

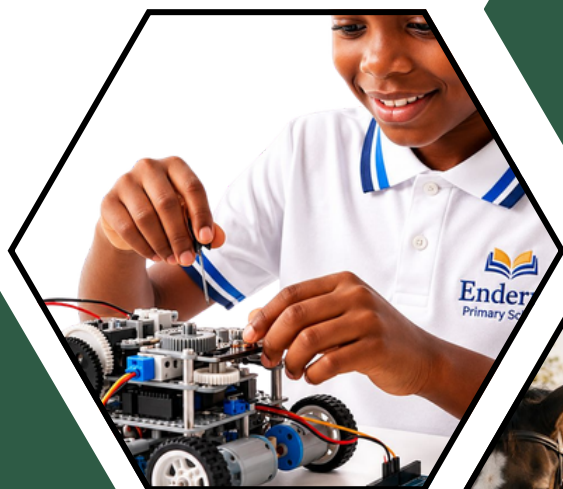
ENDERUN

PRIMARY SCHOOLS



CODE OF CONDUCT

2027



Enderun
PRIMARY SCHOOLS

Learning Today Leading Tomorrow

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Learning Today, Leading Tomorrow

PRIMARY SCHOOL LEARNER CODE OF CONDUCT

SECTION 1: PURPOSE, STATUS AND PRINCIPLES

"A disciplined School is built through clear teaching, consistent care and fair accountability."

1. Purpose

This Code establishes clear, age-appropriate expectations and a fair system of positive discipline so that every learner can learn safely and purposefully. It explains learner rights and responsibilities, School rules, behaviour support, misconduct levels, serious disciplinary procedures, and internal review routes.

2. Independent-School Status

Enderun Primary School is an independent school. This Code forms part of the School's approved rules and is read in conjunction with the signed Enrolment Contract. Public-school procedures concerning a School Governing Body (SGB), Head of Department (HoD), MEC appeal, or public-school expulsion do not automatically apply. The School nevertheless adopts child-centred fairness, reasoned decision-making, and constitutional standards.

3. Constitutional and Child-Centred Principles

Every learner is entitled to dignity, equality, safety, education, privacy, and fair treatment.

- The learner's best interests are a primary and weighty consideration, assessed in real circumstances.
- The learner's views are heard in a manner appropriate to age, maturity, language, disability, and communication needs.
- Rules and consequences are clear, rational, proportionate, non-discriminatory, and connected to legitimate School purposes.
- Positive discipline, prevention, restoration, and support are preferred; serious harm still requires firm protective action.
- No learner is disciplined merely because a parent or guardian exercised a lawful complaint or review right.

4. Interpretation

Examples in this Code are not exhaustive. The School considers conduct, context, impact, repetition, intent where relevant, age, development, power dynamic, safety, disability-related needs, prior support, and the Enrolment Contract. Where this Code conflicts with applicable law, the lawful requirement prevails.

5. Publication and Acknowledgement

The Code is made available through the School's published channels and Handbook. Parents or guardians should read it with the learner and return the signed acknowledgement. A missing signature does not by itself remove a learner's duty to follow properly published and explained safety and conduct rules.

SECTION 2: SCHOOL VALUES AND LEARNER COMMITMENT

6. Enderun Values

Respect	Treat every person, culture, belief, language, body, space, and property with dignity.
Responsibility	Be prepared, punctual, and accountable; make safe choices and repair harm.
Integrity	Tell the truth, act honestly, and do the right thing even when no one is watching.

Kindness	Use empathy, include others, and offer help without humiliating or controlling.
Perseverance	Keep trying, seek help, and learn from mistakes without giving up.
Excellence	Work with purpose, curiosity, and care, aiming for continuous personal improvement.
Service	Contribute positively to the class, School, community, and environment.

7. Learner Commitment

*"I am an Enderun learner.
I learn with purpose and act with integrity.
I treat others with respect and kindness.
I take responsibility for my choices and repair harm.
I persevere through challenges, strive for excellence, and serve my community.
I am learning today and preparing to lead tomorrow."*

8. Values in Discipline

Values guide behaviour but do not replace clear rules or evidence. A learner is not publicly labelled as 'bad'. Staff identify the conduct, teach the expected behaviour, protect affected persons, hear the learner, and select a proportionate response.

9. Fresh Start and Accountability

Learners should have genuine opportunities to improve after everyday mistakes. A fresh start does not erase records needed to identify a safety pattern, provide support, or respond to repeated or serious misconduct.

