

DAINFERN COLLEGE PREPARATORY SCHOOL					
CODE OF CONDUCT: PREPARATORY SCHOOL POLICY					
EFFECTIVE DATE	3 February 2026	DATE OF LAST REVISION	13 March 2025	VERSION	February 2026
POLICY OWNER	Preparatory School Principal/s		ADMINISTRATOR RESPONSIBLE	Communication & Compliance Manager	
RATIFICATION LEVEL	<ul style="list-style-type: none"> <li>• Prep School MANCO</li> </ul>				
APPLIES TO					
STAFF		ACADEMIC STAFF		STUDENTS	X
PARENTS		VISITORS		CONTRACTORS	

RELATED POLICIES & DOCUMENTS
<ul style="list-style-type: none"> <li>• Parent Information Booklets</li> <li>• Enrolment Contract</li> <li>• Procedure to carry out a Formal Disciplinary Hearing: Preparatory School</li> <li>• Procedure to terminate an Enrolment Contract</li> </ul>

SPECIFIC TERMS & DEFINITIONS	
TERM	DEFINITION
Prep School MANCO	Management Committee of Dainfern College Preparatory School, comprising the Principal/Heads of the Preparatory School, Senior Preparatory and/or Junior Preparatory, the Preparatory School Deputy Principals and the Preparatory School Divisional Managers

VERSION HISTORY				
VERSION	APPROVED BY	REVISION DATE	DESCRIPTION OF CHANGE	AUTHOR
February 2026	Prep MANCO	8 December 2025	Update for phone-free ruling in the Preparatory School	Communication & Compliance Manager
March 2025	Prep MANCO	13 March 2025	Additional penalty added to Clause 10	Communication & Compliance Manager
October 2023	Prep MANCO	12 October 2023	Additional examples of misconduct	Communication & Compliance Manager
February 2023	Prep MANCO	6 February 2023	Clause 10.6 updated to refer to the Board's role	Communication & Compliance Manager
November 2022	Prep MANCO	7 November 2022	Policy revised, reformatted and separated into policy and procedure.	Prep MANCO & Communication & Compliance Manager
May 2019	Prep MANCO	May 2019	Minor update of terminology (pupil becomes student)	Communication & Compliance Manager
July 2018	Prep MANCO	July 2018	Major overhaul of previous policy	Prep MANCO

## Dainfern College Preparatory School Code of Conduct

### 1. Preamble

- 1.1. This document indicates the broad standards of behaviour that are expected of all students at Dainfern College Preparatory School ('the School').

### 2. Scope of the Policy

- 2.1. This Policy will be consistently applied to all Preparatory School students at Dainfern College.

### 3. Policy statement

- 3.1. The School fully supports the principles and philosophy of the Positive Education Model and the consistent application of appropriate strategies and skills to ensure self-regulation and respect for others and self. It encourages a responsible and self-disciplined approach utilising self-reflection and restorative measures rather than punitive and fear-based interventions.
- 3.2. The School acknowledges that the majority of students are, in most circumstances, eager to embrace opportunities to learn and grow and to behave in accordance with the values made explicit to them and are thus motivated by positive behavioural support.
- 3.3. Positive behaviour is determined by the core values of Dainfern College, namely:
  - 3.3.1. Fortitude
  - 3.3.2. Integrity
  - 3.3.3. Self-discipline
  - 3.3.4. Humanity
  - 3.3.5. Accountability
  - 3.3.6. Respect
- 3.4. Dainfern College is simultaneously accountable for providing a safe and nurturing environment for every student in the School as well as for the academic progress of every student in the School. Any ongoing behaviour that could compromise this accountability is viewed in a serious light and will be managed appropriately by the staff.
- 3.5. The maintenance of discipline and orderly classroom behaviour is an integral part of every teacher's job. The onus therefore lies with the School's teachers and management to apply this Code in an effective and equitable manner, in the interests of the well-being of the School and of all of its stakeholders.
- 3.6. Should expected norms of conduct not be met by any student, corrective, restorative and age-appropriate action will be initiated by the staff and/or the School's management team. Corrective action may or may not include the application of formal disciplinary measures, any formal steps only being applied to prevent further occurrences of unacceptable behaviour or to restore the affected relationships.
- 3.7. Dainfern College accepts the principle that mediation is central to any conflict resolution. Mediation allows each child to use his or her voice and express his or her particular point of view. Whenever an incident occurs, all parties are invited to report and communicate their account of the misdemeanour. The teacher will mediate minor issues with the student involved. In more serious instances, the parents, School Counsellor, Head of Student Wellbeing and/or the respective Principal will also be part of the mediation process.
- 3.8. It should be noted that this document may also have a bearing on the behaviour of the student outside of normal school hours, should the student's conduct impact negatively on a relationship or bring the School's reputation into disrepute.

