

ROOSEVELT HIGH SCHOOL

"As you sow, so shall you



Five Pillars of Education

Empathy

Respect

Excellence

Commitment

Inclusion

CODE OF CONDUCT 2026

Initialled by the Chairperson of the SGB and the Principal _____

VISION STATEMENT

Our aim is to produce global, humane citizens who are able to reach their maximum potential on all levels, coupled with a life-long passion for learning and a sound self-worth enabling them to succeed in a fast paced and ever-changing world.

MISSION STATEMENT

- ✓ We offer a holistic education, which produces global citizens through promotion of empathy, compassion, respect for diversity and for the environment.
- ✓ We pursue excellence, diligence and commitment in a supportive and disciplined environment.
- ✓ We encourage a life-long passion for learning and the confidence to make mistakes.
- ✓ We provide highly motivated educators who display leadership through example and who inspire our learners, empowering them to break through barriers to learning and assist them in realizing their full potential.

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DEFINITIONS

CODE

Means the Code of Conduct of a school (as acknowledged by all educators, parents and learners). This is a legal document drawn up in accordance with Section 8 of the South African Schools Act (SASA), Act 84 of 1996 amended by the Education Laws Amendment Act 31 of 2007.

DISCIPLINARY COMMITTEE

Means a disciplinary committee appointed in terms of Circular 74/2007; appointed by the SGB upon the advice of the principal, comprises two persons who are members of the SGB or are nominated by the SGB and who do not have prior knowledge of any matter that may be in dispute.

MISCONDUCT

Means the contravention of this Code of Conduct by a learner and includes the following:

Misconduct committed on the premises of a school, whether during or outside of school hours.

Misconduct committed during any school activity, irrespective of whether it is committed on or outside the school premises, and during or outside of school hours.

Any conduct committed in or out of school uniform and on or outside the school premises, which-

- brings the school and the school's name into disrepute.
- interferes with the governance, authority and proper administration of the school.
- interferes with the conditions necessary for any school activity.
- (subject to the reasonable exercise of the right to assemble, demonstrate, picket and petition as provided in the Constitution, 1996 and the Code of Conduct) is committed with the intention of preventing any person from exercising his or her rights, powers or duties as a member of the school community, or is committed in retaliation against such exercise, is prohibited by the Code of Conduct of the school.

PROSECUTOR

Means the principal of the school, an educator or any person appointed by the school to present the case against a learner.

REPRESENTATIVE

Means a parent of a learner, a co-learner or any other person chosen by the learner to represent the learner at a disciplinary hearing.

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SCHOOL DAYS

Means days of the week, excluding Saturdays, Sundays, public holidays and school holidays (unless otherwise arranged).

SERIOUS MISCONDUCT

Means misconduct as contained in Schedules 1 and 2 of the Code of Conduct.

PROVISIONAL SUSPENSION

Means a learner may be provisionally suspended by the Principal from the time charges of serious misconduct have been laid against a learner until the results of a fair hearing of a disciplinary committee have been finalised if, in the opinion of the Principal in consultation with the Head of Department, it is in the interests of the learner or educators and the school community. This is provided that the learner can continue with schoolwork under proper supervision.

SUSPENSION

- A learner may not be entitled to hold office or perform any duties and functions contemplated by any relevant law relating to school governance for the period of the suspension.
- A learner may not be entitled to participate in extra-curricular activities at the school.
- A learner may not be able to attend school for a period of time that may not exceed one week and “suspend” has the same meaning.

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DANGEROUS OBJECT

- any explosive material or device (e.g. fire crackers).
- any firearm or gas weapon.
- any article, object or instrument which may be employed to cause bodily harm to a person, or to render a person temporarily paralysed or unconscious, or to cause damage to property (e.g. deodorant spray); or
- any object which the Minister in the Gazette declares to be a dangerous object for the purposes of these regulations.
- unless such objects are used for education purposes.

HOD

Means the Head of the Education Department in any province.

ILLEGAL DRUG

Means any unlawful substance that has a psychological or physiological effect; or any substance having such effect that is possessed unlawfully.

PUBLIC SCHOOL PREMISES

Includes a building, structure, hall, office, convenience, land, enclosure, which is under the control of a public school, to which a member of the public has a right of access, or is usually admitted or to which he or she may be admitted.

THE ACT

Means the South African Schools Act, 1996 (Act 84 of 1996).

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PREAMBLE

The Code of Conduct and Discipline Policy provides guidelines to ensure that Roosevelt High School functions within a safe and disciplined environment. Disciplined behaviour is essential for the well-being of the School and the successful achievement of the School's objectives. The Code of Conduct and Discipline Policy functions on the school property, on a school outing/excursion off the property, when representing or being associated with the School and is applicable in/out of school hours and in/out of school uniform

Enrolment at this school automatically constitutes acceptance of compliance with the CODE OF CONDUCT by the learner and other criteria which may be enforced from time to time during the operation of the school. No learner shall be exempted from the obligation to comply with the CODE OF CONDUCT.

An educator has the same rights as a parent to control and discipline a learner according to the CODE OF CONDUCT during the time that such a learner is involved in school or in school-related activities.

ACCOMMODATION OF RELIGIOUS OR CULTURAL RIGHTS

APPLICATION TO SCHOOL GOVERNING BODY FOR DEVIATION FROM THE POLICIES OF THE SCHOOL AND THE LEARNER CODE OF CONDUCT

In adherence to the principle of procedural fairness to a learner, the School Governing Body is prepared to consider a situation with regard to a learner who deviates from the standard school uniform and appearance, and any other reasonable request.

Religious practices, conduct or obligations, or other rights that relate to the core values and beliefs of a recognised religion or any other right that a parent or learner believes conflict with any rule contained in the Learner Code of Conduct or any other policy of the school will be accommodated by a deviation from this Code of Conduct by the Governing Body under the following conditions:

- a) The learner, assisted by the parent, must apply for a deviation from the standard school rules if such rules are in conflict with or infringe on any religious rights of the learner. In case of a dress or a symbol that must be worn, the application must be accompanied by a letter from the Religious Leader of the parents and the learner.
- b) The application must be in writing and must identify the specific rule/s that is/are offensive to the learner's rights as contained in the Constitution of the Republic of South Africa.
- c) This application must include a reasonable interpretation of the rights that the parent/learner feels are offended, and a suggestion of how the rules may be supplemented by the School Governing Body, to accommodate such rights.

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- d) The learner must provide written proof that she/he belong to a specific religion and that the religious practices, rules, and obligations that conflict with the school's Code of Conduct are his/her true beliefs and commitments.
- e) Religious conduct or practice must be lawful and not cause any undue disruption to the school educational process or any school activity.
- f) The School Governing Body must consider the application, and if it is satisfied that the application is justified in terms of Constitutional principles, the application will be granted in writing.
- g) The School Governing Body reserves the right to consult with other experts/ knowledgeable people on the requested deviation.
- h) When the Governing Body allows for deviations from the standard rules, such deviations must be based on core religious beliefs inherent to the religion or any legal right in terms of the Constitution, bearing in mind the restriction of rights in terms of the South African Schools Act and other legislation.
- i) Regarding a deviation for religious beliefs and it must be compulsory for the learner to comply with such beliefs.
- j) The deviation must specify the extent of the exception from the normal rules and must clearly identify the conduct that will be allowed, e.g., the growing of facial hair; or the wearing of a specific hairstyle or jewellery/adornment and the conditions under which such deviation will apply to the learner or any other rights concerning gender identity etc.
- k) Cultural rights will be considered and if they do not relate to a religion, if such cultural rights manifest in conduct of a permanent nature that is compulsory for the cultural group. This refers to cases where the removal of the cultural jewellery or mark will cause considerable emotional distress to the learner. Normally, cultural rights are exercised through marks and expressions of a temporary nature that are justified for a specific cultural tradition. The learner must convince the School Governing Body that his/her cultural rights can be exercised only through permanent intervention.
- l) Any request for a deviation from the Code of Conduct based on cultural rights must be in writing.
- m) Friday detention -The school makes provision for learners who must attend mosque. The child attends mosque and comes back straight after mosque to finish his/her detention. Detention is 3 hours and all learners must sit the full session. Missed detention will be caught up the following Wednesday.
- n) The SGB shall consider the application for exemption from any other provision of the Code and any other policy by any learner/parent that has been received in writing, with the necessary earnestness and responsibility, and within the framework of the Constitution,

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legislation and court judgements, and will inform the learner/parents of its decision in writing within 14 school days.

Parents are kindly invited to apply in writing with reasons for an exemption from the school's code of conduct with regard to the matter.

In the application, parents are requested to indicate the grounds and reasons for the exemption with applicable documentary proof and must also be prepared to attend a meeting with the governing body or a governing body committee if so requested, in order to discuss and further elucidate the reasons for the exemption to enable the governing body to make an informed decision on the matter.

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THE RESPONSIBILITIES OF LEARNERS

- a) Education within the school context can only be successful if each learner is committed to self-development and learning. Learners have the responsibility to develop their full potential in the academic, sporting, cultural, social, and spiritual spheres.
- b) Learners have an obligation to attend school regularly. Should a learner be absent from school his/her parent/legal guardian must notify the school **in writing** to explain the absence.
- c) Learners must commit themselves to doing their schoolwork during classes, to complete assigned homework, and to catch up on work missed because of absence. **Disruption of classes and the school is unacceptable.**
- d) Learners are expected to know and to conform to school and classroom rules. Ignorance of the rules is not an acceptable excuse for incorrect behaviour.
- e) Learners are expected to interact with their educators in a relationship based on **mutual respect**.
- f) Each learner is expected to display respect for the convictions and cultural traditions of others.
- g) Each learner is expected to contribute positively towards the establishment of a climate of reconciliation and tolerance within the school. BULLYING in any form will not be tolerated.
- h) Freedom of expression may not in any way disrupt the running of the school or negatively impact the rights of others. Insubordination, vulgarity, insults, and 'hate speech' do not in any way constitute protected speech.
- i) Learners should at all times have all prescribed textbooks and stationery.
- q) NO learner may sell anything on school premises without written permission. If a learner is caught selling, they will be fined as determined by the school.
- j) Learners must seek and negotiate non-violent solutions to conflict and differences.
- k) It is the obligation of every learner to use with care and protect all the school's facilities and equipment so that other learners are not disadvantaged in any way.

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SCHOOL RULES

- a) Learners are expected to have ALL prescribed Learning Support Materials and set a good example concerning behaviour both during school hours and after school hours, at school and away from school. Learners need to guard against doing or saying anything that will bring discredit upon themselves, their family, or our school.
- b) Learners are expected to behave in a courteous and considerate manner towards each other, the RCL, all members of staff and visitors to the school. All reasonable instructions given by staff members and RCL are to be carried out promptly and willingly.
- c) Learners are expected to arrive at school on time and to be punctual for assemblies, each class, including the registration period. On arrival at school learners are required to enter the school premises immediately. No loitering around the school is allowed before or after school.
- d) Learners may not absent themselves from school, individual lessons or substitution classes without a valid reason.
- e) Learners are expected to obey all classroom rules established by their educators so that a climate conducive to teaching and learning can prevail throughout the school.
- f) The highest standards of good behaviour and sportsmanship are expected of the members of all sports teams. Only in this way can they be good ambassadors for our school.
- g) Learners are expected to abide by the rules governing their appearance at all times. Only learners who are dressed in correct school uniform and are well-mannered can convey a positive image of themselves and our school.
- h) Learners are to assist in keeping the buildings and grounds neat and clean by not dropping litter at breaks. All litter is to be deposited in the refuse bins provided. Learners transgressing this rule will be punished as they are causing a health hazard to others.
- i) During all formal school activities, learners are required to communicate in English as this is the medium of instruction at Roosevelt High School.
- j) Remarks and behaviour calculated to offend other races, cultural or ethnic groups are unacceptable. Foul language and uncouth behaviour will not be tolerated.
- k) Learners may not engage in any form of sexual harassment of their educators or peers.

- l) Smoking (this includes cigarettes, vapes, and nicotine patches) and the consumption of alcohol are banned on any occasion linked directly or indirectly to the School. This rule applies whether the learners are in school uniform or in civvies. To be in the company of a learner, breaking this rule will be considered an offence. The school building is a non-smoking area.

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- m) Possession of narcotic substances at school is a criminal offence and learners who bring drugs to school will be handed over to the relevant authorities/police.
- n) Learners are expected to respect the property of the school, educators and peers at all times and not to deface or damage it. Learners caught vandalising property will be held responsible for all damage done.
- o) No learner is allowed to tamper with ANY electronic equipment e.g. cameras, sound and lighting equipment etc. in or around the school.
- p) No forms of dishonest or fraudulent behaviour will be tolerated. The school is prepared to call in the police to investigate instances of theft and fraud.
- r) Threats and intimidation, together with any form of verbal or physical abuse by learners of staff members or fellow learners, will not be tolerated. Bullying and any forms of initiation are unacceptable both during and after school hours.
- s) No learner may be in the possession of a firearm or any other dangerous weapon or any object which may be regarded as such.
- t) Learners are not to socialise or communicate with any staff member/ sports coach via electronic/ social media. The formation of any social media group that may bring the name of the school into disrepute is also expressly forbidden.
- q) Learners are not permitted to share any videos of themselves or other learners in school uniform on social media platforms.
- r) Learners must always carry their timetables with them. Failure to do so will result in a Friday afternoon detention.

GENERAL SCHOOL RULES

Courtesy

- a) Male staff members are to be referred to by surname, e.g. Mr Barnard, or as 'Sir'.
- b) Female staff members are to be referred to by surname, e.g. Ms Smith, or as 'Ma'am'.
- c) Learners are expected to greet staff members or visitors who pass them on the corridors.
- d) Learners are expected to show respect when a member of staff enters a classroom / passes on the corridor or is at the sports fields and to respond appropriately by greeting.

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Classroom Rules

- a) Learners must sit at the desks allocated to them by the educator and not move to other desks without the educator's permission.
- b) No bad language may be used i.e. swearing, offensive remarks or any verbal bullying.
- c) No walking around the classroom without the educator's permission is allowed.
- d) No gum, sweets, ices, cool drinks or foodstuffs are allowed to be consumed inside the classroom.
- e) No littering on the floor or under the desks.
- f) No defiance of the educator's instructions.
- g) No talking while teaching is in progress.
- h) No graffiti on desks/walls. Learners caught for this offence will be responsible for rectifying the matter.

Out Of Bounds

- a) The staff room, main foyer and executive offices are out of bounds to learners at all times during the school day, except when they have been called into these areas by a member of staff for a specific purpose.
- b) Classrooms and the corridors, as well as the areas in staircases, are out of bounds during break and before/after school unless an educator is present.
- c) The old hall, the Big Blue Barn, the Pavilion area, Tennis courts and the staff flats are out of bounds unless an educator is present.
- d) All staff parking areas are out of bounds during the school day.
- e) The tuck shop, toilets, staircases, lockers and corridors are out of bounds during lessons.
- f) Senior learners are not to use the main field before school and at break, as it is for junior learners only.

Movement Along The Corridors

- a) During the change of periods learners are to keep left along the corridors and on the stairways.
- b) Movement between classes must take place quickly, with learners proceeding to their next class without delay. No congregating on staircases or corridors will be permitted, as this will congest the flow of learners and delay arrival to class.
- c) When moving through corridors, office staircases go up, and CAT Lab staircases go down"
- d) Learners must move in a SINGLE FILE and KEEP left on corridors and staircases. **No excessive noise during this time.**

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- e) No objects whatsoever may be thrown from the top corridors to the terraces below.
- f) The staircase from the admin block

Leaving Classrooms During Lessons

- a) Learners may leave a classroom while a lesson is in progress ONLY if it is a matter of urgency.
- b) Learners are not to be in the Reception Office during school hours unless they are ill or need to be signed out or have been instructed to report to the Reception Office by a member of staff. Such a learner needs to report to the Grade Manager before proceeding to the office.
- c) No learner may leave a class to use bathroom facilities unless the educator has given them a bathroom slip.

