governing body so decides.
- 7.9 The governing body may demand that any staff member of the school attends the meeting of the governing body in connection with any matter that has to do with the functions of the governing body.
- 7.10 The majority of the number of members of the governing body forms a quorum for any meeting of the governing body.
- 7.11 A member of the governing body must excuse himself from a meeting of the governing body for the duration of any discussion and decision-taking on any matter in which such member has a personal interest.
- 7.12 On the dissolution of the governing body or the expiration of its term of office, all minutes and other documents of the governing body or any of its committees must be handed to the principal of the school.
- 7.13 At the permanent closing of the school the principal must hand all minutes and other documents of the governing body or any of its committees to the relevant district office of the provincial Education Department for safekeeping.
8. Proceedings and Voting:
- 8.1 Meetings of the governing body are conducted according to the accepted and well-known rules and principles of meeting procedures in South Africa.
 - 8.2 Should a dispute arise as to the procedure at meetings, the chairperson shall have the right to determine the procedure.
 - 8.3 All decisions of the governing body shall, as far as possible, be taken by consensus.
 - 8.4 If in the opinion of the chairperson it appears that consensus in regard to a particular discussion point cannot be reached, the members with voting rights shall vote on such motion by way of the raising of hands or such other method as the meeting may decide.
 - 8.5 In the event of a tie in the voting the chairperson shall, apart from his/her normal vote, have a casting vote.



- 8.6 Apart from a decision to amend this Constitution, all decisions of the governing body may be taken by an ordinary majority vote.
9. Committees:
- 9.1 The governing body is entitled to establish committees to assist it in the performance of its functions and duties.
- 9.2 The chairperson of a committee of the governing body must be a member of the governing body.
- 9.3 Committees of the governing body are responsible to the governing body and exercise only those functions allocated to it by the governing body.
- 9.4 Committees of the governing body must report to the governing body as often as may be required by the governing body and must submit all their decisions to the governing body for approval.
- 9.5 Minutes of the meetings of committees of the governing body must at all times be available for inspection by the governing body.
10. Finance Committee and Finance Procedures:
- 10.1 The governing body will be party to a Joint Finance Committee with Union High School. The Union Preparatory School SGB representatives on this committee will consist of the treasurer, the Chairperson and the principal.
- 10.2 The treasurer of either the Union High School or Union Preparatory governing body will be elected to act as chairperson of the finance committee.
- 10.3 The principal acts as accounting officer of the school.
- 10.4 The finance committee of the governing body:
- 10.4.1 advises the governing body on financial policy and determines guidelines for the financial administration;
- 10.4.2 is responsible for the performance of all duties of the school in connection with the keeping of financial records, the appointment of a bookkeeper or auditor, the auditing of the financial records, the provision of information on the school's finance matters, the preparation of a budget, the determination of the school fees, the exemption or partial exemption from the payment of school fees and all other matters of a financial nature in accordance with generally accepted accounting practice.
- 10.5 All decisions of the finance committee are subject to approval by the governing body.
11. Reports to and Meetings with Stakeholders:
- 11.1 The governing body meets at least once every school year with parents, learners, educators and other staff members of the school.
- 11.2 The governing body decides whether such meetings will be held with parents, learners, educators and other staff members separately or in combination.
- 11.3 During the meeting contemplated in clause 11.1 above, the governing body reports on its activities and discusses such matters that may serve to promote the objectives of the governing body.



12. Disputes
- 12.1 Should a dispute arise between any members of the governing body at any stage, the members agree to take part in a mediation process.
- 12.2 The dispute will be referred to an impartial, neutral mediator agreed to by both parties, who will work with the parties in an attempt to find a mutually acceptable solution to the dispute. The mediator has no authority to impose a solution on the parties.
- 12.3 The parties agree first to strive to resolve the dispute in good faith by means of mediation before any other legal remedy is utilised.
13. Amendment of the Constitution:
- 13.1 Any provision of this Constitution may be amended at a meeting of the governing body, provided that:
- 13.1.1 the members of the governing body have been given notice of such proposed amendment at least one calendar month before the meeting at which the amendment is to be considered;
- 13.1.2 reasonable particulars of the proposed amendment were given simultaneously with the aforesaid notice of the meeting;
- 13.1.3 any amendment of the Constitution be approved by at least two thirds of all the members of the governing body with voting rights.
- 13.2 Should there not be sufficient members present at a meeting contemplated in clause 12.1.3, a further meeting will be called at least two weeks after the first meeting, with the exclusive purpose of considering the proposed amendment. Should there still not be two thirds of the members present at the second meeting, the proposed amendment may be approved by two thirds of the members present at the second meeting.
14. Rules and Policy:
- 14.1 Subject to any legal provision and this Constitution, the governing body may in its discretion make rules or determine policy in connection with any matter concerning its functioning or the functioning of any of its committees or in the manner in which any office bearer or authorized representative of the governing body should perform his/her or her functions.
- 14.2 Such rules and policy do not form part of this Constitution and any amendment thereof need not comply with the provisions relating to the amendment of the Constitution.