#### 4. Responsibilities of staff

**4.1.** In the School context, teachers, parents and students have responsibilities. To sustain a healthy learning environment, it is important that these parties acknowledge their respective responsibilities.

**4.2. Teachers at the School undertake to:**

4.2.1. Be punctual, well prepared and professional in their approach to education.

4.2.2. Manage students' performance effectively and motivate students to achieve realistic and meaningful personal goals.

4.2.3. Be sensitive to the needs of their students and address learning difficulties in a positive manner.

4.2.4. Praise, encourage and recognise students.

4.2.5. Create a classroom climate that is based on a learning partnership that makes education both relevant and stimulating.

4.2.6. Set a positive example for their students to follow.

4.2.7. Manage behaviour restoratively, with dignity and fairness.

#### 5. Responsibilities of parents

**5.1.** The School prides itself on having good relations with the parents of students. While parents must expect the School and its teachers to provide the best education possible with the resources available to the School, parents must also accept responsibility for helping the School achieve this goal.

**5.2. Parents have the responsibility to:**

5.2.1. Actively support the efforts of the School and its teachers to teach their children.

5.2.2. Involve themselves to the fullest possible extent in support of School activities.

5.2.3. Make positive suggestions and contributions to improve the School's education process and the learning environment.

5.2.4. Encourage their children to participate fully in school and extramural activities.

5.2.5. Support the learning process and provide encouragement.

5.2.6. Work collaboratively with the School to overcome any student behaviour that negatively impacts on the learning environment.

5.2.7. Ensure that the student is in attendance at all compulsory attendance functions and activities and that School timekeeping requirements are observed.

5.2.8. Support the disciplinary structures and procedures of the School in the interests of maintaining an orderly and positive educational environment.

5.2.9. Always address disciplinary issues through the School and never confront another parent's child independently.

5.2.10. Conduct themselves courteously at sporting events and refrain from making disparaging remarks about referees, judges, coaches or players. Coaching from the side or interfering with coaches is not permitted and good play should be applauded and encouraged by both sides.

#### 6. Responsibilities of students

**6.1.** The School recognises that every student has the right to education. The School strives to provide educational opportunities that its students and the community deserve. Students themselves must, however, also recognise that they have responsibilities to their parents, the School, teachers, their fellow students and themselves

**6.2. Dainfern College expects its students to:**

- 6.2.1. Comply with instructions given by the staff and abide by the Code of Conduct of the School.
- 6.2.2. Take pride in their appearance and dress appropriately (in accordance with the Dainfern College Preparatory School’s Uniform & Appearance Policy).
- 6.2.3. Be self-disciplined and take responsibility for their actions.
- 6.2.4. Adopt a high standard of ethics, morals and honesty.
- 6.2.5. Behave responsibly at all times and respect the safety, dignity and welfare of others.
- 6.2.6. Maintain sound relations with others at School
- 6.2.7. Respect and care for the environment and property of the School and others (not litter or commit wilful damage to property, eg. graffiti).
- 6.2.8. Be punctual and observe the timekeeping practices of the School.
- 6.2.9. Demonstrate a positive attitude towards the opportunity to learn and be diligent in their efforts to learn.
- 6.2.10. Fully understand their rights and associated responsibilities in the school context, as set out below:

<b>RIGHTS AND RESPONSIBILITIES OF STUDENTS</b>	
<b>THE STUDENT’S RIGHTS</b>	<b>THE STUDENT’S RESPONSIBILITIES</b>
The right to move about the School without being laughed at, pushed, threatened or harmed in any way, either verbally or physically.	The responsibility not to laugh at, hit, push, or in any way harm, verbally or physically, other people in the School.
The right to be treated in a courteous manner.	The responsibility to treat others in a courteous manner.
The right to be treated with respect and fairness, irrespective of race, creed, intelligence, gender, physical prowess, language, shape, size, whether or not different from the majority.	The responsibility to see that all people are treated with respect and fairness even though they may differ in some way from me or the majority.
The right to expect my property to be safe at School.	The responsibility to see that other people’s property is treated with respect and that I do not damage, remove, use without permission or steal the property of others. I must look after my own property responsibly.
The right to attend a school with pleasant, well-kept surroundings that are free from noise and litter pollution.	The responsibility to see that I treat my surroundings with respect and that I do not contribute to any kind of pollution at School.
The right to attend to school work without interference of any kind from other students.	The responsibility to see that I do not interfere with, or distract, other students from their work.
The right to be taught by teachers who are fair, competent and sympathetic to my needs.	The responsibility to cooperate and comply with the instructions of the teachers.
The right to be treated in an appropriate way by all members of the Dainfern College community at all times.	The responsibility to act in an appropriate way at all times. I will treat others as I would like to be treated myself.
Should I feel unhappy or concerned about some person in, or some aspect of, the School, I have the right to approach someone in authority about my concerns and to expect some action to be taken, if deemed necessary by the School.	The responsibility to approach someone in authority should I have concerns about someone in, or some aspect of the School, rather than to take my own, independent action.

The right to wear the School uniform.	The responsibility to wear the School uniform with pride, in good repair and in the correct manner at all times.
The right to use the School's facilities during term time.	The responsibility to look after and respect all the facilities that the School offers me.

## 7. Respect

**7.1.** Aligned with one of our Core Values, the teachers and management of Dainfern College Preparatory insist that our students understand the concept of Respect.

### **7.2. Respect for adults:**

7.2.1. Students are expected to greet every adult with whom they come into contact.

7.2.2. Students are to stand and remove their hats/caps when greeting or addressing adults and must not have their hands in their pockets.

7.2.3. Adults are to be addressed as Sir or Ma'am or Mrs/Miss/Mr... if the person's surname is known.

### **7.3. Respect for the image of the College:**

7.3.1. Students' appearance and uniform must conform with the relevant sections of the 'Dainfern College Preparatory School Uniform & Appearance Policy'. This Policy is available on the College website.

7.3.2. Students are to wear full school uniform at all school functions unless instructed otherwise. This includes all public functions associated with the School.

7.3.3. When students appear in public, e.g. shopping centres or walking to and from school, they must wear either full school uniform or be in civvies. They may not wear only part of the uniform.

7.3.4. The behaviour of our students towards students, staff and parents from other schools must be such that the reputation of Dainfern College is never compromised. Students are expected to be gracious hosts and courteous guests.

### **7.4. Respect for others:**

7.4.1. Students are expected to show respect for their teachers and their fellow students:

7.4.2. Students must excuse themselves if they need to miss an extramural or activity.

7.4.3. Students must respect the religious convictions of others. Students are to be quiet at assemblies and during morning prayers and readings and show the necessary respect. No disparaging remarks are to be made about other religions.

7.4.4. Students must respect individual differences: Students must not reject or denigrate on the basis of differences of race, gender, religion, nationality, background, ability or any other factor. Physical or verbal abuse will not be tolerated.

7.4.5. Students must not swear or use foul language.

7.4.6. 'Lingering physical contact' is inappropriate when in school uniform, at school, on school outings or when representing the school in any way.

7.4.7. Students must respect the dignity of others: Insulting the dignity of others via electronic media, for example cell phones or the Internet, or any other means is unacceptable.