Absence From School

- a) Doctor's appointments or specialists' appointments or learner/driver's licence bookings may not be made during school hours unless no other arrangement is possible. In this event, the school has to be informed timeously in writing.
- b) Under no circumstances should holiday arrangements conflict with term times.
- c) When a learner is away from school, a note giving the reason for the absence must be handed in to the Grade Manager as soon as the learner returns to school. Forgery of any kind will be considered a serious misdemeanour and punished accordingly.
- d) Persistent truancy is a serious offence and will lead to a learner being deregistered.
- e) Any learner who has been absent from school for 15 consecutive days without a valid reason will be de-registered and deleted from the administration system as per the GDE's Regulation on Learner Attendance.

Arriving Late / Leaving School Early

- a) Should a learner need to depart early, authorisation has to be obtained from the Grade Manager.
 - Report to the Grade Manager and supply written documentation to substantiate the request for early departure and only once the Grade Manager approves this will the learner be granted permission to leave the premises.
 - A learner can only return to school during school hours by getting authorisation (Grade Manager).
- b) Learners report to the Reception Office where a member of the secretarial staff will sign them in or out and authorise access or departure.
- c) Late coming will result in detention the following day. Continuous late coming will lead to disciplinary action.

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- d) Parents should request in writing that their children be allowed to leave school early. A contact number for parents must be supplied in the letter to verify the arrangements. This, however, should only be done in exceptional circumstances and always **before collecting learners from school**. In such cases, no learner will be allowed to walk home, use an uber or public transport.
- e) Learners leaving school without first having being signed out and granted permission by the Grade Manager will be regarded as having played truant. Any subsequent letter from a parent excusing such behaviour will not be accepted.

Learners ill At School

- a) Learners who are ill and wish to go home must have the permission of a duly mandated adult sent to the Grade Manager before being collected from the school. No sick learner will be allowed to walk home us an uber or public transport.
- b) All calls relevant to learner illness will be made and received by the Grade Manager.
- c) Parents are required to inform the school in writing about any infectious illnesses, and physical or emotional barriers that may affect learning.
- d) Learners who need to take prescription medication at school must have a note from the parent in this regard. No learner may keep their medicine on them. Medication must be given to the Grade Manager and only consumed by the learner in front of the Grade Manager.
- e) No medication may be issued by the school to the learner.

Gates

- a) School starts at 07:37 am; learners must be seated in the classroom at 07:38 am. In the case of the Grade Managers Assembly or BBB Assembly, learners must be seated at their meeting place at 7:38 am.
- b) The bell rings for the end of the school day at 14:15 pm on Monday, Tuesday and Thursday.
- c) School comes out at 13:25 on Wednesday and 13:00 on Friday.

Personal Property:

- a) Each learner is responsible for safeguarding his / her own property and neither the school nor the Governing Body can be held responsible for damage to, or loss of, personal property. All personal property must be CLEARLY marked.
- b) This rule also applies to items in learners' lockers.
- c) Sharing of lockers is not permitted.

Homework and Homework diaries

- a) Learners are expected to complete all homework assigned to them conscientiously and on time.

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- b) All learners are advised to purchase homework diaries in which to record any homework given.
- c) The diary can be used for exchanging written communication between parents and educators.

Substitution Classes

- a) In the absence of an educator, substitute educators will be arranged to supervise learners as they complete assigned coursework. Failure to attend a substitution class will be regarded as truancy and learners will be punished for bunking.
- b) All learners must at all times have a book with them to read during substitution classes. This is not to be regarded as a free period and learners must read, study or complete homework. Educators will prepare work to be done in case of an anticipated absenteeism e.g. writing an exam.

Assessment (Cycle Tests) And Examinations

- a) Prior to the start of the Mid-year, Preliminary or Final examinations, the school does not give learners permission to stay at home in order to study. Where a learner is absent at such a time, the usual note of explanation must be sent to the Grade Manager.
- b) During examinations, learners must abide by the times of arrival and departure determined by the school.
- c) During a test or examination learners must obey all instructions issued by the invigilator(s) charged with the correct and orderly supervision of the test or examination.
- d) A learner caught with any electronic device during the exam will receive a zero for that paper as this constitutes an exam irregularity.
- e) Learners who are caught copying or attempting to copy will have an irregularity form attached to the front of the answer sheet. A second answer sheet will be handed to the candidate and no extension of time will be allowed. In the case of copying, all evidence will be attached to the learner's answer sheet. No testimonial will be issued to a Grade 12 learner caught cheating in an examination.
- f) When a learner misses a portfolio assignment, a cycle test, an examination or PAT, a **doctor's certificate** must be submitted **on the first morning of the learner's return to school** or the learner will receive zero for the final exam. It is the responsibility of the learner to personally present the sick note to each academic staff member to make alternative arrangements for missed assignments/ tests/ examinations. These arrangements should be made on the first day the learner is back at school.

Channels Of Communication

When an issue arising out of the application of the **CODE OF CONDUCT** needs to be discussed, parents and learners should use the following channels:

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- a) The **Grade Manager** - who will take the matter up. Should daily communication be necessary between school and home (e.g. to monitor progress) D6 Connect is the preferred way of communication and control. Daily Reports can be used as detailed feedback to the parent.
- b) The Grade Manager - who will investigate an issue in consultation with all stakeholders. All issues should be solved at this level.
- c) The **HOD in charge of Discipline** – who will intervene and attempt to find an amicable solution.
- d) The **Principal** - for all grades and any matters of **urgent and serious concern**.

Detention

- a) Learners who do not adhere to the uniform regulations and/or code of conduct will result in a getting Friday afternoon detentions from 13:00 to 16:00. Parents will receive an official detention notification to inform them of their child's detention. A hard copy will be given to the learner, and a digital copy will be emailed to the parent.
- b) The structure of Friday detention is as follows:
 - Learners are required to bring Mathematics and Mathematical Literacy study material.
 - During the final hour of detention, learners will complete a baseline Maths or Maths Literacy assessment (where possible, a teacher will also use this time to assist learners with developing effective study skills).
- a) If a learner is absent from Friday Detention, that learner will sit on Wednesday.

Use of Cell Phones, Earphones, and All Electronic Devices.

- a) Cell phones are **prohibited**. This rule applies to all electronic devices e.g., iPods, MP3 players, smart watches, iPads, etc, chargers, power banks and including head-phones.
- b) The school will not accept responsibility for the loss, damage or theft of any phones or other electronic device or any other item covered in 4.1.15a).
- c) Cell phones will **not** be allowed on to the property.
- d) Should a learner be caught in possession of any of the above, it will be confiscated and only returned TO A PARENT on payment of **R500** penalty fee to the finance office. (The fee to be reviewed annually!) Should the parent be unable to pay this amount, the device will be in safekeeping for a period of 190 days (6 months) after which the it will be forfeited.
- e) The onus is on the learner to pay and reclaim his/her phone or electronic device within the stipulated time frame (6 months) whereafter the school does not accept responsibility for the phone and any private information stored on the phone.
- f) A letter will be issued by staff in the event of a special arrangement where cell phones are required at school. The letter and the phone will be handed in to the specific staff member on the learner's arrival at school.

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- g) Any electronic device found in possession of a learner during tests/examinations will constitute an exam irregularity and the learner will face disciplinary action while receiving zero for that paper being written. **Contravention of this rule constitutes an irregularity, as this is an official regulation of the Gauteng Department of Education.**

DRESS CODE

UNIFORM REGULATIONS 2025

*The entire uniform is available from Burger Brothers in Northcliff Shopping Centre 011 782 1055, Montroux Schoolwear in Northcliff Junction 011 782 5792 and at ABC Stores in Newclare 011 477 8623 and may not be substituted with products from popular retail stores. **No alterations except to adjust the length of the pants may be made to the uniform.** Only Roosevelt High School caps and beanies may be worn, but must be removed at assembly and in class. The official Roosevelt High School tracksuit and golf shirt may be worn on any day, and are especially recommended for Physical Education.*

BOYS

WINTER UNIFORM

- Long-sleeve shirt with check collar to be worn with a school tie in winter and tucked in under a pullover or long-sleeve jersey.
- Jersey or pullover must be worn at all times.
- In winter only the shirt with check collar with a tie is allowed, **but if the jersey is worn it MUST be worn with a blazer.** The navy-blue pullover may be worn without a blazer. NO white-collar shirts may be worn.
- Navy blue pants with navy blue or black socks (plain navy blue or black – **no patterns, no secret socks** etc) and black regular lace-up school shoes, that must be laced in a proper manner, must be worn - NO boots, straps, buckles, slip ons, sneakers or suede shoes are allowed.
- NO skinny pants allowed.
- Only RHS polar fleece scarves and beanies, as well as black or navy gloves, may be worn.

SUMMER UNIFORM

- Short-sleeve shirt with a check collar to be worn. This shirt is NOT tucked in.
- Only short-sleeved, plain white T-shirts are allowed under these shirts, no insignia or emblems. These T-shirts must be tucked in.
- Long-sleeve T-shirts may not be worn underneath or extend beyond the short-sleeve school shirt.
- If a long-sleeve shirt is worn, it must be with a pullover.
- If the pullover is worn with the uniform in summer, the shirt must be tucked in.
- No ties in summer, collar is to be worn open.
- Blazers are allowed and must be worn with an untucked shirt with the shirt-collar propped over the blazer collar.

ADDITIONAL REGULATIONS FOR BOYS:

- Hair must be according to the Code of Conduct at all times.
- Boy's hair must not touch the collar, ears or hang over the face.
- The hair may not have a length or height of more than 6cm. No learner may grow their hair for purposes of plaiting cornrows.
- The difference in hair must be blended; that is, the contrast in hair should be seamlessly evened out.
- Boys may have cornrows, only straight back; all hair must be platted. No cornrows may be done on any fade, and no patterns are allowed on cornrows. No millets
- No punk hairstyles, braids, steps, mohawks, tails, dreadlocks, shaved patterns in hair or eyebrows, are allowed.
- Sideburns are only allowed to reach the middle of the ear.
- No excessive gel or hair wax may be used.
- Hair may not be bleached, coloured, or highlighted.
- Hair must not attract attention.
- **Boys must be clean shaven at ALL times.**
- NO makeup whatsoever is allowed.
- No piercings (nose rings or earrings or transparent piercings to keep holes open, or bristles, etc.) allowed, except where a formal religious or cultural deviation has been approved by the SGB.

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- Except where a formal religious or cultural deviation has been approved by the SGB."
- No tattoos should be visible.
- No jewellery, except for analogue watches, may be worn. Only a standard Medic-Alert bracelet may be worn if needed. No Smart watches for example, Samsung Gear watches, may be worn under any circumstances.
- No writing or drawn insignia on blazers, shoes and bags is allowed.

GIRLS

WINTER UNIFORM

- Checked skirt with white shirt and checked collar. Only flesh coloured underwear that does not show through the shirt may be worn. **OR** Navy blue pants with a white shirt and checked collar.
- Girls do not wear ties, except in case of RCL.
- Jersey or pullover must be worn at all times.
- Navy blue tights (not stockings) with skirts, and black socks with pants and regulation black lace-up shoes or baby-doll school shoes.
- A long-sleeved navy-blue jersey or pullover may be worn. In this case, the shirt is tucked in.
- With a long-sleeve jersey the blazer **MUST** be worn; with a pullover the blazer is optional.
- Only RHS navy blue polar fleece scarves, beanies, and black gloves may be worn
- **GIRLS' SKIRTS MUST BE KNEE LENGTH.**

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SUMMER UNIFORM

- Checked skirt with white shirt and checked collar. This shirt is NOT tucked in.
- Short white socks that must be folded down.
- Blazer is optional during summer months.
- If a pullover is worn the shirt must be tucked in.
- Pants are optional. However, **PANTS MAY NOT BE TAILORED** and **MUST BE A LOSE FIT**.
- Girls who wish to cover their legs may wear the skirt with tights not stockings during summer.

ADDITIONAL REGULATIONS FOR GIRLS:

- Hair must be according to the Code of Conduct at all times.
- All hair must be tied up with a hair tie properly as soon as it touches the collar. No half ponies allowed.
- All hair must be tied and may not hang beyond the waist.
- Hair may not obstruct other learners' view.
- "Bobs" must be tied up and away from the face.
- Fringes may not be too long and hang in the face.
- No steps, undercuts and tails are allowed.
- No excessive hairspray or hair gel may be used.
- Hair may NOT be dyed, peroxided, bleached, highlighted or low-lighted.
- Braids must be tied back and away from face at all times. NO beads allowed.
- Braids must be the same colour as natural hair.
- ONLY black, white and navy-blue hair accessories may be worn. These accessories must be plain and simple. NO "bling"
- No shaved patterns in hair or eyebrows, are allowed.
- Nails may not be longer than 3mm; they MUST all be kept one length; ONLY clear nail polish may be used; no French manicures are allowed; no artificial nails are allowed under any circumstances.
- NO makeup whatsoever is allowed.
- No rings, necklaces or chains may be worn. Only a standard Medic-Alert bracelet may be worn if needed. NO ankle chains are allowed. Only ONE matching pair of small silver or gold

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studs, or small sleepers may be worn in the bottom hole of the ear. NO fancy designs, pearls, stones, dangles etc.

- No facial piercing and jewelry is allowed. except where a formal religious or cultural deviation has been approved by the SGB.

GENERAL

- For formal occasions, boys must wear the full winter uniform with a pullover and blazer. Girls must wear full uniform (either skirt with tights or white socks) with pullover and blazer.
- Matrics may wear the white V-neck jersey to replace the navy-blue jersey.
- The white long-sleeve jersey may be worn without the blazer.
- No matric jacket may be mixed with civvies unless permission is granted by the grade manager.
- Roosevelt school shirts must be worn under the matric jackets.

CIVVIES

- No liquids allowed. Liquids will be confiscated at the gate.
- If cell phones are permitted on the day, they may not be used during contact time. Any phones used during contact time will be confiscated.
- Civvies- normal school rules apply.
- No revealing clothing may be worn.
- No speakers allowed.

DEALING WITH UNIFORM OFFENDER

- There will be no system of warnings.
- Jewellery will be confiscated immediately and sent to the Grade Manager, who will keep it until end of the term. The learner then has an option to pay R50 (to be donated towards charity) to get the item back.
- Incorrect items of clothing or clothing worn incorrectly will be confiscated and sent to the Grade Manager; these items can be collected from the Grade Manager by the at the end of the term. The learners has an option to pay R250 to retrieve the item from the Grade Manager.
- The school or a member of staff will not be held responsible if the item is lost or stolen.
- Makeup will be have to be removed.
- Learners with unacceptable hairstyles will be dealt with in a similar manner as stated above.

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- If hair is, however, cut/shaven incorrectly, the parents will be phoned to fetch the learner and have his / her hair fixed before they return.
- Boys who come to school unshaven will be requested to shave using a disposable razor which they will purchase from the front office for R20.

IMPORTANT NOTICE TO ALL PARENTS / GUARDIANS

- Learners are not allowed to wear mixed uniform even after sports practice. They are required to change into full school uniform or remain in their sport kit.
- Full school uniform is to be worn as specified in the school's Code of Conduct.
- A full uniform check will be conducted on a regular basis and if your child is found to be in contravention of the Roosevelt High School's Code of Conduct, it will be communicated to you.
- Items of clothing that are deemed non-compliant with the school's dress code will be confiscated. The learner has an option to pay R250 or collect the said item from the Grade Manager at the end of the term.