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

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal



Sports Policy and Code of Conduct

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

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

Swimming; Tennis; Cricket; Rugby; Hockey

Swimming (boys and girls)

Tennis (boys and girls)

Cricket (boys and girls)

Rugby (boys)

Hockey (girls)

1 OBJECTIVE OF THIS CODE OF CONDUCT

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

This Code of Conduct is designed to:

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

2 THE COACH

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



Educators and Coaches are expected to:

- 2.1 Set a good example to their players by being correctly dressed, professional, punctual and prepared at all times (i.e. planning each practice and drawing up weekly match schedules for distribution to each player);
- 2.2 Take responsibility for the behaviour of his/her team and its supporters;
- 2.3 Teach the players the laws or rules of their sport;
- 2.4 Teach and encourage the players to develop and improve the skills required to play and enjoy their chosen sport;
- 2.5 Ensure that wherever reasonably possible all players will get a fair opportunity to participate in a team; whilst ensuring players get selected on merit.
- 2.6 Ensure that team selections are transparent and fair to all players;
- 2.7 Ensure that all players are well prepared for matches (i.e. know their positions, the rules, wear the correct uniform);
- 2.8 Assess players and their ability levels on a regular and on-going basis; where required players may be considered for fast tracking*
- 2.9 Keep a record of their team's members, results and progress;
- 2.10 Create opportunities to teach sportsmanship and ensure that the principle of good sportsmanship is instilled in our boys and girls;
- 2.11 Never ridicule or yell at players for making mistakes or losing a game;
- 2.12 Refrain from using inappropriate language;
- 2.13 Develop the players' respect for their own team members, for opponents, as well as for the referees, umpires and opposition coaches;
- 2.14 Be generous with praise and provide constructive and positive criticism;
- 2.15 Insist on fair play, and never to tolerate gloating, foul play, fighting, or foul language;
- 2.16 Insist on a disciplined approach by all players and selection must encompass discipline for all players.
- 2.17 Be reasonable in demands on the young players' time, energy and enthusiasm;
- 2.18 Act with sensitivity when relegating any player to a lower team and to provide the player with a reason for his or her decision;
- 2.19 Make a personal commitment to keep updated on the latest coaching principles.
- 2.20 Coaches should avail themselves to assist on match days even if their team is not playing.

***FAST-TRACKING**

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



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

3 THE PLAYERS

A Union Preparatory School Sportsman/Sportswoman is expected to:

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

4 THE MATCH OFFICIAL

The Referee/Umpire is expected to:

- 4.1 Ensure that “over-refereeing” the match/game does not detract from the spirit of the game;



- 4.2 Be intolerant of foul/dangerous play, bad sportsmanship or unacceptable language;
- 4.3 Ensure and encourage fair play at all times;
- 4.4 Set an example by ensuring that both on and off the field his/her behaviour is consistent with the principles of good sportsmanship;
- 4.5 Compliment both teams on their good play whenever such praise is deserved;
- 4.6 Make a personal commitment to keep themselves informed on sound refereeing/umpiring laws or rules and principles;
- 4.7 Encourage the growth and development of our learners as exemplary sportsmen/women;
- 4.8 Be willing to accept positive criticism;
- 4.9 Arrive at official School sports events in the formal kit that has been issued by the School and referee/umpire matches in the official kit;
- 4.10 Supervise the “toss” at the commencement of a game or match;
- 4.11 Not unnecessarily engage with spectators during a match or game.

5 THE PARENTS / SPECTATORS

Parents and spectators at sporting events are expected to:

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



5.15 Ensure that players are collected timeously after each practice and match. A failure to do so can inconvenience educators and coaches;

5.16 Be realistic in your expectations of your child's ability and skills level, which will develop with encouragement and positive reinforcement;

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

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

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

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

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

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

6 PROHIBITED ACTS AND SCHOOL SANCTION

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

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

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

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

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

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



7 RESPONSIBILITIES

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

7.1 SPORTS DEPARTMENT:

The JUNIOR SPORTS CO-ORDINATOR:

- 7.1.1 Organises fixtures for all sport (Before schools are contacted, have a meeting with High, Middle and Prep School. ALL fixtures on a central board.)
- 7.1.2 Must ensure that WhatsApp groups for various sporting teams are set up.
- 7.1.3 Sports department to communicate to all relevant parties regarding detail about upcoming fixture ASAP. The coaches, Grounds manager, Principal, School secretary, Head matrons at MKH, HAH and AKH need to receive the communication.
- 7.1.4 Appoints and assigns coaches; Organises coaching for all sport as well as for P.T.
- 7.1.5 Arrange orientation for all coaches at the start of their tenure
- 7.1.6 Must hold regular meetings with educators and or coaches in charge of sport
- 7.1.7 is responsible for Hospitality in conjunction with the parent portfolio head of hospitality.
- 7.1.8 Must be notified by coaches if they are unable to attend a practise. It is the coaches' responsibility to do his/her best to find a substitute coach. If this is not possible, the Junior Sports Co-ordinator should decide how to proceed.
- 7.1.9 Makes decision to cancel sport if necessary (this applies to ALL sport practices and fixtures). Sport **may not** be cancelled without his/her permission.
- 7.1.10 Distribute copies of the completed TRAVELING FORM to Grounds manager, Principal, School secretary, Head matrons at MKH, HAH and AKH. (Completed TRAVELING FORM from relevant coaches should be received by Friday 9 am for the following week midweek fixtures and by Wednesday 9 am for weekend fixtures.)
- 7.1.11 Must have a mobile contact number which is made available to coaches and parents.
- 7.1.12 Fast tracking: This allows for a girl or boy with exceptional talent to play outside their age-appropriate group in order to allow exposure at a higher level. The decision to fast-track a girl/boy is not only dependant on sporting talent but also on social and emotional maturity and, as such, will be made by the Junior Sports Co-ordinator in collaboration with the coach and girl's/boy's parents. Coaches are responsible for ensuring that the necessary support is in place for a younger player participating in an older age group to help her/him face the challenges that such participation will present

7.2 HEADS OF SPORTING CODES:

- 7.1.1 Assist in making policy decisions
- 7.1.2 Be available to advise coaches



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

7.3 COACHES:

- 7.3.1 Take “ownership” of teams with enthusiasm, passion and dedication. Promote a culture of respect and commitment amongst team players
- 7.3.2 ASK for information regarding fixtures, policies, practices etc. to be clarified if necessary
Coaches are required to take attendance at the beginning of each sports practice.
- 7.3.3 Must set up WhatsApp groups for team. Junior Sports Co-ordinator must be added to these groups
- 7.3.4 Communicate detail about upcoming fixture to their team
- 7.3.5 Post information regarding fixtures on team’s WhatsApp group immediately.
- 7.3.6 Place completed TRAVELING FORM in container in the staff room at UPS and in Sports department at UHS by Thursday 9 am for the following week midweek fixtures and by Tuesday 9 am for weekend fixtures. Ensure that this has been received by Junior Sports Co-ordinator.
- 7.3.7 Ensure that appropriate preparation and planning is done for all practises. Where possible plan relevant indoor activity should weather not permit normal practise to occur
- 7.3.8 Take responsibility for equipment used during practices
- 7.3.9 Must be on time for practices and fixtures
- 7.3.10 Where possible other appointments should not be arranged for practise times. In the event that the coach cannot attend a practise he/she must: notify the Junior Sports Coordinator and arrange with another coach to substitute. If there are no other coaches available the junior Sports Coordinator should decide on how to proceed.
- 7.3.11 Must obtain **permission from Junior Sports Co-ordinator to cancel practices**. Sport **may not** be cancelled without his/her permission.
- 7.3.12 Must personally ensure that results of fixtures are sent to and received by Junior Sports Coordinator
- 7.3.13 Dress appropriately for relevant sport for all practices and matches
- 7.3.14 UPS Educators are required to do 3 hrs extra mural activities per week and are encouraged to up-skill as much as possible by attending coaching/instruction courses where necessary.

8 SPORT DURING EXAMINATIONS (GRADE 4)

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

9. REVIEW OF THE SPORTS POLICY AND CODE OF CONDUCT



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

GRIEVANCE PROCEDURE

The following procedure should be followed if a grievance arises in connection with sport:

1. Convene a meeting with the relevant coach.
2. Should the matter not be resolved convene a meeting with the head of Sport as well as the relevant coach.
3. Should the matter still not be resolved convene a further meeting with the above parties as well as the Principal?

Should the grievance still not be resolved approach the SGB who must investigate the matter further and make a recommendation to be implemented.

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal



Staff laptop/tablet policy

1. PURPOSE AND SCOPE

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

2. DEFINITIONS

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

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

3. GENERAL

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

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

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

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

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

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

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

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

4. USAGE RULES

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

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



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

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

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

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

5. RELATED POLICIES

5.1 Appropriate Usage Policy – IT001

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

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

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

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

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

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

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

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

SIGNED AT Graaff Reinet ON THIS 1 DAY OF July 2025

Governing Body Chair

Principal