### **7.5. Respect for property:**

- 7.5.1. Tampering with school property, e.g. computer systems, security codes etc is not permitted.
- 7.5.2. Students must not deface the desks. Lockers are to be kept clean and tidy and are not to be defaced in any way.
- 7.5.3. Students should leave the bathrooms and changerooms clean and tidy. No loitering in these areas is permitted.
- 7.5.4. Personal property must be marked in order to facilitate an easy 'hand-back' process by those managing lost property.

## **8. Use of cell phones**

- 8.1. Dainfern College Preparatory is a cellular-phone- and smart-watch-free school. Cell phones and smart watches may not be brought onto the College campus by Preparatory School students unless specific permission has been granted, in writing, by the Principal of the Junior and/or Senior Preparatory School to allow for specific circumstances, eg monitoring of insulin levels.
- 8.2. Should a student be found using a cell phone or smart watch on the school premises (during the academic day as well as during the extramural programme/afternoons) without express written permission, the device will be taken away by the staff member. The student may then collect it at the end of the day. Parents/guardians will be contacted in this regard and Level 2 restorative procedures will apply.

## **9. Bullying**

- 9.1. For the purposes of this document bullying is defined as repeated and intentional harm or hurt by a student or group of students with more power (eg physical strength, popularity or access to information) of another student or group of students who feel they are unable to respond.

Bullying is not:

- single episodes of social rejection or dislike, nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights.

(<https://www.ncab.org.au/bullying-advice/bullying-for-parents/definition-of-bullying/>)

- 9.2. Bullying of any form of students or staff members (physical, emotional, cyber or defamation of character) will not be tolerated at Dainfern College.
- 9.3. If a child or group of children feels they are being bullied, they must tell their class teacher/mentor or the School Counsellor. The teacher/mentor will then investigate the allegation and take the necessary action.
- 9.4. If the bullying continues, parents are encouraged to make an appointment with the appropriate teacher or senior member of staff.
- 9.5. It is important to note that 'supporters' of bullying behaviour will also be held to account if they do nothing to stop an incident or fail to at least report it to a teacher.

## **10. Infringements of the Code of Conduct**

- 10.1. Any breach of respect or any other inappropriate behaviour at school will require mediation and restorative measures. The action taken by the School will depend on the context, circumstances and the seriousness of the infringement. The intervention applied in response to a student's misconduct may be given by the supervising teacher in charge of the break/class or activity. Repeated or reoccurring offences may escalate to more serious consequences.

**10.2. LEVEL ONE:**

10.2.1. Misconduct on this level would include minor infringements. Examples of such, amongst others, would include:

- 10.2.1.1. Late for school / class
- 10.2.1.2. Uniform infringements
- 10.2.1.3. Disruptive behaviour in class
- 10.2.1.4. Lack of respect and manners
- 10.2.1.5. Dishonesty

**10.3. LEVEL TWO:**

10.3.1. Misconduct on this level would include more serious infringements. Examples of such, amongst others, would include:

- 10.3.1.1. Disregard for all Level One infringements and warnings
- 10.3.1.2. Harassment (cultural, racial, religious, sexual)
- 10.3.1.3. Persistent malicious teasing and/or taunting
- 10.3.1.4. Playing obscene, insulting or demeaning games
- 10.3.1.5. Impulsive behaviour with physical contact
- 10.3.1.6. Physical fighting (punching, kicking)
- 10.3.1.7. Bringing another person's name into disrepute through verbal, written or electronic means
- 10.3.1.8. Insulting the dignity of or defaming a student/staff member through any means (verbal/written/electronic media)
- 10.3.1.9. Victimisation or initiation of any sort
- 10.3.1.10. Any gang/cult-related activity and/or behaviour
- 10.3.1.11. Bullying of any form
- 10.3.1.12. Inciting violent behaviour or encouraging others to do so
- 10.3.1.13. Bringing a cell phone or smart watch to school without written permission
- 10.3.1.14. Tampering with possessions belonging to others
- 10.3.1.15. Theft or attempted theft
- 10.3.1.16. Vandalism to school and/or student property
- 10.3.1.17. Breach of the IT User Policy
- 10.3.1.18. Wilful disruption of school activities eg. interfering with fire and safety alarms
- 10.3.1.19. Conduct that brings the school's reputation into disrepute