SCHOOL BAGS

- a) Learners must carry reinforced cases/bags suitable to protect schoolbooks. **No graffiti is allowed on the bag.** Bags will be checked regularly.\

NAME TAGS

- a) Learners must visibly have their name tags always worn.
- b) Name tags can only be confiscated by Grade Managers. Confiscated name badges will be retrieved after a fine of R50 has been paid.
- c) First name tags are free of charge. If a learner damages, tampers with, bedazzles etc, or loses the name tag, they must pay a replacement fee of R100 to replace.

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DISCIPLINE

The school's DISCIPLINE POLICY is intended to make learners and their parents aware of what unacceptable behaviour at school is, and what the consequences of such behaviour will be. The ultimate goal of this policy is to ensure that in changing times, the school is able to maintain a standard of discipline acceptable to the majority of educators and parents. This, in turn, will enable constructive and effective education to take place.

Every teacher is responsible for discipline and has the full authority and responsibility to correct the behaviour of learners whenever such correction is necessary. Any corrective measure or disciplinary action will correspond with and be appropriate to the offence. All learners will abide by the discipline system that has been developed to assist and guide learner behaviour in the school.

In the event of a serious misdemeanour, the Principal/ Deputy Principal reserves the right to:

- a) Suspend the learner immediately from attending classes.**
- b) Contact the parents telephonically, SMS, e-mail or by letter (signed for by learner) requesting an urgent meeting.**

The following will be treated as serious offences impacting on Teaching and Learning:

- a) Caught smoking or in possession of cigarettes, e-cigarettes or any smoking device or substance.
- b) Caught using a substance or in possession of an illegal substance
- c) Stealing
- d) Blatant insubordination to an educator
- e) Any type of physical altercation (fighting/assault)
- f) Verbal abuse (swearing, discrimination, etc.)
- g) Bunking i.e. not attending class, fraudulently attending substitution class, jumping the fence (thus jeopardizing own safety).
- h) Lying and Deceit.

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GENERAL PARAMETERS WITHIN WHICH THE DISCIPLINE POLICY AND DRUG & ALCOHOL POLICY FUNCTIONS.

- a) On school property: in or out of school hours and in or out of uniform
- b) On a school outing/excursion off the property: in or out of school hours and in or out of uniform
- c) Representing the school: in or out of school hours and in or out of uniform
- d) Being identified as a learner of the school: in or out of school hours and in or out of uniform
- e) A learner may be tested for the use of drugs. If the test is positive, parents are responsible for the rehabilitation of the learner and must provide evidence of a negative result from Lancet Laboratories otherwise the learner will not be allowed back on the premises.
- f) If a learner refuses to do a drug test, the parents may take him for a drug test at SANCA, SAPS or Lancet Laboratories. Failure to do so will result in an SGB hearing in accordance to the School's Act, Section 8A.
- g) A detailed drug policy is attached as Addendum A.

LEARNER BEHAVIOUR

- a) No learner has the right at any time to behave in a manner, which disrupts the processes of teaching and learning at the school.
- b) No learner has the right at any time to behave in a manner which causes another learner physical or emotional harm. Bullying in any form will therefore NOT be tolerated.
- c) No learner has the right at any time to behave in a manner, which brings the name of the school into disrepute.
- d) No learner has the right at any time to engage in immoral, dishonest or criminal behaviour, irrespective of the reasons behind such behaviour.
- e) A learner may be required to submit to a search of his/her person and/or property if a reasonable suspicion exists that he/she may be in possession of a forbidden, illegal or stolen object.

PARENT ACCOUNTABILITY

Parents will be held accountable for providing the school with incorrect or fraudulent information.

Parents are obliged to inform the school of any change impacting on learner information. It is the parent's responsibility to:

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- a) Ensure disciplined behaviour on the part of learners is not the responsibility only of the school; parents also have an obligation to ensure that their children conduct themselves in the school situation according to accepted norms of controlled, courteous and correct behaviour;
- b) Ensure compliance with the **CODE OF CONDUCT** for Learners, as provided for in the South African Schools Act, 1996, 8(4), is also a parental obligation;
- c) The school will contact parents (electronically, telephonically or in writing) whenever a child's behaviour becomes cause for concern and will endeavour, in a spirit of constructive partnership, to resolve the problem. The parents, however, remain the persons ultimately responsible for ensuring that their child meets the disciplinary standards required by the school and the parent-body as a whole (as represented by the Governing Body).

REHABILITATION

- a) The school accepts that it is the parent's responsibility to rehabilitate first-time offenders who have made themselves guilty of serious offences, e.g. substance abuse.
- b) The school will **NOT** automatically agree to rehabilitate someone who has been found guilty of a criminal offence in a court of law.
- c) Minutes of meetings will be recorded and will be made available electronically on request.

EXCLUSION FROM SCHOOL

- a) The school will issue written warnings for misbehaviour.
- b) The school, however, reserves the right to proceed with immediate disciplinary action when the learner wilfully engages in conduct which, in the opinion of the Principal:
 - negatively affects the moral and disciplinary standards of the school;
 - is detrimental to the emotional well-being and physical safety of other learners and staff;
 - disrupts the teaching and learning process to the disadvantage of other learners;
 - engages in criminal activity.
- c) In these instances a learner may be put under home supervision, pending an intervention hearing that may lead to expulsion from school.

DENIAL OR LOSS OF PRIVILEGES / RECOGNITION

- a) Participating in extra-mural activities, being involved in tours and going on excursions will be denied to those learners whose behavioural record is unsatisfactory.
- b) A basic criterion for all honours awards afforded to learners by the school is good behaviour. This applies to membership of the RCL and the awarding of colours and honours awards. A learner therefore, whose behaviour record is unsatisfactory will not be considered for such

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honours and awards. Furthermore, a learner who already has received such an honour or award and then behaves in a manner which disgraces that honour or award will immediately forfeit it.

- c) The verbal abuse of educators; any form of substance abuse, viz. smoking, drinking and the taking of drugs; assault; theft, bunking and behaviour that brings the school into disrepute are examples of serious offences which may result in a loss of privileges over and above any disciplinary action taken in terms of the South African Schools Act of 1996. There is thus a particular onus on learners who have worked for public recognition not to forfeit this through wrongful behaviour (often occurring under the misguided impression that no one will find out).
- d) Grade 12 learners especially should be aware that testimonials must and will reflect in accurate terms the behavioural record of their time at this school.

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DISCIPLINARY PROCEDURE

- a) The aim of the Disciplinary Procedure is to promote interaction and communication, and to minimize conflict between learners, parents and educators. Therefore discipline is seen as behaviour management and is intended to be corrective and not punitive.
- b) Each disciplinary issue will be handled in such a way that learners will be assured that their rights will not be compromised and that any punishment meted out will be fair and in proportion to the offence.
- c) On the basis of reasonable suspicion the Principal or an educator may search the person or property of a learner.
- d) The disciplinary process must be fair, consistent and educationally sound. The ultimate goal is to lead learners to self-discipline. Whenever possible, parents must be informed of incorrect behaviour and become involved in the correction thereof.
- e) Punishment must **fit** the offence and may become more severe with subsequent repeated infractions. Suspension or exclusion from the school may follow.
- f) Learners should not think that they cannot be suspended or excluded simply because it is their first offence.
- g) Any misconduct which transgresses South African criminal law will be investigated by the South African Police Service and will lead to a learner's suspension from school.

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SCHEDULE 1 OFFENCES

These are serious acts of misconduct that may lead to suspension. A learner will be guilty of serious misconduct if he or she, intentionally and without just excuse: -

- a) Seriously threatens, disrupts or frustrates teaching or learning in a class;
- b) Engages in a conspiracy to disrupt the proper functioning of the school through collective action;
- c) Insults the dignity of or defames any learner or any other person, which includes racist remarks and all types of bullying;
- d) Distributes, or is in the possession of any test or examination material that may enable another person to gain an unfair advantage in a test or examination;
- e) Cheats in a test or examination or any other form of assessment such as assignments;
- f) Engages in any act of public indecency;
- g) Sexually harasses another person;
- h) Is found in possession of or distributes pornographic material; or
- i) Is under the influence of or in the possession of alcohol.

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SCHEDULE 2 OFFENCES

These are serious acts of misconduct that may lead to expulsion. A learner will be guilty of serious misconduct if he or she intentionally and without just excuse:-

- a) Is found guilty of misconduct as contemplated in Schedule 1 after having been found guilty of the same or similar misconduct on two previous occasions;
- b) Fails to comply with punishment or suspension as a correctional measure; or
- c) Forges any document or signature to the potential or actual prejudice of the school;
- d) Trades in any test or examination question paper or in any test or examination material;
- e) Attempts to bribe or bribes any person in respect of any test or examination to enable him/herself or herself or another person to gain an unfair advantage therein;
- f) Engages in fraud;
- g) Engages in theft, or otherwise acts dishonestly to the prejudice of another person;
- h) Is in possession of, consumes or deals in any illegal substance or other harmful substance;
- i) Is in possession of, uses or spreads narcotics or unauthorised drugs or on visible evidence of such possession, use or transmission;
- j) Is in possession of any dangerous weapon;
- k) Assaults or threatens to assault another person;
- l) Holds any person hostage;
- m) Murders any person;
- n) Rapes any person; or engages in any sexual activity which amounts to an offence in law, or
- o) Maliciously damages property.

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OFFICIAL WARNINGS

- a) Official warnings proceed from Level 1 to Level 3 with a Level 2 warning being regarded as serious and a Level 3 warning being a final warning.
- b) A Level 1 warning will be automatically followed by a Level 2 warning if the same misdemeanour is repeated or if another type of serious offence is committed.
- c) A Level 2 warning will be automatically followed by a Level 3 warning if the same misdemeanour is repeated or if another type of serious offence is committed.
- d) Official warnings are carried from one year to the next.

FORMAL DISCIPLINARY HEARING

- a) If a formal hearing is to be held, a Disciplinary Committee must be convened according to General Notice 2591 of 2001.
- b) The hearing will be chaired by a representative designated by the Governing Body and must comprise three SGB parent members (including the chairperson).
- c) For such a hearing the learner must be informed of (and understand) the complaint / charges being investigated.
- d) The learner must be informed in writing of the date, time and place of the hearing.
- e) The learner must be given the opportunity to offer a plea of **guilty** or **not guilty** at the beginning of the hearing
- f) The learner must be heard and given the opportunity to be heard and tell his or her side of the story
- g) The learner may have representation subject to the adherence of all relevant circulars issued by the Department of Education.
- h) The learner must be informed in writing of the disciplinary steps to be taken in the event of having been found guilty of misconduct
- i) The learner must be accorded the right of appeal, within 14 days, if aggrieved by the decision of the Committee.
- j) A record of the proceedings of the hearing must be kept and a copy will be placed on the learner's file.
- k) If the Disciplinary Hearing rules for a suspension or expulsion of the learner, this recommendation will be forwarded to the **HOD (Senior Manager) of GDE** for ratification.

GRIEVANCE / APPEAL PROCEDURE

- a. If the outcome of a formal disciplinary hearing is not mutually acceptable to the interested parties, then the aggrieved party may lodge a grievance or an appeal with

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the IDSO or the Head of Department (Senior Manager) of the Gauteng Department of Education.

- b. It then becomes the responsibility of the Gauteng Department of Education to provide for arbitration in the matter in order to resolve the grievance / settle the appeal.
- c. The decision of the arbitrator will be binding on all parties.

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ADDENDUM A

CIRCULAR: DRUG TESTING AT SCHOOLS: CLEARING UP MISCONCEPTIONS

1. In terms of Section 8A(1) of the South African Schools Act, 84 of 1996, as amended ("SASA"), no person (which includes any learner) may:
 - a) bring a dangerous object or illegal drug/substance onto the school premises;
 - b) enter the school premises or a school activity under the influence of any stupefying substance;
 - c) may test positive for the use of any substance or drug on school premises or during any school activity; and
 - d) have such an object or drug in his or her possession on school premises or during any school activity.
2. It is a well-known fact that the use and abuse of mind-altering drugs/substances (such as dagga) negatively impacts school performance. Anyone under the influence of any hallucinogenic substance is not prepared to learn and is definitely at risk of impairing their memory, thinking, and reasoning ability. Substance abuse and use have been associated not only with lack of self-discipline and motivation and absenteeism but also with violent, anti-social behaviour, and other irresponsible and dangerous behaviours, before, during and after school.
3. Section 8A(2) of SASA enjoins the principal or his or her delegates (subject to subsection 8A (3) of SASA) to, at random, search any group of learners, or the property of a group of learners, for any dangerous object or illegal drug if a fair and reasonable suspicion has been established and/or test any learner (no matter what age of the learner) for any drug including dagga (also known as marijuana, cannabis or other street names). Drug testing is not a means to punish learners who are into drugs. It is rather a preventive measure and a step to help learner users be drug-free. If a learner tests positive, counselling may be recommended. For any learner with an addiction problem, referral to a drug treatment and rehabilitation programme may be recommended by the school-based support team and repeated offences may lead to a disciplinary hearing with a sanction of a recommendation to the Head of the Gauteng Education Department for permanent expulsion from the school as such a learner is a danger to others in the school.
4. No enrolled learner of the school, no matter what age, is exempt from the Learner Code of Conduct, any school policies, rules and/or any legislation relating to the use of and to be tested for any illicit substance by the school authorities. Refusal by a learner to be tested will be viewed as a refusal of a lawful instruction and will be viewed that the learner has failed a drug test which likely means the learner won't be able to participate in extracurricular activities and/or lead to the learner being charged for a disciplinary violation and/or suspected of drug use to appear before the Disciplinary Committee of the school-based on a balance of probabilities.

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5. Section 1 of SASA defines amongst others, the following terms:
 - a. **Dangerous objects**, as referring to an explosive material or device; any firearm or gas weapon; any article, object or instrument that may be employed to cause harm to a person or damage to property, or to render a person temporarily paralysed or unconscious; or any object declared by the Minister, in the Gazette, to be dangerous;
 - b. **Illegal drugs**, as any unlawful substance that has a psychological or physiological effect; or any substance having such effect that is possessed unlawfully; and
 - c. **School activity**, as meaning any official educational, cultural, recreational, or social activity of the school within or outside the school premises.
6. SASA contains elaborate procedures in Section 8A, subsection (1) to (14) and regulates the circumstances and conditions under which random search and seizure and drug testing in schools may be conducted and dealt with as well as in Notice 1140 of 2008 Devices to Be Used for Drug Testing and The Procedure to Be Followed.
7. The following critical provisions are highlighted which are still in force in terms of SASA, the National Guidelines for the Consideration of Governing Bodies in Adopting a Code of Conduct for Learners, the regulations regarding Devices to Be Used for Drug Testing and the Procedure to be Followed, The National Regulations for Safety Measures at Public Schools and the Gauteng Education Department Notice 6903 of 2000, as amended:
 - a. When the principal or his/her delegates conduct a body search of any learner the educator conducting the search must be of the same gender as the learner and in the presence of another educator of the same gender and the search is done in private out of view of any other person.
 - b. The principal or his/her delegates may also, lawfully, at random, administer urine or other non-invasive tests to any learner. These activities may be carried out based on a fair and reasonable suspicion that dangerous objects and/or illegal drugs may be found on school premises or during a school activity or as a result of a learner's behaviour.
 - c. Where such dangerous object or illegal drug has been seized by the principal or his/her delegates, they must be correctly marked and labelled with full particulars of the learner, and any dangerous object or illegal drug or dagga confiscated and it must be handed over to the police, who in turn, shall issue to the principal or his/her delegate, an official receipt.
 - d. The implicated learner or learners may be subjected to disciplinary proceedings in a case where a dangerous object, drug paraphernalia or lighters of any kind and/or matches, tobacco products, alcohol, "Rizla" cigarette rolling papers, cough mixture or any over the counter medicine, or prescription drugs that have not been declared at the office even if the said medicine was prescribed to the learner, any type of pipes, e-cigarettes or vapers or other similar objects, injection needles, hypodermics and spoons or any illegal drug or a stupefying substance has been found or where such a learner tested positive for an illegal substance such as dagga or any other drug.