SECTION 3: LEARNER RIGHTS AND RESPONSIBILITIES

10. Learner Rights

Right Area	Description & Guarantees
Dignity and Equality	To be treated respectfully and without unfair discrimination, harassment, degrading punishment, or public humiliation.
Safety and Wellbeing	To learn free from violence, bullying, abuse, dangerous conditions, and retaliation, and to report concerns to a trusted adult.
Education	To meaningful teaching, reasonable support, and discipline that avoids unnecessary exclusion from learning.
Voice and Fair Process	To understand a concern, be heard, receive age-appropriate support, and obtain reasons for serious decisions.
Privacy	To reasonable privacy in person, belongings, communications, and records, subject to lawful and proportionate safety measures.
Culture, Religion & Health	To reasonable, lawful accommodation of cultural, religious, disability, and medical circumstances.

11. Learner Responsibilities

- Attend regularly, arrive on time, be ready to learn, and complete work honestly.
- Follow reasonable staff instructions and safety directions promptly.
- Respect the dignity, boundaries, learning, property, and privacy of others.

- Use words, devices, spaces, transport, and School resources safely and lawfully.
- Report violence, bullying, abuse, dangerous items, serious threats, or urgent wellbeing concerns.
- Participate honestly in support, restorative, and disciplinary processes without retaliation.
- Care for the School environment and repair or account for harm caused.

12. Rights and Limits

Rights are exercised with respect for the rights of others and the legitimate requirements of safety, teaching, and School operation. A limitation must have a lawful and rational purpose and be applied proportionately.

SECTION 4: PARENT, STAFF AND COMMUNITY ROLES

13. Shared Responsibility

Role	Key Responsibilities
Parents / Guardians	Support attendance, punctuality, preparation, and respectful conduct; keep contact and health information current; read School communications; attend required meetings; preserve confidentiality; avoid public allegations/threats; and cooperate with support and safety plans.
Educators	Teach expectations explicitly; use positive and age-appropriate discipline; plan accessible learning; record concerns accurately; communicate without humiliation; make reasonable adjustments; and refer repeated or serious concerns.
Principal / Leadership	Maintain consistent implementation, assign trained case leads, authorise serious steps, protect learners, ensure fair hearings and reviews, monitor patterns, preserve records, and make required external reports.
Board / Proprietor	Approve the Code, exercise reserved authority for enrolment termination, appoint an independent review decision-maker where required, and oversee legal, safety, and equality compliance.
Staff & Providers	Model the Code, follow safeguarding and reporting duties, protect learner information, and cooperate with School safety, transport, and activity arrangements.

14. Respectful Communication

Families and staff should communicate through published channels, focus on facts and solutions, and protect children from adult conflict. Abusive, threatening, discriminatory, or persistently disruptive adult conduct may be managed under the Enrolment Contract, visitor rules, workplace policies, or law, while learner interests remain considered separately.

15. Parent Attendance at Meetings

The School will make reasonable attempts to schedule important meetings. If a parent does not attend after adequate notice, the School may proceed where delay would prejudice safety or fairness, while considering written representations and ensuring the learner is supported.

16. No Delegation of Punishment

Disciplinary authority is not delegated to learners. Peer leaders may support positive culture but may not investigate, punish, search, confiscate, or order another learner.

SECTION 5: SCOPE, ATTENDANCE AND SCHOOL ACTIVITIES

17. Where the Code Applies

Scope Domain	Applicability Details
School Premises	Before, during, and after School hours while the learner is present or under School supervision.
Activities & Transport	Trips, sport, clubs, aftercare, transport, events, and any programme organised, authorised, or represented by the School.
Uniform / Representation	Off-site conduct while a learner is reasonably identifiable as representing the School, where connected to safety, rights, or legitimate School interests.
Online and Off-site	Conduct with a sufficient School connection that targets the School community, creates a safety risk, materially affects learning/attendance, or substantially disrupts School operation.

18. Attendance and Punctuality

Attend every required School day and lesson unless lawfully absent under the Attendance Policy. Arrive, enter class, and return from breaks on time with required materials. A learner may not leave premises or an activity without authorised release and sign-out. Repeated lateness or absence is addressed first through support, communication, and lawful attendance procedures, not automatic punishment.

19. Transport and Movement

Follow driver, supervisor, and staff safety instructions; use seat belts where fitted; remain seated and keep aisles clear. No fighting, throwing, dangerous distraction, harassment, vandalism, or unauthorised boarding/exit. Move calmly in corridors, queues, entrances, and collection areas.

20. Trips, Sport and Activities

The same core expectations apply. Additional activity, venue, and safety rules may be issued in advance. A relevant privilege may be restricted where necessary for safety, but essential education should not be removed as punishment.