**10.4. LEVEL THREE:**

10.4.1. Misconduct on this level would include serious infringements. Examples of such, amongst others, would include:

- 10.4.1.1. Disregard of all Level Two infringements and warnings
- 10.4.1.2. Being in possession of tobacco products and/or smoking and/or vaping and/or distributing tobacco products
- 10.4.1.3. Being in possession of, consuming and/or distributing any alcoholic products
- 10.4.1.4. Being in possession of, consuming and/or distributing drugs and other illegal substances
- 10.4.1.5. Being in possession of any weapon, fireworks, explosives, object that can be potentially dangerous
- 10.4.1.6. Issuing a bomb threat and/or arson (lighting of fires) – attempted or actual
- 10.4.1.7. Unsafe acts of behaviour that endanger the safety and welfare of others
- 10.4.1.8. Obscene, indecent or sexually explicit behaviour and/or gestures and/or physical contact
- 10.4.1.9. Storage, creation sale or distribution of pornographic, lewd or offensive material via any means (email, SMS, MMS, WhatsApp, cartoons, magazines, and electronic media and graphics)
- 10.4.1.10. Any other misconduct or criminal offences considered very serious and possibly justifying expulsion as a first offence.

## 11. Sanctions and Consequences of Misconduct

- 11.1.** Teachers/mentors have the right to question and/or investigate an alleged incident in the first instance to gain clarity about what occurred. This may include written or verbal statements from witnesses to the alleged misconduct.
- 11.2.** In more serious cases an incident report is completed to gather the facts about the alleged misconduct. Any resulting sanction may require consultation with the Head of Student Wellbeing, School Counsellor and/or the Principal.
- 11.3.** Measures put in place to realign and restore positive behaviour may include.
  - 11.3.1. Parental contact, prior to and/or after a full investigation of the incident.
  - 11.3.2. Behaviour Reflection Exercise: Written reflection of offence and intent to change behaviour (Levels One to Three)
  - 11.3.3. Counselling by the teacher/mentor or the School Counsellor.
  - 11.3.4. Written/verbal apologies.
  - 11.3.5. Referral to the Head of Student Wellbeing and/or the Principal.
  - 11.3.6. Verbal warning
  - 11.3.7. Appropriate withdrawal of privileges
  - 11.3.8. A written letter of warning
  - 11.3.9. A referral for further, more extensive counselling by an external professional therapist (cost for parents account).
  - 11.3.10. Internal suspension for a defined period of time – student is removed from class and all activities and works independently at school under supervision.
  - 11.3.11. External suspension for a defined period of time (work will be provided to enable the student to work independently at home).
- 11.4.** More serious transgressions (Level Two and Level Three) may include some of the consequences mentioned above as well as additional measures as deemed appropriate.
  - 11.4.1. Formal disciplinary hearing
  - 11.4.2. Final letter of warning
  - 11.4.3. Expulsion
- 11.5.** A formal disciplinary hearing will be held in the Preparatory School for serious offences that are causing potential harm to the safety and wellbeing of our students, physical or emotional. The process followed should a disciplinary hearing be deemed necessary is outlined in the Procedure to carry out a Formal Disciplinary Hearing: Preparatory School document (see Annexure A).
- 11.6.** The Head of Student Wellbeing, School Counsellor and/or the Principal shall determine what action is appropriate after taking into consideration past interventions together with what is deemed in the best interest of the College, the student concerned and the community.
- 11.7.** Should a student be charged with serious misconduct and, after a disciplinary hearing has been held, it has been recommended that the student be expelled; such recommendation shall immediately be placed before the Board of Governors sub-committee for consideration. The final decision regarding expulsion thus rests with the Board of Governors of Dainfern College.