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- e. However, no criminal proceedings may be instituted **by the school against the learner** in respect of being in possession of a dangerous object or an illegal drug or testing positive for an illegal substance and/or dagga.
8. Should any learner be found to be distributing, selling, sharing or supplying any dangerous substance or a drug such as dagga or any other drug, medicine, pills or any other banned substance or stupefying substance in any form or mixed with any other substance or in possession of any contraband in terms of any policy or rule of the school or any other illegal objects or has such objects or drugs or it is found in any of his/her possessions, bags or on his/her person or in his/her locker, or any clothing, depending on the circumstances, the school may involve the SA Police Services as part of its duty of care.
9. Searches and drug tests by the school by authorised educators are undertaken in terms of Section 8A of SASA which serves as a limitation to the constitutional rights conferred in the Bill of Human Rights enshrined in the Constitution of the Republic of South Africa, 1996 (Act 108 of 1996), as amended and will therefore be implemented with due regard to human dignity, privacy, and the restricted right to property of the learners concerned.
10. In the education setting, with due regard to the above-mentioned, a learner of the school might for instance be found with dagga in his/her possession and claim that it is for “personal use”. To be unambiguously clear and to avoid any uncertainty in this regard, the school’s policy, learner code of conduct, SASA and the regulations with regard to testing, clearly states that the possession of any drugs by any person on school grounds or during any school activity is prohibited and not allowed and such dagga it will be seized and handed over to the SA Police Services to dispose of and the learner charged to appear before a Disciplinary Committee of the School.
11. Arising from certain court judgments there is an erroneous impression amongst learners, especially learners 18 years and older, that they cannot and may not be tested and can refuse to be tested for any drug, especially for the use of dagga. This misleading information is also disseminated and propagated on several social media platforms and web pages. In the judgment, certain provisions were declared inconsistent with the Constitution of the Republic of South Africa, and invalid, only to the extent that it allows the use of dagga by an adult in a private dwelling where the possession of dagga is for personal consumption by an adult only. Please note that the legislation that regulates the amount that is legal for personal consumption has not been passed yet by Parliament.
12. If and when any learner has ingested dagga in any form, even in private, and he/she is over the age of 18 and he/she enters the school premises or participates in any school activity or can be identified as a learner of the school, in or out of uniform or in or out of school hours and even from any interaction that can be seen or detected from or on any social media platform or from any content in any form on any electronic device including as part of the content on such device including and/or any cell phone, the learner will be subject to all the regulations and provisions as mentioned in this circular and the Learner Code of Conduct of the School, all school rules and related policies of the school as well as any other policies or protocols from the Department of Basic Education and/or the Gauteng Department of Education or any other national legislation or regulations which all form part of the Learner Code of Conduct and any
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such learner may as part of the school's duty of care, be tested and may be subjected to a search and seizure procedures.

13. The school property is a restricted and controlled **public space** and any person entering the school premises is subject to search and seizure procedures before such a person may be allowed to enter the school property and or participate in any school activity.
14. Moreover, the school displays clear notices at the school entrance stating that the right of access is reserved. This is also provided for in the National Regulations on Safety Measures for Public Schools and it also states that the use or possession of drugs, alcohol, tobacco, e-cigarettes, weapons, dangerous objects (or objects deemed to be dangerous by the school authorities) and dagga are prohibited on the school property.
15. The School authorities will, for any enrolled learner who has tested positive for any drug or has voluntarily disclosed to using any drugs (including dagga) address the issue, first-and-foremost, with his/her parents and refer the learner and his/her parents for counselling and/or to a rehabilitation centre. Part of the process does not preclude the school to test and institute disciplinary proceedings against the learner.

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POLICY FOR DEALING WITH GANGS AND GANGSTERISM BEHAVIOUR IN SCHOOL

INTRODUCTION

- Gangs and school safety issues are priority concerns for the SGB, SMT, SBST and the school community. The escalation of gang violence in South African schools is a deeply concerning issue that has severe consequences for both learners and educators.
- The Prevention of Organised Crime Act is in place to combat organised crime, money laundering and criminal gang activity. This Act interprets a member of a criminal gang as a person who:
 - Admits to criminal gang membership.
 - Is identified as a member of a criminal gang by a parent or guardian.
 - Resides in or frequents a criminal gang's area and adopts their style of dress, their use of hand signs, language or their tattoos, and associates with known members of a criminal gang.
 - Has been arrested more than once in the company of identified members of a criminal gang for offences which are consistent with usual criminal gang activity.
 - Is identified as a member of a criminal gang by physical evidence such as photographs or other documentation.
- Exposure of learners to violence is one of the worst effects of gang membership. The fact that violence is not only perpetrated by learners against fellow learners, but also directed towards educators, underscores the gravity of the problem.
- Gangs and gang members use violence to create fear. In the school setting for learners, fear means "respect". Gangs recruit through subterfuge, such as countering their criminal activities with good works in the community seduction of a glamorous lifestyle, obligation and coercion. Despite the apparent popular belief amongst some learners that joining a gang will afford them protection, in reality the opposite is true. Gangs are far more likely to be violently victimised while in a gang than when they are not. This relationship holds irrespective of the primary reason for joining a gang (i.e., whether for protection or not).
- Gang affiliation is not something that learners leave behind when they enter the school building or grounds. If a gang presence exists at school, it cannot and may not be ignored. School authorities should address gang-related issues head-on in collaboration with other legal authorities such as SAPS, or they will fester, harm the stakeholders and learners of the school and create a climate that impedes the learning and teaching environment at school and any other school activity.
- The school and the SGB acknowledge that the best strategies are preventative and initiative-taking rather than simply reactive. The best way to identify and respond to gangs within the school environment is to create a gang intervention process that begins with awareness and understanding of the gang issue, provides prevention measures, emphasises consistent consequences for gang behaviour by any learner, within the school health and safety

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incident crisis planning processes and liaison with the SAPS local Police Station Commander or the schools SAPS liaison officer.

- It is further acknowledged by the school authorities and the SGB that, if not addressed timeously or having a strategy in place, school gang activity can escalate quickly. Educators and stakeholders must understand school gang prevention and preparedness measures before any crisis hits the school.

PURPOSE OF THE POLICY

- The purpose of this policy is to provide background information, guidelines, standards, and implementation procedures for:
 - Preventing and eliminating gang activity and similar destructive or delinquent group behaviour on school property, on school buses, and at school-sponsored functions/activities.
 - Prohibiting reprisal or retaliation against individuals who report gang activity and similar destructive or delinquent group behaviour or who are victims, witnesses, bystanders, or have reliable information about an act of gang activity and similar destructive or delinquent group behaviour.

TERMINOLOGY AND ACRONYMS

- Terminology
- Term Explanation
- Affiliate of a gang -A person who participates in the activity of a criminal gang, or who actively pursues membership in a criminal gang.
- Assault/Threaten to assault/Fighting (Physical)- Assault (including any physical altercation or fight) consists of unlawfully and intentionally:
 - applying force to the person of another;
 - inspiring a belief in another person that force is immediately to be applied to him or her;
 - an act done or undertaken with intent to cause fear in another of immediate bodily harm or even death;
 - the intentional infliction of or attempt to inflict bodily harm upon another; or
 - the direct or implied threat to do bodily harm to another with the power and present ability to carry out the threat.
 - application of force, directly or indirectly, to another person, or
 - threatening another with immediate personal violence in circumstances which lead the threatened person to believe that the other person or group of persons who is threatening him/her/a group of learners/any other person intends or has the power to carry out the threat.
 - Harm may include, but is not limited to, significant injuries such as swelling, bleeding, concussions, broken bones, sprains, or where medical attention was sought for any injury and/or emotional stress.

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- Note:
- A learner might be disciplined both for bullying and sexual harassment, in an appropriate situation, or bullying and assault.
- Assault with intent to cause grievous bodily harm (GBH) This is another form of assault, however, committed with the intention to cause serious bodily injury
- At School/On school premises/ during any school activity Is defined as in a classroom, elsewhere on school premises, on a school bus or other school related vehicle, or at any school-sponsored activity or event whether it is held on school premises where a learner can be identified as a learner of the school in or out of school uniform, in or out of school hours.
- Communicate with another Person Means to communicate directly or indirectly with the other person by any means (for example, by cell phone - chat groups or voice mail, email, or any other form of electronic communication).
- Corporal Punishment Means any deliberate act against a child that inflicts pain or physical discomfort, however light, to punish or contain the learner, which includes, but is not limited to-
 - hitting, smacking, slapping, pinching or scratching with the hand or any object;
 - kicking, shaking, throwing, throwing objects at, burning, scalding, biting, pulling hair, boxing ears, pulling or pushing learners;
 - forcing learners to stay in uncomfortable positions, forced ingestion, washing learners' mouths out with soap, denying meals, heat and shelter, forcing a learner to do exercises which are not in accordance with the curriculum applicable to the learner or denying or restricting a learner's use of the toilet; and
 - any acts which seek to belittle, humiliate, threaten, induce fear or ridicule the dignity and person of a learner.
- Cyberbullying Cyberbullying is the use of technology to harass, threaten, embarrass, or target another person. Online threats and mean, aggressive, or rude texts, tweets, posts, or messages all count. So does posting personal information, pictures, or videos designed to hurt or embarrass someone else. It is a hate crime.
- Dangerous Weapon/object Any object other than a firearm, capable of causing death or inflicting serious bodily harm, if it was used for any unlawful purpose in contravention of the Learner code of conduct, any legislation, school rule or policy.
- Delinquent Failure what is required by law or any school policy.
- Educator Means any person, excluding a person who is appointed to exclusively perform extracurricular duties, who teaches, educates or trains other persons or who provides professional
- educational services, including professional therapy and education psychological services, at the school.
- Educator File ("teacher file") Means the recording and planning documents used by the educator, namely the formal programme of assessment, evidence of learner assessment/performance, all formal assessment tasks and marking guidelines, annual teaching plan/work schedule, textbook used and other resources such as LTSM.
- Gang There is no universally accepted definition of a gang. The closest description of a youth gang is that it can be considered (but it is not restricted there-to) as a collective of two or more, primarily adolescents and young adults who:

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- interact frequently;
- are frequently and deliberately involved in illegal activities and activities that are destructive, disruptive, or intimidating;
- share a common collective identity;
- and typically adopt certain methods of identification and/or claim control over certain territories (even on the school property).
- The gang may, but need not necessarily, have an identifiable name, sign, symbol, or colours or patch.
- Gang Activity/Gang-related Activity Gang Activity and/or gang related activity means any learner who knowingly or intentionally actively participates in a gang or is engaged in any activity that can be related to any gang or any learner who knowingly or intentionally solicits, recruits, entices, or intimidates another individual to join a gang to carry out or participate in any gang activity or gang-related activity.
- Gang Behaviour Gangs normally project an arrogant and defiant attitude to intimidate others, especially in a public place or at school and while in the presence of other gang members. Attitude is displayed when an impression can be made, to create fear and intimidate others.
- Gang Insignia or “colours”, tattoos and signs.
 - means a sign, symbol, graffiti tattoo or any other representation commonly displayed to denote membership of, or an affiliation with, a gang, not being a tattoo; and
 - includes any item or thing to which a sign, symbol, or representation referred to in paragraph (a) is attached or affixed (for example, clothing or a vehicle/motorbike).
 - It is even something simple like wearing any other colour socks beneath school socks, normally white socks so that just the edge is visible.
 - Other examples of eyebrow tattoos or other tattoos with numbers or of pierced hearts, daggers, teardrop tattoos etc.
 - Eyebrows with shaven gaps.
 - Gestures with fingers or hands.
 - Walking a certain way or using a “swagger.”
 - Wearing the pants down at the back so that underpants stick out.
 - Certain methods of hand greetings with thumbs clicking etc.
 - For example, letters or symbols such as a 444 Tattoo is chosen as a personal symbol of a gang member or hanger on or a recruit, these beliefs and a constant reminder of their spiritual connection. It can be a small, minimalist tattoo or incorporated into a larger design, and it's often placed in a visible spot as a reminder to the wearer.
 - The 777 tattoo- in numerology, 777 is often seen as an "angel number" signifying spiritual awakening, intuition, and alignment with divine guidance. It suggests that you are on the right path, your prayers are being heard, and you should trust your instincts. This number is also associated with luck, positive change, and new beginnings.
 - Gang tattoos often signify their affiliation, rank, or specific gang activities.
- Gang Language Gang members have their own language, which contains phrases, hand signs, tattoos, markings and graffiti. These often overlap. Educators must be on the lookout for such “language “and signs even on social media platforms and apps and they also use certain emojis.
- Gang Member Gang member includes the following:

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- an individual who is a prospective member or nominee:
- an individual who demonstrates affiliation to a gang by displaying the gang's insignia:
- an individual who is involved in the affairs of a gang for the likely purpose of participating in a criminal activity.
- Intimidation a. The term "intimidation" as used in the policy means a threat or other physical harm and/or action in any way that is intended to cause fear or apprehension in a person and includes the coercion or deterring any learner from participating in or taking advantage of any school programme, benefit, activity or opportunity for which the learner is or would be eligible.
 - It also means any act by a person with the intent to compel or induce a particular person to do or to abstain from doing any act or to assume or to abandon a particular standpoint by means of assault, injury or causing damage to that person or any other person; or the issuing of threats to kill, assault, injure or cause damage to that person or any other person or that person's property or family member or girlfriend.
- Learner Means any person receiving education or obliged to receive education in terms of SASA at the school.
- Parent Means –
 - the parent or guardian of a learner;
 - the person legally entitled to the custody of the learner; or
 - the person who undertakes to fulfil the obligations of a person referred to in paragraph (a) and (b) towards the learner's education.
- Principal Means an educator appointed or acting as the head of the school.
- Prospective Member or Nominee of a gang A prospective member or nominee, of a gang, means a person who is a gang member but who does not have full membership status.
- School Means (the name of the school)
- School Governing Body Means the SGB of the school. (The employer)
- Threat or threaten Any expression, conveyed by word or action, of intent to do harm to another.

7.2 Acronyms

- | Term | Explanation |
|--------|---|
| ● DBE | Department of Basic Education |
| ● GDE | Gauteng Department of Education |
| ● SASA | The South African Schools Act, 1996, as amended |
| ● SBST | School Based Support Team |
| ● SGB | School Governing Body |
| ● SMT | School Management Team |

8. APPLICATION AND SCOPE OF THE POLICY

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- This policy applies to all learners in the school, regardless of whether a learner admits or denies involvement or affiliation with a particular group or gang.

9. LEGISLATIVE FRAMEWORK

- The Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996), as amended.
- The South African Schools Act, 1996 (Act No. 84 of 1996), as amended.
- Regulations on the Devices to be Used and Procedure to be followed for Drug Testing, GN 1140 in GG 31417 of 19 September 2008.
- Criminal Law (Sexual Offences and Related Matters) Amendment Act (Act no 32 of 2007) (SORMA).
- The Control of Access to Public Premises and Vehicles Act 1985 (Act No. 53 of 1985), including regulations made under it (“the Public Premises Act”).
- Regulations for Misconduct of Learners at Public Schools and Disciplinary Proceedings, 2001 (General Notice 2591 of 2001).
- Drugs and Drugs Trafficking Act (Act 140 of 1992)
- Child Justice Act 75 of 2008.
- Medicines and Related Substances Act No 101 of 1965, As Amended.
- Regulations for Safety Measures at Public Schools Government Notice No. 1040, October 2001, as amended.
- Guidelines for the Consideration of Governing Bodies in Adopting a Code of Conduct for Learners, General Notice 776 of 1998.
- Regulations to Prohibit Initiation Practices in Schools, GN No. 1589, 13 December 2002.
- Protection of Personal Information Act, 2013.
- Protection from Harassment Act, 2011 and relevant regulations.
- Children’s Act, 2005, as amended and relevant regulations.
- National Policy on Learner Attendance, General Notice 361 in GG 33150 of 4 May 2010.
- Dangerous Weapons Act, 2013.
- Regulations for Devices to be Used and Procedure to be followed for Drug Testing Notice 1140 of 19 September 2008.
- Prevention of Organised Crime Act 1998.
- The Criminal Procedure Act No. 51 of 1977.

RELEVANT POLICIES AND PROVINCIAL CIRCULARS

- GDE Circular 74/2007.
- Any relevant policy of the school relating to misconduct by learners.
- The Bill of Responsibilities for Learners of the Department of Basic Education, 2008.
- GDE Circular 4 of 2014 Banning Corporal Punishment.
- School Policy on the Management of Drugs and Drug Use by Learners.
- School Social Media Policy and Cell Phone Policy.
- School Search and Seizure Policy.
- School Policy on Banned Objects and Contraband as articulated in the school code of conduct and other school rules.

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- DBE Protocol to Deal with Incidences of Corporal Punishment in Schools.
- DBE Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools.
- DBE Challenging Homophobic Bullying in Schools
- School Attendance Policy.
- School CCTV Policy.
- School's Policy on Inclusion, Equality and Diversity.
- Code of Conduct for School Parents.
- School's Anti-smoking and Vaping Policy.
- The school's Uniform and Appearance Code and rules.
- School's Anti-Bullying Policy and Cyberbullying Policy.
- School's Anti-Gambling Policy.
- GDE Circular that obligates reporting of any violence at school or involving learners of the School.
- DBE/GDE Protocols.
- Policies - Curriculum and Assessment
- Policies - Curriculum and Assessment

POLICY STATEMENTS

- POSSIBLE MOTIVATION WHY LEARNERS JOIN GANGS
- Factors motivating learners to join gangs varies from individual to individual. A multitude of social and economic reasons can be involved. Power, status, security, friendship, family substitute, economic profit, substance abuse influences, and numerous other factors can influence kids to join gangs. Gang members also cross all socio-economic backgrounds and boundaries regardless of age, sex, race, gender economic status, and academic achievement.
- It is important to note that each case will be evaluated on an individual basis by the school, thus the importance of knowing what to look for and how to intervene early before the problem becomes entrenched.
- Among the leading reasons given by learners involved with gangs, either as members or gang associates, is a desire to be loved, accepted or to be part of a group. That is what gang members commonly promise when they are recruiting. Furthermore, other indicators for young learners are:
 - An Illusion of fun and excitement - gang members, recruiters and the media glamorise the gang lifestyle on social media, stories on television and movies.
 - Identity and a sense of belonging - Gangs may offer a sense of identity to their members and a way to gain attention or status. Learners who do not have strong ties to their families, communities, the school or a place of worship or cultural ties may turn to gangs for companionship and as a substitute family.
 - Peer pressure - If friends or family members are in a gang, learners may be pressured to join a gang.

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- Financial gain - Being in a gang is often seen to obtain money or possessions and have access to drugs alcohol and even sexual relationships.
- Failure to realise what being in a gang means - learners often do not fully understand the danger, risks and legal problems associated with being in a gang.
- Protection – in neighbourhoods and areas where gangs are present, learners sometimes feel, or are told, that belonging to a gang will provide protection from other gangs or other learners.
- Unstructured free time, particularly during after-school hours and on the weekends.

DISTINCTIVE INDICATORS FOR GANG ACTIVITY IN SCHOOL

- Distinctive indications of gang activity present themselves in many forms. Determining the presence of gangs, the level of gang activity, and possible threats within the community or school starts with intelligence gathering.
- To gather specific facts that are designed to ascertain and understand the level of gang activity within a community or school and are critical to accurately identifying specific individuals involved in delinquent and criminal activity associated with gangs.
Coordination with and between the SGB, the District IDSO, SMT, SBST and educators in answering the following questions are essential in the process:
 - Are just a few learners creating problems? Who are they? What is the level of these learners' gang association or affiliation? Can the gangs be identified?
 - Are there rival gangs on the school campus fighting amongst themselves?
 - Are there outside influences or circumstances entering the school grounds and driving the gang activity?
 - Are the incidents in question gang-related?
- Depending on the communities that learners reside in, gang identifiers among learners can shift over time, in the same manner that fads and trends change among mainstream youth. Gang members communicate in many ways. Speech is the most obvious, but gang members also make use of nonverbal methods as a method of communication. Common gang identifiers can include, but are not limited to, the following:
 - Cliques of learners wearing the same colours in clothes, bandanas, specific types of belts/buckles, jewellery, charms, or "team sports" clothing.
 - Tattoos, graffiti, and drawings/sketches on folders, notebooks, or school assignments, including area codes and geographical locations represented numerically.
 - Hand signs, handshakes, and other expressions of gang association or affiliation.
 - Wearing other clothing items such as white or coloured socks of which just a small portion is visible above the school socks.
 - Calls from unknown people

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- A certain manner of grooming with special regard to hair and/or eyebrows.
 - Inappropriate congregating, including bullying, cyberbullying, harassment, intimidation, degradation, disgrace and/or related activities with multiple offenders which are likely to cause bodily danger, physical harm, or mental harm to learners, educators, school employees, parents or visitors.
- Graffiti should be painted over immediately. Not only does this signal that school property is not the gang's, but it also discourages rival gangs from responding with more graffiti, or worse, defacing their rival's symbols, which can lead to retaliation and violence on or off school property.
- The reliability of gang identification depends on the sharing and validation of information between school personnel, educators, parents, learners, and SAPS. Taken together, this authentication of information establishes a more accurate picture of the level of disruption and threat to school safety posed by gang activity. It protects individual learners from unsubstantiated labels.

RISK FACTORS OR CONDITIONS FOR LEARNERS TO BECOME INVOLVED IN GANGS

- There are several risk factors or conditions that increase the likelihood of a young learner becoming involved with a gang:
 - Lack of connection with family, community, schools, faith-based organisations, cultural organisations and joining gangs for protection.
 - Living in a gang infested community or having family members in a gang
 - Lack of a positive support system at home.
 - Violence against family members at home.
 - Exposure to TV shows, movies, video games and/or music that glorify violence.
 - Lack of participation in alternative activities, such as community, school, cultural or faith-based youth programmes.
 - Low self-esteem and/or a sense of hopelessness about the future.
 - Poor decision-making and communication skills.
 - Too much unsupervised free time.
 - Lack of respect for authority (parents, educators, law enforcement officers).
 - Alcohol or other drug use.
 - Sexual promiscuity.

GANG VERSUS NON-GANG ACTIVITY

- Gang violence is different from non-gang violence:
 - Gang violence typically involves a larger number of individuals, but it is not always the case when it comes to violence on school grounds.
 - Gang-related violence tends to be more retaliatory and escalates much more quickly than non-gang violence.

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- Gang activity is usually more violent in nature and often involves a greater use of dangerous weapons and/or –objects.
- School officials and educators must look at gang activity differently and not as one-on-one, isolated incidents. Otherwise, the problem can escalate so quickly that a school fight between rival gang members will escalate into a potentially dangerous attack just hours later after school has ended for the day. Such activities can even happen during any school activity.
- The School must still discipline individual learners involved in gang offenses on a case-by-case basis based upon their individual actions in violating school rules, but educators must see “the forest with the trees” and recognise that these offenses are interrelated and part of a broader pattern of gang-related misconduct and violence.
- Gangs engage in an array of criminal activities and violence including assault, burglary, theft, drive-by shooting, extortion, homicide, stabbings, beatings identification fraud, money laundering, prostitution operations, robbery, sale of stolen property, drug, and weapons trafficking.
- Gang members of rival gangs will target rival gang members on school property, after hours and at school activities on or off school property.
- Gang members will even use violence to ensure that members or associates or supporters or initiates adhere to the gang’s code of conduct or to prevent a member from leaving the gang.

WARNING SIGNS AND OTHER RISKY BEHAVIOUR OFTEN ASSOCIATED WITH POSSIBLE GANG INVOLVEMENT

According to a theoretical approach used to understand gangs and gang behaviour is the routine activities approach. The routine activities theory identifies three key elements required for a crime to occur and at-risk youths who end up joining gangs meet all three of these criteria.

- a motivated offender;
- a suitable target/victim;
- the absence of a capable guardian with the ability to prevent the offender from committing the crime.
- Typically, the school authorities may look for graffiti, or the above-mentioned signs and clothing as the main indicators of a gang presence. However, gang indicators can be quite subtle, particularly as awareness increases among gang members themselves, school officials, law enforcement, and other adults.

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- There are several signs that may indicate involvement with a gang or risky or delinquent behaviour. The sooner concerns are responded to, the greater the opportunity to prevent a child from joining a gang. Keep in mind, learners who pretend to be gang members or just associate with gang members are at equal or greater risk for being victims of violence as are those who are known gang members.

- Depending upon the specific gang activity in a specific given school or community, gang identifiers may include, but is not only restricted there-to:
 - Graffiti: Unusual signs, symbols, or writing on walls, notebooks or on folders, desks, walls and buildings, scripts or even textbooks.
 - “Colours or Patches”: Obvious or subtle colours of clothing, a particular clothing brand, jewellery, or haircuts (But not necessarily the traditional perception of colours as only bandannas).

- Tattoos: Symbols on arms, chest, or elsewhere on the body.
 - “Lit” (gang literature): Gang signs, symbols, poems, prayers, procedures, etc. in notebooks or other documents
 - Initiations signs such as suspicious bruises, wounds, or injuries resulting from an assault type of initiation.
 - Unusual hand signals or handshakes
 - Sudden changes in behaviour or secret meetings and many other methods and withdrawing from family activities.
 - Suddenly changing friends and spending time with undesirable people by Not associating with long-time friends and being secretive about new friends and activities.
 - Developing a bad attitude toward family, the school and authorities and being involved in school disciplinary issues.
 - Sudden drop in school grades.
 - A new fear of police.
 - Changes in normal routines with new friends, such as not coming home after school or staying out late at night with no explanation.
 - Phone threats to the learner or family from rival gangs (or unknown callers) directed against the learner and/or photographs of the learner and other persons displaying gang hand signs, any weapons, cash, drugs, or gang-type clothing or other expensive type jewellery.
 - A newfound sense of bravery such as bragging that he or she is too tough to be “messed” with.
 - Wanting excessive privacy.
 - Using a new nickname or moniker in real life or on social media.
 - Using unfamiliar slang words.
 - Purchasing or wanting to buy or wear clothing of all one colour or style.
 - Modifying clothing to indicate membership in a special group.
 - Changing appearance with special haircuts, eyebrow markings or tattoos.
 - Suddenly having more money or possessions.
 - Drug or alcohol use evidence.
 - Carrying objects that can be used as weapons.

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- According to research by Theodore Petrus, it appears there is another subculture that co-exists with gangsterism is referred to as the “klipgooi” or stone-throwing subculture. This subculture is described as occurring at school level, where male learners engaged in a game of throwing stones at each other. Petrus indicated that there was a link between the stone-throwing of groups of boys at school and the gangs. When members of one group are harmed by those of a rival group, the conflict escalates into violence. The gangs take an interest in these conflicts as they tend to take sides with rival groups and seek to recruit those boys who show “plak” (guts or bravery).
- One or several of the above identifiers may indicate gang affiliation. It is important to remember, however, that identifiers may assist in recognising any gang affiliation, but a focus on unusual behaviour/misconduct is also especially important.
- Educators, coaches and parents should have regular training and updates to monitor the changing nature of gang identifiers and, most importantly, gang behaviour in the school and communities.

VIOLATIONS OF THE POLICY AND PROHIBITED CONDUCT

- Prohibition on display of gang insignia at school or during any school activity - A learner commits an offence in terms of this policy and the School’s Learner Code of Conduct, if the learner knowingly, and without reasonable excuse, displays gang insignia at any time in the school premises, during any school activity or as part of the school’s uniform or in any civilian clothes at the school or during any school activity or where the learner can be identified as an enrolled learner of the school
- Gang-related activity is strictly prohibited within the school and is an offence that calls for a learner to be charged to appear before a Disciplinary committee of the SGB and in certain circumstances the school may call SAPS to remove a learner who presents a clear danger to others.
- It is a violation of this policy and any other school rule for any gang or gang member to threaten, defame, harass, intimidate, bully, cyberbully, or physically attack another when these actions occur on school property, on a school bus, or on their way to or from school, outside the school premises, at any bus stop/taxi stopping place, or in connection with any school-related activity and when such behaviour comes to the attention of the SGB and/or school authorities.

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- This behaviour also constitutes a violation of this policy when they have a direct effect on the order and general welfare of the school (such as negatively affecting the safety or learning environment of a classroom), even if they do not occur on school property or at a school-related activity.

- It is a violation of this policy for any individual or suspected gang member to threaten or carry out reprisal or retaliation against individuals:
 - who report gang activity and similar destructive or delinquent group behaviour;
 - who are victims, witnesses, bystanders, or others with reliable information about gang activity and similar destructive or delinquent group behaviour.

- Violations of this policy are cumulative; subsequent offences may affect the nature and severity of the disciplinary consequences.

- The principle as indicated in terms of the Regulation of Gatherings Act, 1993,
 - as amended by the Dangerous Weapons Act, 2013, no person may at the school or at school have in his or her possession, is also applicable at the school or during or at any school activity:
 - any dangerous weapon,
 - any firearm
 - any object which resembles a firearm and that is likely to be mistaken for a firearm;
 - any sharp or bladed object;
 - any object in terms of the school's policy on banned objects.

- Other conduct prohibited by this policy includes, but is not restricted there-to:
 - wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs, or other items with the intent to convey membership or affiliation in a gang;
 - communicating either verbally or non-verbally with gestures, bodily movements, handshakes, slogans, hand signals, drawings with the intent to communicate or convey membership in or of a gang;
 - requiring payment of protection or insurance or otherwise intimidating or threatening any person related to any gang activity;
 - inciting others to intimidate or to act with physical violence upon any other person related to gang activity or any person targeted by a gang or a gang member or an initiate;
 - carrying or having in a bag, school satchel, purse, wallet, or any other type of container or in a locker any banned dangerous weapon/object;
 - in possession of any drug or any other unauthorised substance;
 - soliciting others for gang membership;
 - committing any other illegal act or other violation of school code of conduct or any rule or other policy or common law/criminal law offences;
 - any conduct in connection with any gang-related activity.

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- All suspected violations of this policy will be investigated by the Head of Discipline who may involve any other educator.
- The SBST may recommend appropriate interventions for individuals who have been victimised.
- Any learner, educator or school employee, or third party engaging in behaviour which violate this policy is subject to disciplinary and/or legal action. Interventions will be recommended, as appropriate, for learners, educators and school employees who violate this policy.
- Whenever a report of on-going or threatened gang-related violence appears accurate and reliable, the principal or his/her designate will contact the District and the SA Police Services and will investigate any such matter.