## ANNEXURE A: PROCEDURE TO CARRY OUT A FORMAL DISCIPLINARY HEARING

A structured process that aims to be fair, transparent and reasonable has been put in place at Dainfern College to ensure that a student's best interests and as well as the interests of other students and staff at Dainfern College are considered when carrying out a Formal Disciplinary Hearing in the Preparatory School at Dainfern College.

This document should be read in conjunction with the Dainfern College Codes of Conduct for the Preparatory School as updated from time to time. This document is available on the College app and on the College website [www.dainferncollege.co.za](http://www.dainferncollege.co.za).

### 1. Process for a Formal Hearing

- 1.1. When an infringement occurs that requires a formal disciplinary hearing, the teacher concerned will initiate the disciplinary process by completing a Notice of Complaint. This document may be supplemented by any additional information or statements to clarify or adequately detail the facts surrounding the infringement. This is then referred to the Student Wellbeing team (Head of Student Wellbeing/School Counsellor/Principal).

Please note that the Notice of Complaint itself is not a warning or disciplinary action. Its purpose is solely to summarise details pertaining to the alleged incident.

- 1.2. When this serious infringement occurs, or in the case of repeated lesser infringements where informal disciplinary action has not had its expected effect, a Notification of a Disciplinary Hearing is given to the parents of the student concerned. This notification must provide sufficient information to ensure that the student and parents are properly informed of the alleged complaint, the seriousness of the allegations and the School's intention to convene a Formal Disciplinary Hearing regarding the infringement.

Please note that:

- 1.2.1. The student's parents should wherever possible be notified of the Hearing at least 48 hours (two working days) before the scheduled Hearing.
  - 1.2.2. The student may be suspended pending the Hearing, if this is considered appropriate when taking into consideration the circumstances, the right to education and the seriousness of the alleged misconduct.
  - 1.2.3. The suspension of the student should be indicated in the notification to the parents, the period of suspension preferably not exceeding a period of five (5) school days.
  - 1.2.4. The student and his/her parents or legal guardian must be advised that they are expected to attend the Hearing as their non-attendance may prejudice their case, result in the Hearing being held in their absence, and a decision being made without their involvement.
  - 1.2.5. The student and parents must also be advised of the serious nature of the allegations and the possibility of formal and severe disciplinary action being taken should the student be found guilty of the allegations made against him/her.
  - 1.2.6. Legal representation at disciplinary hearings is **not** permitted, unless both the School and the parents agree that it is appropriate for **both** parties to be professionally represented.
- 1.3. The conducting of the formal Disciplinary Hearing is of great importance and must be chaired by an objective member of the Executive of the School or a suitably qualified or experienced third party. The Hearing Chairperson will be responsible for leading and managing the Hearing process and making the critical decisions as to:
    - 1.3.1. The guilt or innocence of the student relative to the allegations made; and
    - 1.3.2. The appropriate penalty/action to be taken, **only** after due consideration of mitigating and aggravating factors.

- 1.4. To ensure that these crucial procedures are properly and fairly conducted, all Disciplinary Hearings should be conducted in such a way as to ensure that the rules of natural justice are complied with, i.e. the student and parent:
  - 1.4.1. Must properly understand the allegations being made before commencing with the Hearing;
  - 1.4.2. Should be presented with all the relevant facts and information relating to the allegations;
  - 1.4.3. Must be given the opportunity to question information provided and evidence led;
  - 1.4.4. Are entitled to present their own perspective and explain/defend the student's actions, and if appropriate, lead evidence in support of the student's defence;
  - 1.4.5. Must be treated with dignity and respect throughout the Hearing;
  - 1.4.6. Are to be assured of the greatest confidentiality possible;
  - 1.4.7. Must be advised of the outcome (verdict) of the Hearing, the decision made regarding penalty and the reasons for such decisions; and
  - 1.4.8. Must be offered the right to appeal against any decision made by the Chairperson.
- 1.5. After the completion of the Disciplinary Hearing, any penalty decision made (i.e. whether to impose disciplinary action e.g. suspension and/or expulsion, or not) should be formally communicated to the parents and supported in writing by the Hearing Chairperson. This notification must include a reminder that the student has the right to appeal against any action decided upon, within five (5) days of the Hearing's outcome being communicated. Note that copies of all disciplinary documentation must be retained by the School for record and safekeeping purposes.