DENIAL VERSUS ACKNOWLEDGING GANG ACTIVITY IN THE SCHOOL

- Gangs thrive on anonymity, denial, and lack of awareness by school personnel. The gang members whose graffiti on a school bag or any other publication or online or on an online profile that goes unaddressed may be involved in initiations, assaults, and drug sales in school.
- The condition that makes the school environment most conducive for gang activity is denial by any school. The most common initial response to gangs in all communities and schools is denial because school officials may be more focused on image concerns for the school while they should be focusing on dealing with the problem. The longer they deny, the more entrenched the problem becomes and, in the end, the worse the school's image will be.
- Even when the school and GDE officials come out of denial and acknowledge a gang presence, they sometimes tend to downplay it and do a "qualified admittance" of the problem. They acknowledge it when they cannot deny it any longer, but even then, they might tend to downplay it and underestimate the extent of a problem. The people that may deny it only fool themselves because the longer they deny and downplay the problem, the worse it may become, and the bigger gang problem and image problem they will face in the end.
- The other side of the issue is that the school should also not overstate the problem in the school or community, they put people in unnecessary fear or give the gangs more credit and status than they want to claim for themselves. It has been shown that most learners in the school are not in a gang and do not want gang activity in their schools. The problem, though, is that a small number of gang members, along with their associates outside of the school, can account for a significant amount of violence or disciplinary issues very quickly if their activities go unaddressed, which affects the good name and reputation of the school.

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- School officials can prevent such occurrences – or at least reduce the risks and impact of those which do occur – by training their staff on gang identification, behavior, prevention and intervention strategies, and related school security and emergency preparedness issues.

MANAGING AND PREVENTING GANGS IN THE SCHOOL

- The School and community responses require a balanced approach of prevention, intervention, and enforcement strategies. The School must work very closely with law enforcement to share information on gang activity since what happens in the community spills over into the schools and vice versa.
- Studies show that nothing deters learner gang members from starting incidents in school than the physical presence of an adult member of staff. Educators standing in the hallways during the changing of classes is far more impactful for learners than the knowledge of surveillance cameras.
- Practical steps the school will take include:
 - Communicate to staff, learners, and parents that schools are neutral grounds and that gang, drug, and weapon activities will receive priority response as the school is declared a violence free, drug free, bully free and smoke and vape free environment.
 - Apply discipline in a timely, firm, fair, and consistent manner.
 - Control all entrances to the school. Vigorously monitor outside as well as inside areas.
 - Be alert to the presence of strangers in or around the building and challenge people as to why they are there.
 - Adults and authority figures must be highly visible on the school premises.
 - Reduce the changing time between classes and discourage loitering.
 - Be aware of school areas and times that are most vulnerable for gang activity such as the tuck shops, areas not covered by CCTV, dismissal time, changing classes, courtyards, hallways, school gates, outside the school area, taxi pick up points, parking lots and bathrooms.
 - Institute learner anti-gang education and prevention programmes.
 - Establish a mechanism for learner conflict mediation.
 - Contact parents if there are signs of gang activity as evidenced by a learner.
 - Train school personnel and parents in gang identification, intervention, and prevention techniques.
 - Obtain input from learners on violence-related concerns and prevention strategies and info reporting in an anonymous manner on any gang activity and school and the gangs/learners involved.
 - Create a climate of ownership and school pride, including learners, parents, educators in the safe-school planning process.
 - Establish cooperative relationships and communication networks with parents, law enforcement and social services and other community members. Set up

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mechanisms and structures to promote information-sharing and coordination among agencies.

- Any school member of staff or any learner shall report any incidence or suspected gang activity, gang intimidation, or gang recruitment to the principal and/or the head of discipline who will report it to the District.
- A notice will be posted at each school entrance stating ng that gang activity and similar destructive or delinquent group behaviour is prohibited on school property, on school buses, or at school-sponsored functions/activities. The notice will include words stating that reprisal or retaliation against individuals who report gang activity and similar destructive or delinquent group behaviour or those who are victims, witnesses, bystanders, or others with reliable information about gang activity and similar destructive or delinquent group behaviour are prohibited and will be met with the most severe disciplinary action which may include the involvement of the SA Police Service.
- The SBST may recommend appropriate interventions for individuals who have been victimised.

ONGOING DOCUMENTATION OF GANGS/GANG ACTIVITY PRESENT IN THE SCHOOL

- In the event of a gang conflict, prior knowledge of the existence and membership of these groups can allow a much more targeted and effective response, such as mediating conflicts before they get out of control and separating learners with ongoing conflicts from one another.
- Helpful information includes documenting, cell phone video footage or photos, selfies, taking photos and reporting of:
 - gang graffiti written in and around the school grounds and its meaning;
 - information on typical identifiers used in the school setting as indicated in the policy;
 - information on gang-related tattoos, and members and/or rivals of groups functioning in and around the school.

GANG TRENDS AND CYCLES

- Gang development is a process, not an event. Schools and communities do not simply wake up one morning and find that gangs suddenly appeared overnight.
- The School authorities must collaborate with parents, learners, law enforcement agencies, policing forums, social service officials, businesses, and the broader community representatives. The key rests with school educators, the SGB and members of staff to

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quickly recognise the presence of any gang activity in a timely manner to prevent it in the school environment before it becomes entrenched.

THE CONSEQUENCES OF GANG INVOLVEMENT IN THE SCHOOL ENVIRONMENT

- Even though some learners may believe that gang involvement might provide safety, a sense of “family”, protection, excitement, and opportunities to earn money, the truth is that gang involvement is very dangerous and limits opportunities for the future.
- Research has shown that learners who are gang-involved are more likely to commit crimes, which increases their chances of being arrested and incarcerated, and to be victims of violence themselves.
- Young female learners are especially vulnerable to sexual victimisation.
- Youth who get caught up in gangs are also less likely to finish high school, less likely to find stable jobs as the gang becomes their “work”, and more likely to have alcohol and drug problems and even health problems later in life or be jailed for criminal offences.

POSSIBLE WARNING SIGNS OF IMPENDING GANG VIOLENCE

- Whenever gang members interact, whether at school or in other settings, there is always the possibility of violent conflict. Educators and staff must be made aware of youth behaviour and affiliations. Gang members often follow unspoken rules that govern appropriate responses to disrespect, whether intentional or unintentional. Disrespectful actions might include confrontational glances, verbal exchanges, or nonverbal gestures. If a gang member feels disrespected, violence is a common response.
- School educators and staff members must be alert to the following examples of behaviour that may predict impending violence but there may be other:
 - “Hard looks” -Gang members may exchange threatening glances with other learners or roll their eyes disrespectfully, hoping to provoke a confrontation.
 - Gang hand signs - Gang members may sign their gang affiliation, hoping to provoke a response from rivals. Hand signs usually consist of alphabet letters, numbers, or symbols made with the hands. Hand signs should not be tolerated.
 - Verbal challenges -Gang members may call out the name of their gang or make disrespectful and insulting remarks about rival gangs. Educators should discourage this negative behaviour.
 - Groups squaring off - Gang members may be preparing to fight.
 - Bringing weapons or dangerous objects to school.
 - Showing gang colours. Gang members may carry concealed items in gang colours (such as bandanas or socks worn under school socks) and flash these items to show disrespect for rival gangs.
 - Reports of concern – learners or educators or members of staff may express concern that potential conflicts between gangs are impending. Any reports of concern by learners should always be taken seriously and investigated.

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EDUCATORS AND STAFF MEMBERS SHOULD BE STRONG AND VISIBLE

- It is an unfortunate fact that educators and staff members are on the front line of a school's defence against gang involvement. In many schools, only a few educators are willing to take a stand against gang activity and work towards providing an adequate response.
- Learners must see every member of the educator corps and school staff working together and being consistent in dealing with gangs.
- Educators and staff members should not belittle each other in front of learners, should publicly support each other's decisions, and should meet privately to discuss problems or conflicts. They also should consistently enforce school policies together. School educators must be present and visible where learners are located, including in hallways during class changes, during assembly in front of bathrooms, and at school activities.

SAFETY INDICATORS FOR SCHOOL EDUCATORS AND STAFF

- Although the school itself may seem like a controlled setting, school educators and staff members must be informed and understand that certain actions on their part should be avoided. Violence has a clearly understood role in street gang culture, and adults can become targets of violence by failing to understand the potential ramifications of interactions with gang members.
- For their own safety, school educators and staff members should:
 - Avoid making fun of or "disrespecting" or denigrating any gang or group in the school setting, in front of others and/or social media or any communication to parents. Never refer to a gang member as a "wannabe," since this can be seen as provocation to commit an act of violence.
 - Avoid demeaning or insulting any gang members or possible/suspected members. Make it a policy to treat everyone with courtesy and respect.
 - Do not call out or humiliate a gang member in front of his/her peers. If inappropriate behaviour must be addressed, do it in terms of the school's Code of Conduct and the relevant legislation.
 - Beware of setting up any opportunities for rival gangs or rival members of gangs to commit acts of violence. For example, if members of rival gangs are caught fighting, they should be isolated under supervision rather than being placed in the same room to await possible sanctions.
- The school grounds, tuckshop, administrative offices, hallways, classrooms, the school grounds entrances, school events, and even bathrooms, entrances and if need be, inside bathrooms. These are all places where rival gang members may intersect. These areas should be supervised and/or monitored 24/7 with CCTV by staff members to ensure that learners are not victimised, threatened bullied, intimidated, attacked, assaulted or their dignity affected.
 - Plan to prevent violence.
 - Do not favour one group over another group. Enforce all policies equally for all groups.
 - Do not let transgressions and/or issues slide. Rules must be enforced fairly and consistently with all learners, or adults will appear weak and ineffectual. Gang members may often get the impression that adults lack the capacity to protect them

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or address incidents of bullying or victimisation. When this occurs, gang members may take matters into their own hands or engage in acts of retaliation

- Do not imitate gang slang, clothing, hand signs, or symbols. Imitation may be perceived as disrespectful by gang members. It also demeans the adult and removes him or her from a position of neutrality and position of being in control. Rather than establishing common ground through imitation, set an example with professional attire, and establish relationships through consistency and caring.
- Do not focus solely on negative behaviour. Also provide gang members with opportunities to gain recognition for positive behaviour.

TRAINING AND CODE SIGNALS FOR INCIDENTS OR A CRISIS IN THE SCHOOL SETTING

- The School routinely drill for fires and other emergencies. Drilling for a crisis involving an armed intruder or an act of gang-related violence within the school setting requires a different sort of practice.
- The school should implement a code word or phrase that is changed regularly, for the educators and staff that can be broadcast over the intercom to signal a crisis without alarming the learners. For this sort of crisis, educators and staff members should clear the hallways and move learners into classrooms, locking the doors, as soon as possible. Like fire drills, these crisis drills should be practiced at regular intervals.

AFTERMATH OF A GANG CRISIS IN THE SCHOOL

- The school must form partnerships with appropriate community agencies/mental health providers and law enforcement agencies. These partnerships enable schools to be aware of violent incidents in the community that might spill over into a school or cause residual trauma and fear for learners.
- When a serious incident has occurred in the community, or at school or during a school activity, partners can be convened to formulate an action plan to address learners needs and to circumvent retaliation. Issues to address might include grief, post-traumatic stress disorder, and conflict resolution/mediation.

STATUS OF THE POLICY AND AMENDMENTS

- It is intended to be a living document. Successive governing bodies should revisit it on a regular basis and, where relevant or applicable, amend it from time to time to accommodate changes in legislation or circumstances that warrant such changes.

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ANTI-GAMBLING POLICY OF THE SCHOOL.

5.1 Introduction

- 5.1.1 Gambling in any form in the school by any learner, during any school activity involving any learner, on the school premises, in or out of school hours is banned and illegal as it transgresses the Lotteries Act. If it is not eradicated it will detract from the culture and performance of the school and create many points of conflict and negative influence among learners and lead to other serious misconduct and even criminal acts. It disrupts the delivery of education in many respects as the School is a place of learning and teaching and adults working in the school with learners have a duty of care towards all learners.
- 5.1.2 Gambling is based on chance, but some online gambling can look like video games and apps that involve skill this also includes online forex trading activities. This might look like fun to learners and might lead some to think gambling also involves skill. This could give them unrealistic or false beliefs about gambling and the odds of winning.
- 5.1.3 According to a recent study undertaken by the National Gambling Board, both male and female learners were found to partake in a multitude of different types of gambling activities, and both male and female learners fell into the sub-set of gamblers with a strong predisposition to gamble. However, male learners were found to be significantly more likely to gamble on a regular basis, and to spend larger amounts of money in doing so, parents' money that was destined for travel, food, school stationery or even paying school fees.
- 5.1.4 Gambling can have a profound negative effect on a learner's life, contributing to financial, social or mental health issues. It often disproportionately affects already at-risk learners, including those with low emotional self-images and those already engaging in risky behaviour, such as truancy or drug use, smoking and other substance abuse and/or involvement in any other acts of a criminal or high-risk behaviour such as theft which can even lead to assault with a deadly weapon, bullying, extortion and intimidation.
- 5.1.5 The Gambling Triangle - If these three elements (money/goods/possessions, time and access) are present, the gambler is engaged in gambling.
- 5.1.6 Often referred to as a "hidden illness," gambling addiction has no obvious physical signs or symptoms that can be quickly or easily recognised. Learners with gambling problems often go unnoticed before the signs of the addiction finally become evident to school authorities and/or even to close friends and family members. In fact, because many gambling addicts can control their demeanour and behaviours much of the time, most of the time and if you are not aware of the signs, it is very difficult to spot a gambling

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addiction unless a learner is physically observed or “caught out” in a situation in which they are gambling, then you may quickly realize that they are out of control especially when they lash out or become aggressive or runs away from the situation. It also comes to the fore when learners sometimes do not have the money to finance a gambling problem or “debt”, so the entire family may have to suffer a financial loss when parents must “bail their children” out of a gambling “financial debt” owing to gambling. It was also observed that peer relationships are not immune from the effects of gambling. Friendships can disintegrate when friends of gamblers are replaced with gambling contemporaries or non-gambling peers who are also groomed to participate in the vortex of such risky behaviour.

5.1.7 The following behaviours are all potential signs of a gambling addiction/participation in gambling activities by a learner:

- being preoccupied with gambling, playing the lotto, gambling online, online forex trading etc.;
- avoiding obligations at school, chores at home or engaging in social activities to spend time participating in gambling/gaming;
- avoiding and/or ignoring school responsibilities, educators, friends or family members who have voiced concerns of a potential gambling addiction/ participation in gambling activities;
- borrowing, begging, stealing money even from their parents or other siblings and friends to gamble or to pay “debts” off or sudden changes in the amount of money a learner has, the learner being short of money, or asking money from family and friends;
- returns – after losing money gambling – another day to “get even”;
- selling possessions to acquire money to gamble or pay debts;
- truancy, bunking classes;
- games such as marbles and spinning coins and other items are also gambling or a game of chance and also turn into gambling activities;
- inability to control gambling behaviours despite a desire to have such control;
- smoking, illicit use of drugs and other substances;
- is involved in other risk-taking behaviour like fights, vandalism or shoplifting;
- telling lies about gambling or otherwise masking a potential problem, denying actions or minimising problems and/or secrecy about gambling;
- poor academic performance and failing in subjects;
- disrupting classes and/or frustrating teaching;
- spend money that he/she doesn’t have available to spend on gambling;
- steals others' possessions to sell to cover gambling debts;
- gambling without money on smartphones and other apps;
- gambles money intended for other uses such as transport fees, school fees, lunch money etc.
- participation in any gambling activity at school;
- withdrawal from usual friends, involvement with risky characters, unhealthy social activities, nocturnal habits that prevent sleep and events;
- using gambling jargon in conversations and bragging about winnings;

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- is in possession of dice, playing cards, scratch cards or any other gambling paraphernalia, even such items as matches, numbers, documents, and amounts of money that cannot be explained;
- receptive attitudes towards gambling, or a preoccupation with video arcades, internet gambling sites, sports results or simulated gambling apps or games and gaming on smartphones.

5.1.8 In terms of the Gambling Act It is a crime (knowingly) to pay any winnings from a gambling activity to a minor; or to an excluded person; or to any other person who won the winnings in an unlawful gambling activity.

1. PURPOSE OF THE POLICY

6.1 The main purpose of the policy is to:

- to disseminate information and raise awareness about all forms of gambling by learners at school;
- to change erroneous impressions or problematic beliefs about gambling by minors, and
- raising awareness and reducing faulty beliefs about gambling and reducing and even preventing gambling amongst learners of the school.

6.2 This policy has been developed according to the SASA Act, 1996 and the school's Code of Conduct and Safety Policy. It promotes the Vision and the Mission Statement of our school and promotes and maintains discipline and order within the school and aims to prevent and prohibit gambling activities and other negative activities as a result of thereof among learners.

7. TERMINOLOGY AND ACRONYMS

7.1 Terminology

Term	Explanation
Bet/wager	Means any number of money/goods/products a player pays/bets/wagers to participate in a gambling game/activity or any goods or possession/products/goods any learner puts at risk in playing/participating in any gambling activity/game and/or where bets/wagers are taken/made on the outcome of a future event or the occurrence of a future event.
Betting	Betting" or "placing bets" is defined as placing or putting something of value at risk (e.g., money, property, entry fee, a

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Term	Explanation
	tangible item) with a chance of gaining or winning something of value in return.
Dice	Dice or also known as a die and/or small objects (polyhedrons) used as implements for gambling and the playing of games. The most common form of dice is the dice cube, with each side marked with from one to six small dots (spots).
Disciplinary Action	Means any disciplinary steps taken against a learner or group of learners involved in or planning to or who have the intention to participate in any gambling activity or found in the possession of any object, game, token, money, electronic game or app that may be used. Disciplinary action includes in pre and/or post-suspension pre and or post-disciplinary action by the school which may include a formal internal or external disciplinary hearing.
Educator/Staff Member/Coach/Security Guard	Means any person, including a person who is appointed to exclusively perform extracurricular duties, who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education psychological services, or who is employed by the school including agents of the school such as security guards at the school.
Forfeit and Confiscation (Search and Seizure)	Means confiscation of any proceeds from gambling or seized during any activity found in the possession of a learner where a gambling activity in any format is taking place or just finished or is about to begin.
Confiscated Money/Goods	Means that it will be forfeited and be paid into the school's welfare fund and no learner has any claim to it nor the goods and objects seized that will be destroyed by the school.
Gambling	a. Means risking money or other property for gain, contingent in whole or in part upon lot, chance, or the operation of a gambling device be it on any electronic or digital device or any other device or any other paraphernalia that may be associated with any gambling activity in any form or way. b. It is a type of processing of wagering money. Instead of money, people are allowed to wager any other valuable things and play against the opponent. The person who is winning in that round of the game can take all the wagered possessions. The lost person will be getting nothing, as he is the runner-up.

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Term	Explanation
	c. The betting or staking of something of value, with the consciousness of risk and hope of gain, on the outcome of a game, a contest, or an uncertain event whose result may be determined by chance or accident or have an unexpected result because of the bettor's miscalculation. d. Any online platform that promotes and involves gambling.
Gambling Token/Gaming Token/Paraphernalia	Means any South African currency or any token, credit note, promissory to pay the note, bookie list, or any other thing/object/product that enables a bet to be made on a gambling activity at school or involving any learner of the school. And includes but is not restricted thereto and includes: a. a document, scratch card, lottery ticket, raffle ticket not authorised by the school, gaming board, roulette wheel, blackjack playing mat and/or any surface that has markings for use of any gambling game; b. playing cards (bicycle cards etc.), dice, balls, coins, tokens or counters or any other object that is used in gambling activities by learners; c. a card, list, money, paper, record, sheet, table, ticket or other written document d. mechanical, electrical, telephonic, electronic or other equipment or device or any access to any such equipment or device; e. a board, chart, a diagram on any material or screen; or f. any form or means of recording, storing or transmitting information or data used, apparently used or likely to be used in carrying on or in connection with betting or any game of chance, lottery, list of bets, numbers, betting activity, fafi, stokvel or a game or any form of gambling at school or during any school activity in or out of school hours that is not authorised by the school authorities or the SGB.
Learner	Means any person enrolled at the school or any other school receiving education or obliged to receive education in terms of SASA.
Loan Sharking	The action or practice of lending money at <u>unreasonably</u> high rates of interest.
Member of Staff	Means a person employed at the school.
Money/Cash	Means coins and currency that circulates, and is customarily used and accepted as money, in the issuing nation including

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Term	Explanation
	South African currency including any banknotes, coins, request for payment, IOUs, collection or receipt of money, and also the use of money/coins as gambling tokens and/or bets/wagers.
Money Pool	Money pools most often involve a group of learners who agree to pool their money equally through monthly (or regular) contributions to a fund. Also, see Stokvel.
Online Gambling	a. Any individual or entity engaged in the business of accepting, placing, receiving or otherwise knowingly transmitting a bet or wager by any means which involves the use, at least in part, of the Internet, and would include online businesses offering sports betting, online poker or other games of chance. b. Any form of online, internet or mobile phone gambling, gaming and betting services including, without limitation, remote gambling, mobile phone gambling, online sports betting and online fixed odds gaming.
Parent	Means- a. the biological or adoptive parent or legal guardian of a learner; b. the person legally entitled to custody of a learner; or c. the person who undertakes to fulfil the obligations of a person referred to in paragraphs (a) and (b) towards the learner's education at school;
Play/Gambling	Means participating in any gambling activity/game of chance at any time or place.
Player/Participant/Observer	Means a learner who participates in any gambling activity or is present and/or observes such an activity.
Pool Betting	Bets where all or part of the prize depends on the size of the total pool of bets or is split between the winners.
Possession	Means and includes— a. actual physical possession; and b. custody or control; and c. having and exercising access, either solely or in common with others, and an instrument of gambling is in a learner's possession in a pocket of item of clothing in any way and/or

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Term	Explanation
	found in his/her bag/school bag or any other type of container/bag that is deemed to belong to him/her.
Principal	Means an educator appointed or acting as the head of the school.
Raffle/Lottery	Means and includes - a. any scheme by which prizes of money, or any other property, matter or thing are, or are proposed to be, drawn or won by a lot, dice or any other mode of chance or by reference to any event or contingency dependent on chance; or b. any scheme in which any such prizes and/or money or any other property are, or are proposed to be, given and in which at any stage the persons eligible to receive the prizes or to participate further in the scheme are, or are to be, determined by lot, dice or any other mode of chance or drawing of any number or by reference to any event or contingency dependent on chance whether the scheme is real or pretended or is established or conducted, or intended or proposed to be established or conducted, and in any case whether wholly or partly in at school or elsewhere involving any learner of the school and/or learners from other schools or any other person.
School Activity/School Sponsored Activity	Means any official educational, cultural, recreational, sporting or social activity of the school within or outside the school premises in or out of school hours undertaken/participated in by any learner.
School Governing Body	Means the governing body contemplated in section 16 (1) of SASA of the school.
Search	A search includes, but is not limited to, opening a locker, inspecting the contents of a learner's school bag, backpack sports bag, any container feeling an object concealed in a learner's clothing, reading a learner's notebook, scripts, textbooks or looking through a learner's possessions after he has been ordered to empty his pockets or take off any head cap, beanie or similar head covering. This can occur on school premises or during any activity off school premises in or outside of school hours. The normal provisions as per the legislation regarding schools must be observed,

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Term	Explanation
Stokvel	A savings or investment group of learners to which learners regularly contribute an agreed amount and from which they receive a lump sum payment. Stokvels are prohibited in school.
Wager	Risk/bet an item or a sum of money or a valued item or any product against someone else's based on the outcome of an unpredictable event/game/gambling activity.

7.2 Acronyms

Term	Explanation
GDE	Gauteng Department of Education
NGA	National Gambling Act
SGB	School Governing Body
SBST	School-Based Support Team

8. APPLICATION AND SCOPE OF THE POLICY

8.1 This policy applies to all learners of the school community. The policy is in force:

- a. On the school property before, during and following regular school hours, outside the school property such as the fence, gates or around the school perimeter.
- b. At all official events, both within and outside the regular school hours, where such events are held under the auspices of the school management structures.
- c. At all official school events which are held off the school property.
- d. At all times when the learner is dressed in the school uniform and/or is recognisable as a learner of the school on the school property or in the public view outside the school.
- e. On or near any vehicle on the school property or any vehicle used for school transport by any learner/group of learners.

8.2 This policy forms part of the learner code of conduct and school rules.

9. LEGISLATIVE FRAMEWORK

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- 9.1 The Constitution of the Republic of South Africa, Act 108 of 1996.
- 9.2 The South African Schools Act, Act 84 of 1996.
- 9.3 National Gambling Act, 2004.
- 9.4 National Gambling Policy published in terms of Government Notice 389 of 1 April 2016.
- 9.5 Gauteng General Notice 6903 of 2000 as amended.
- 9.6 The Children's Act, 2005, Act 38 of 2005 as amended.
- 9.7 Child Justice Act 2008, Act 75 of 2008, as amended.
- 9.8 National Guidelines on the Compilation of a Learner Code of Conduct.
- 9.9 National Safety Regulations for Public Schools.

10. RELEVANT POLICIES AND PROVINCIAL CIRCULARS

- 10.1 The Disciplinary Code of Conduct and Rules of the School and related policies and rules.
- 10.2 The School's Safety Policy.
- 10.3 The School's Social Media Policy.
- 10.4 Gauteng Education Department, Circular 74/2000.
- 10.5 School's cell phone policy and social media policy.

11. POLICY STATEMENTS AND CONDUCT

- 11.1 The school is not a gambling premise/venue. It is a **gambling-free zone** and no form of gambling, game of chance, stokvel or any form of lending money is allowed by any learner of the school, therefore any educator in any place at the school on reasonable suspicion may stop, question and/or detain and search any learner/group of learners and their possessions and may seize any instrument of gambling /suspected instrument of gambling including any cell phone of any learner. The educator will make a written report and submit any object and/or money/prizes /tokens seized to the head of discipline of the school for further investigation and or any further disciplinary steps including suspension before a disciplinary hearing for a maximum of five to seven school days. Learners try out gambling activities at school and they get poor grades in school assignments, stealing and lying, borrowing money, fighting and not repaying. When they lose, [extortion of money from younger](#) learners by the one who owes a gambling debt is normally the result or learners are beaten up because they cannot pay a gambling debt. is having money or debt. These are forms of behaviour that will not be tolerated by the school authorities as they will harm the climate and safety of the school.

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11.2 All learners must comply with this policy. Learners engaged in any gambling or collecting money activities are subject to the learner conduct process, up to and including suspension or expulsion from the school. Such prohibited activity includes:

- a. possessing on one's person or in a locker or bag, any piece of paper, card, book or another device for registering bets;
- b. knowingly permitting the use of one's cell phone or other electronic communications device for gambling;
- c. knowingly receiving or delivering a letter, package or parcel related to illegal gambling;
- d. offering, soliciting or accepting a bribe to influence the outcome of any school sports game;
- e. involvement in bookmaking or wagering pools.

11.3 Online gambling and gambling-like experiences are so widespread that learners might view and accept gambling as a normal part of everyday life, including sports. Part of this “grooming” of learners is gambling advertisements that send the message that gambling is fun, exciting and a quick and easy way to get rich. Learners might think of gambling as a good social activity because online gambling activities use chat and messaging to encourage playing with friends, sharing gambling stories and getting others to place bets. Online gambling is often designed so that players win a lot in ‘practice mode’. Learners might believe that this winning streak will keep going when they play with real money. Most problem gamblers had what they thought was a significant ‘win’ early in their gambling history. Gambling is based on chance, but some online gambling can look like video games and apps that involve skill. This might look like fun to learners and might lead some young players to think gambling also involves skill. This could give them unrealistic or false beliefs about gambling and the odds of winning. This is specifically designed by gambling operators to hook learners to view gambling as part of the “normal” activities of life and a form of “entertainment” to alleviate boredom, but learners may only accumulate debts when gambling on an account that they will be expected to pay.

11.4 No learner may participate in any online gambling activity on a cell phone during school hours or during any school activity as this is also against the school’s cell phone policy.

11.5 No learner of the school may advertise or promote any gambling activity for or by any other learner of the school to participate in at any time, any form of gambling or engaging in any conduct related to gambling or any gambling activity and which may or may not involve any instrument of gambling or any object and/or money/prizes, involving any enrolled learner of the school, no matter what age, is a transgression of the school’s code of conduct and rules and will lead to disciplinary interventions and even suspension from school, before any disciplinary hearing of the school.

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- 11.6 Any learner found playing/participating/leading/observing/being present at any activity that may be regarded as gambling or a game of chance or a lottery or any game where there is a prize during or after school hours/after school hours on school premises or during any school activity or outside the school fence or while waiting for transport in school vehicles, at any school functions are in contravention of any of the provisions of this policy or any law of the land may be regarded as proof (in the absence of evidence to the contrary) that the relevant learner was playing for money, wager or a stake which may or may not involve any instrument of gambling or money or any kind of prize or token.
- 11.7 No stokvels/saving schemes/money pools are allowed to be operated, managed or participated in by any learner of the school in or out of school hours, in or out of uniform involving any other learner.
- 11.8 Any learner may not publish or exhibit, undertake or cause or permit to be published on any social media platform or by word of mouth in a document of any kind or broadcast any notification/ invitation/enticement of any learner or other person to participate or by any other electronic means/digital device or otherwise any information relating to any gambling activity at the school or any such activity involving any learner of the school or any other school in or out of school hours on or off the school premises or where any learner can be identified as a learner of the school.
- 11.9 Activities that are classified as gambling at school or during any school activity and are viewed as misconduct and a transgression of the school's code of conduct of which the outcome is or any other type of reward or prize or just for fun or in which a "debt" is accumulated to be paid out or rewarded at any stage are amongst others are, amongst others, the following activity or game of chance:
- a. Any type of playing card games.
 - b. Any games involving the use of any type or size of dice or any other playing token or even poker chips or facsimiles/copies thereof in any form.
 - c. Sports betting of any kind.
 - d. Offering, soliciting or accepting a bribe to influence the outcome of an event.
 - e. Involvement in unauthorized raffles or lotteries.
 - f. Pitching or spinning flipping and/or spinning coins other tokens or objects for money or any other similar type of game involving any form of coins or other money or for any other tangible and/or intangible reward.
 - g. Lottery games of any type.
 - h. Any chance games, even those games involving skill of which the outcome depends on any money or any other reward/product/object.