## 2. Review process

- 2.1. The student's parents have the right to request a review against any formal Disciplinary Action imposed by the School.
- 2.2. Lodging a review against a decision to suspend or expel the student after a Disciplinary Hearing has been conducted only entitles the student to a review of the findings of the Hearing. Typical grounds for such an appeal review may include:
  - 2.2.1. The disciplinary procedure was not properly followed.
  - 2.2.2. The decision on guilt was not considered correct or fair.
  - 2.2.3. The decision regarding action to be taken was considered inappropriate.
  - 2.2.4. Mitigating factors were not properly considered.
  - 2.2.5. The Enquiry Chairperson was considered to be biased, did not apply his/her mind or allegedly made a subjective decision.
  - 2.2.6. The student was not in a position to present his/her case properly.
  - 2.2.7. New and relevant evidence can be presented which might affect the decisions made.
- 2.3. The parent(s) wishing to appeal must motivate their appeal in writing, detailing in full their grounds for appeal. The request for appeal must be submitted to the School within five (5) days of the Hearing Chairperson's decision having been communicated to the parents so as not to delay proceedings.
- 2.4. If the student has been suspended pending the completion of the Hearing process, the submission of an appeal will not affect the suspension, which will remain in effect until the Appeal process has also been concluded. In the case of any other formal disciplinary action being imposed by the Hearing Chairperson, the imposition of such action will be held in abeyance pending the Appeal process.

- 2.5. The student's basic right to appeal against disciplinary action does not ordinarily mean that all the matters raised at the Disciplinary Hearing will be re-heard. The Review procedure is generally limited to reviewing only the decisions made and is based on the grounds and motivations lodged in the Review motivation. A full Review re-hearing is ONLY necessary when the Disciplinary Hearing process is considered to have been materially defective by the person responsible for the Review or if the decisions reached at the Hearing are considered to be potentially suspect.

Should it become obvious that a full re-hearing is required for a fair appeal, usually due to a defective Disciplinary Hearing process or substantial new evidence having come to light after the Hearing, a full Appeal/Re-Hearing should be conducted in accordance with the principles highlighted above and chaired by a new chairperson.

- 2.6. The School will elect an appropriate person or panel to conduct the Appeal Review or Re-Hearing, if considered necessary. The Review, or Re-Hearing, should wherever possible be conducted within five (5) school days of receipt of the appeal motivation.
- 2.7. When a decision has been made by the Review or Hearing Chairperson/panel, after consideration of the matters raised in the Appeal, a written finding must be provided to the parents within a further five (5) days and a copy of the finding placed in the student's file for safekeeping. The finding should indicate the reviewer's response to the specific matters raised in the Appeal motivation.
- 2.8. The conclusion of the School's Review procedure is the final step in the School Disciplinary Process and marks the exhaustion of internal disciplinary measures.

### **3. Collective disciplinary action**

- 3.1. The Disciplinary Procedure described above is principally designed to deal with instances of misconduct by individual students. Alleged misconduct by a group of students, usually acting in concert with one another, or where the infringements are of a similar nature or objective, is considered to be collective misconduct.
- 3.2. Generally, collective misconduct is more effectively dealt with on a collective basis. An investigation into the alleged misconduct is conducted with all of the students concerned. A single Disciplinary Hearing can then be conducted with the students concerned, with their parents present.
- 3.3. The same procedures are followed in a collective situation. In a Collective Disciplinary Hearing, however, individual students must still be provided (during or immediately after the Hearing process) with the opportunity to demonstrate that their own circumstances may be different to those of other students or the group involved and to show why they should be treated differently.
- 3.4. In certain cases, however, it might be considered appropriate by the School to conduct separate investigations or hearings with individual students. The School reserves its right to exercise its option to conduct individual or collective procedures. Any differences in verdict, or penalties imposed, between different students involved in the same incident/infringement, will obviously also have to be justified if the School is called upon to do so.

*November 2022*