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- i. Unapproved raffles of any type.
- j. Bingo or similar games of any type.
- k. Games of skill involving elements of gambling of any type.
- l. Cultural games involve any element of gambling.
- m. Selling, providing, swopping or bartering any form of “scratch card”.
- n. Any numbers game even *fafi*, etc.
- o. Any stokvel, saving scheme and/or money pool or adding money to any form of collection or lottery scheme.
- p. Any “Ponzi” scheme.
- q. Bartering of any type.
- r. Selling or providing any Lotto cards/entries or playing Lotto on behalf of any other learner.
- s. Any games of skill/chance for which a prize or outcome is provided, or a learner pays to participate and shares in the winnings or is paid out a share of the winnings.
- t. Bookmaking schemes in which a learner manages or runs any gambling activity and takes a share or is paid or receives any reward for the said activity or receives or holds any money or other objects used for or intended to use for any form of gambling.
- u. Betting on the outcome of a fight or physical altercation between learners who are forced or willingly fight each other and to which prize money or another form of reward is presented.
- v. Betting on any “dating” game or sexual encounter/activity or any other prohibited form of intimate contact involving any electronic/digital social media app, website and/or platform.
- w. Betting on and winning in the participation or provision, selling or consuming or dealing in any illicit substance/liquid.
- x. Any money lending scheme.
- y. Participation in any gambling “pool”.
- z. Involvement and or participating in any game of chance/gaming/gambling game on any electronic/digital device/social media platform/App for or by any learner on the school premises, in school uniform or where the learner can be identified as a learner of the school outside the school premises.
- aa. Any game of chance/gambling involving the use of dominoes/dice or any other object.
- bb. Bingo in any form.
- cc. Any form of betting, wagers or gaming by any learner in any activity can be considered gambling by the school authorities.

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11.10 The Governing Body authorises the Principal or Deputy Principal to institute a suspension as a precautionary measure and/or detention class regarding a learner who is charged with a serious misconduct offence for any gambling activity as it is viewed as a serious transgression in terms of section 8 and/or 9 of the SA Schools Act.

11.11 Online problem gambling is also a safeguarding issue and educators must treat it as such. No learner may access any social media platform, app or website with links to any gambling activity. Although the school cannot block access to every link, at a whole school level, filtering software that blocks access to sites with gambling functions or access to any online gaming sites with or without any reward, will be effectively implemented in the computer centre and on any school computer that has links to the internet or Wi-Fi of the school or the municipality. The school may track any learner's online activity on any school computer and in terms of the school's social media policy.

11.12 Gambling and Addiction - Gambling shares some similarities with other addictions. Just like substance abusers, problem gamblers are unable to stop or control their behaviour, are preoccupied with their addiction and need to increase the frequency and severity of the behaviour to achieve a satisfactory high of "winning". However, problem gambling differs from substance abuse in that it is often a hidden addiction as a gambler can lose a great deal of money before anyone else realizes there is a problem. Gambling often has a severe, long-term financial impact on a gambler's and his/her family's life which is not uncommon with substance abuse. This may exacerbate the addiction, creating even more of a need to chase losses to alleviate the gambling debt. And although problem gamblers do not generally suffer the damaging physical effects of substance abusers, they do experience the social consequences of deception social ostracism and/or loss of trust by the school authority friends and loved ones except for fellow gamblers unless they owe them a gambling debt.

11.12 Reasons why learners engage in gambling - learners gamble for fun, to socialise, to win money/goods/prizes/drugs, and to experience the thrill of the risk-win scenario. They may also gamble to escape from problems at home or school, to avoid feeling disconnected, and even in some cases, to alleviate feelings of depression, loneliness, or other unpleasant moods. Some "successful" learner-gamblers even may reach a status like "star performers" at school. Addicted gamblers care about nothing else while they are gambling. The game, even more than the winning in some cases becomes their "mission", but mostly it is about "winning".

11.13 Many learners who gamble have mistaken beliefs about how much they can control the outcome and the negative effects of gambling. The following misconceptions are common among learners who have difficulty with gambling:

- a. The illusion of control - many learners who gamble believe they can influence the outcome of random events through their skills and abilities.

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- b. Gambler's fallacy - learners who gamble believe that a positive outcome is related to something that happened before it, even in games of independent random chance, this results in the learner believing that he or she is due for a win.
- c. Economic perception of gambling - learners who engage in gambling will often believe that gambling is a good way to make money or earn a reward despite the reality that, over time, people will lose more money/possessions than they win.
- d. Superstitious thinking – learners who gamble perceive a causal relationship between unrelated events, such as wearing a specific team's t-shirt to ensure they will win or even liaisons of a sexual nature etc.

11.14 Many educators are aware that learners gamble and are aware that gambling can be addictive and have significant negative social consequences. However, some educators consider gambling a less serious issue than drug use and school violence. There is a clear causal link between gambling and other misconduct in school. Educators who pick up on signs of problem gambling should report their concerns in writing to the head of discipline to discuss this with the parents of the learner concerned, as well as with the school social worker or other mental health professional.

11.15 A learner who contravenes, or fails to comply with, the provisions of this policy, shall be guilty of an offence. Any learner who is caught or observed gambling will receive the full force of the sanctions prescribed by the school's code of discipline and/or in this policy. This would normally include suspension from school and an obligatory conference with the learners, their parents and school officials and where applicable members of the SGB. The learners as part of the interventions from the school or sanctions may also be referred to other social agencies for further assistance and rehabilitation programmes which are obligatory and not optional. Intractable cases may have to be solved by a recommendation for the expulsion of the offenders from school by the HoD of the GDE by the SGB after an external disciplinary hearing.

11.16 The SGB has put measures in place to identify those learners who are involved in gambling at school. They will be monitored continuously and the areas they frequent must be checked for any sign of this illegal activity. It must be noted that they will change the location of their gambling activities very often and they will post "sentries" to warn them of the approach of any person who will report them to school authorities. Educators must be aware of these moves and must remain on top of the situation. They must also encourage learners who are opposed to gambling to alert them quietly if they notice any sign of this activity. Management by Walking Around the school premises is useful in the prevention of gambling since offenders know that educators and staff can show up anywhere at any time.

11.17 If learners are found engaging or who have been observed or where there is evidence that they have participated in any gambling activity all money found on learners and everything used to gamble will be seized and destroyed and all money paid into the school's welfare fund.

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11.18 It must be brought to the attention of parents and learners that any learners who are caught gambling and/or observed engaged in any gambling will receive the full force of the penalties prescribed by this policy and the school's learner code of conduct. This would normally include prior suspension from school before an internal or SGB disciplinary hearing and/or a conference with the learner(s) and their parents and school officials. The learners can also be referred to other social agencies for further assistance or sanctions as the situation merits. Intractable and repeated cases/instances of gambling may have to be solved by recommendation to the HoD of expelling the offenders from the school.

11.19 Notice of this policy will be annually published in the learner's school diaries and must be read in conjunction with the school's Code of Conduct.

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ANNEXURE A

OFFENCES/MISCONDUCT/TRANSGRESSION IN TERMS OF THIS POLICY

1. It is an offence to obstruct the intervention of educators, staff and/or agents, parents and/or members of the SGB of the school in any gambling activity/perceived gambling activity by any learner.
2. Transgression of the policy and engaging in any act of gambling will also be viewed as gross insubordination and/or disruption of an educational activity.
3. Any learner participating in or observing any gambling activity without lawful excuse may be deemed guilty of serious misconduct.
4. Any learner as mentioned above, may not refuse to give his/her name and grade or may not provide any false name or any other details when asked to do so by an authorised person including any member of the RCL.
5. Any learner found in possession of an instrument that may or may not be used in any act of gambling may be deemed guilty of serious misconduct.
6. It is an offence for any learner to have in his/her possession to have any book, pamphlet, electronic article on a device or any written instructions on how to gamble and the rules of gambling games in their possession on the school premises.

SANCTIONS (Any of the below or a combination thereof)

1. Parent Meeting
2. Suspension from School before or as a result of a sanction of a hearing.
3. Internal Disciplinary hearing or External Disciplinary hearing depending on circumstances involving the case.
4. Warning letter.
5. Final Written Warning.
6. Suspended expulsion.
7. Community service.
8. Detention.
9. Referral for obligatory professional counselling/rehabilitation programme.
10. Recommendation to HoD for permanent expulsion from the school.

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ANNEXURE B

SCHOOL GAMBLING FACT SHEET

With acknowledgement to https://www.ncpgambling.org/files/HS_Fact_Sheet.pdf

Because gambling is quite popular in our society, many teenagers try out different gambling activities, including poker, dice, scratch cards and sports betting, among others. Few adults and adolescents are aware of the risks associated with excessive gambling, which is expressed by a gradual loss of control over gambling behaviour.

Approximately 4-5% of youth, ages 12-17, meet one or more criteria of having a gambling problem. Another 10-14% are at risk of developing an addiction, which means that they already show signs of losing control over their gambling behaviour.

While the vast majority of players will gamble only on occasion and just for fun, others will gamble excessively and develop serious problems. Those players become preoccupied with gambling activities, become over-involved, neglecting their responsibilities and other activities, which can lead to various other problems.

In general, between 60-80% of high school learners report having gambled for money during the past year; 4-6% of these learners are considered pathological gamblers (addicted to gambling) while another 6-8% are at risk of developing a serious gambling problem or show signs of loss of control.

Boys are more likely than girls to gamble and experience gambling problems. Yet for most parents and teens, gambling is seen as an innocuous behaviour with few negative consequences.

THE DIFFERENCE BETWEEN SOCIAL GAMBLING AND PATHOLOGICAL GAMBLING

Social gambling and any other form of gambling/betting activity are not allowed at school.

Characteristics of Social Gambling (not problem gambling):

- a. Play with a set amount of money, and when it's gone, they are done. No IOUs to friends.
- b. Just want to have fun, don't get worried about the money.
- c. Avoids high-stakes games with large pots.
- d. May play regularly, but limits playing to once or twice a week, and does so only with friends.

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Characteristics of Pathological Gambling

Pathological teen gambling is a little more sinister. 4- 7% of teens display gambling problems – high schoolers have twice the rate of gambling problems as adults. At present, teen gambling addictions are more common among males, although females are becoming more involved in teenage gambling.

Some signs of a pathological teen gambler include:

- a. Likes the rush felt when gambling.
- b. Takes money, but then makes desperate attempts to stay in the game by writing IOUs.
- c. Will try almost anything to stay in the game.
- d. Really wants to win "the big one," but will keep playing even when losing a great deal.
- e. Plays online and has no qualms about using a credit card to gamble.
- f. Will wager possessions such as a watch, cell phone etc. when he/she has no more cash to wager.

Signs of a Teen Gambling Addiction

There are a few signs that a teenager may be involved in gambling addiction. Here are some of the red flags:

- a. Begins to sell personal belongings.
- b. Borrows money from friends and family and does not repay it.
- c. Steals and lies.
- d. Has large amounts of cash that cannot be explained. (Although this can also be a sign of dealing in illicit substances)
- e. Has a great deal of debt that cannot be explained.
- f. Strangers call on the phone with increasing frequency.
- g. Receives threats of violence or actual violence because "debts are outstanding. (The National Gambling Act stipulates that no minor is responsible for any gambling debts).
- h. Withdraws from his or her regular social groups and activities.
- i. Makes "0800" or "087" number calls to gambling numbers.
- j. Appears distracted and anxious; can be moody or depressed.

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- k. Unexplained absences from school or work.
- l. Spends hours on online gaming sites.
- m. Obsession with sports scores can indicate a sports gambling habit.
- n. The Internet, national lottery, sports bets, scratch cards, dice and cards are some of the forms of gambling learners use.

Monitoring Gambling Teens

One of the best things parents can do to prevent teenage gambling addiction is to be involved. Let your teen know that he or she is welcome to have friendly poker games at your home and then step in if the pot becomes too big, or if the teenagers start writing each other IOUs. Explain that social gambling on occasion can be fun, but that there are consequences to becoming too addicted to gambling.

Some consequences for teen gambling addictions include:

- a. Declining grades.
- b. Habitual money problems. (although this can also indicate drug usage)
- c. Less time for friends and family.
- d. The temptation to engage in illegal behaviour to get money to pay off gambling debts - leading to criminal behaviour and even stabbings etc.
- e. Associations with unsavoury characters could make life difficult if they are not paid.

Teen Gambling Main source material: "Teens + Gambling = Trouble," UConn Health Centre in the News. UConn Office of Communications. [Online.]

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011 782 4937
1 Thibault Street
Roosevelt Park
Johannesburg
2195

ROOSEVELT HIGH SCHOOL



Code of Conduct Deviation Form

APPLICATION FOR THE DEVIATION FROM THE RULES APPLICABLE TO LEARNERS OF ROOSEVELT HIGH SCHOOL IN TERMS OF SECTION 8(4)(b) OF THE SOUTH AFRICAN SCHOOLS' ACT (AS AMENDED BY THE BASIC EDUCATION AMENDMENT ACT)

SCHOOL UNIFORM (GENERAL APPEARANCE, INCLUDING BUT NOT LIMITED TO, SHAVING)

All learners are expected to follow the School Uniform Policy, which covers uniforms, make-up jewellery and hairstyles. The School rules will be applied with a consistent approach to all learners having due regard for their cultural beliefs and/or religious observances. All the school rules and learner code of conduct will apply in terms of section 8(4) of the School's Act, 1996 apart from the deviations in the Code of Conduct as determined by the SGB but this must also be implemented in the best interest of the child. Accordingly, the school will consider permitting the learner to deviate from the School Uniform Policy if sufficient grounds therefore exist.

Please complete your details as indicated below:

Name of applicant	_____
Name of applicable learner	_____
Full details of your desired deviation from the school rules	_____

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Please be advised that you will be required to provide the School Governing Body with confirmation of your cultural belief and/or religious observance from your cultural and/or religious leader in support of your application herein.

Please be further advised that you may be required to attend a meeting with the governing body or governing body committee if so, requested in order to discuss and further elucidate your reasons for the exemption/deviation on a date and time to enable the governing body to make an informed decision on the matter. Please be advised that you will receive the decision herein, within 14 (fourteen) days of the receipt of all relevant information as indicated above.

Please be further advised that in the event that your application for exemption is refused, you may, within 14 (fourteen) days of receiving the notice of the decision, appeal to the Head of Department against the decision of the governing body.

SIGNED: _____

DATE: _____

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THIS SHEET HAS TO BE RETURNED TO THE SCHOOL AND WILL BE PLACED IN THE LEARNER'S PERSONAL FILE!

DECLARATION AND UNDERTAKING:

LEARNER NAME & SURNAME IN BLOCK LETTERS: _____ \

I/We understand the expectations enshrined in the Roosevelt High School Code of Conduct and will hereby commit to:

- Abiding by ALL ASPECTS of the school rules and procedures as laid out in the Code of Conduct
- Behaving in a courteous and considerate manner and respect for other learners, the RCL, all members of staff and visitors to the school.
- Treating everyone with respect regardless of differences in culture, religion, ability, race, gender, age, sexual orientation or social class.
- Taking responsibility for my learning by attending school regularly and punctually and completing all my tasks on time.
- Co-operating with my teachers and other school staff to ensure this is a conducive environment for teaching and learning.
- Assisting in making the school a safe place for all.
- Seeking help if I need it.
- I also understand the disciplinary process and the consequences for not adhering to any of the aspects captured in the Disciplinary system.

I acknowledge that by signing acceptance of the above Declaration, I am bound by the Roosevelt High School Code of Conduct and the school's Disciplinary process.

NAME & SURNAME IN BLOCK LETTERS OF PARENT ACCEPTING RESPONSIBILITY:

SIGNATURE: _____

DATE: _____

Grade: _____

LEARNER ENROLLING INTO ROOSEVELT HIGH SCHOOL:

SIGNATURE: _____

DATE: _____

Grade: _____

(Refusal to sign this declaration and undertaking does not absolve responsibility, and rules will still apply as laid out in this Code of Conduct)

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APPROVAL:

Approved by			
School Governing Body			
(SGB Chairperson) (Print Name:)		Signature:	
Date:			
Verification by:			
(District Director) (Print Name)		Signature:	
Date of Verification:			

SCHOOL STAMP

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