21. Legitimate Expression

Learners may express respectful opinions and raise concerns. Legitimate criticism is not misconduct merely because it is uncomfortable; threats, harassment, false impersonation, privacy violations, and materially disruptive conduct may be addressed.

SECTION 6: LEARNING AND GENERAL SCHOOL RULES

"Learning time belongs to everyone. One learner's choice must not remove another learner's opportunity."

22. Ready to Learn

Bring required materials, complete reasonable preparation, and begin tasks promptly. Listen when another person has the floor, contribute respectfully, and allow others to learn. Follow classroom routines, seating, assessment, and movement instructions. Ask for clarification or support rather than refusing or disrupting.

23. Conduct Toward Others

Use respectful names, language, tone, and personal boundaries. Do not touch another person or their property without consent or lawful authority. Do not pressure, threaten, exclude, humiliate, discriminate, sexualise, or retaliate. Resolve conflict through calm discussion or staff help.

24. School Environment

Keep classrooms, toilets, grounds, gardens, and shared areas clean and safe. Dispose of waste correctly and report damage, spills, or hazards. No graffiti, tampering, fire-setting, unsafe climbing, or entry to restricted areas. Food and drink are used only in authorised areas with regard to health/allergy rules.

25. Instructions and Respectful Refusal

A learner must follow a reasonable instruction. If the learner believes an instruction is unsafe, discriminatory, humiliating, or unclear, they should state the concern respectfully and seek another trusted adult. An urgent safety instruction should be followed first where safe to do so.

26. Support Needs

Behaviour may communicate an unmet learning, language, disability, health, trauma, or wellbeing need. The School considers reasonable support and adjustment without excusing conduct that creates harm or prevents others from learning.

27. Public Places and Visitors

Learners must protect the dignity and safety of visitors and the public, unlawfully damages property, privacy, or access. follow venue rules, and avoid conduct that

SECTION 7: SAFETY, DIGNITY AND RESPECT

28. Non-Negotiable Protections

Protection Area	Standard & Policy Action
Bullying & Retaliation	Prohibited in every form. Reports are managed under the Anti-Bullying Policy; affected learners, witnesses, and reporters are protected from retaliation.
Discrimination & Hate	Unfair discrimination, identity-based harassment, hate speech, and degrading stereotypes are prohibited and managed with the Anti-Discrimination Policy.
Sexual Conduct	Unwanted touching, sexual comments, coercion, exposure, sexualised bullying, and image-based abuse trigger safeguarding and disciplinary procedures.
Violence & Threats	Fighting, assault, intimidation, extortion, stalking, and credible threats are prohibited. Immediate danger is addressed before disciplinary fact-finding.
Safeguarding Disclosure	A learner may tell any trusted adult. Staff must not promise secrecy, conduct private confrontation, or delay required child-protection reporting.

29. Immediate Response

Staff first assess injury, acute distress, self-harm risk, weapon/substance risk, sexual or child-protection concerns, and the need for medical or emergency assistance. Protective separation or access restrictions are not a finding of guilt.

30. Bystanders

Learners must not encourage, record for entertainment, like, forward, or join harmful conduct. Where safe, move away, support the affected learner, preserve evidence, and tell a trusted adult.

31. Restorative Processes

A restorative conversation or apology may be used only when safe, voluntary, and facilitated appropriately. It is not a substitute for safeguarding or serious misconduct procedures, and an affected learner is never forced to participate.

32. Physical Intervention

Corporal punishment is strictly prohibited. A trained or responsible adult may use only necessary and proportionate protective intervention to prevent imminent harm, never as punishment. Any material intervention must be recorded, reviewed, and communicated.

SECTION 8: UNIFORM, APPEARANCE, PROPERTY AND BELONGINGS

33. Approved Uniform

Learners must wear the current Enderun uniform and activity kit described in the separately published Uniform Schedule. Items should be clean, safe, serviceable, and labelled. The School provides reasonable notice before changing the approved schedule.

34. Appearance and Safety

- Hair and grooming must allow clear vision, hygiene, safe participation, and use of protective equipment.
- Protective, cultural, and natural hairstyles are treated fairly; rules are not applied in a racially or culturally discriminatory way.
- Jewellery, accessories, cosmetics, and nail requirements follow the approved Uniform Schedule and safety needs.
- Medic-alert, disability, religious, and cultural items are accommodated unless a specific safety risk requires a reasonable alternative.

35. Exemption or Adjustment Request

A parent or guardian may request a cultural, religious, disability, medical, or other reasonable adjustment from the Principal. The request should explain the need and proposed solution. The School considers dignity, equality, safety, cost, and educational purpose, providing a written decision and internal review route.

36. Personal Property

Bring only items needed or authorised for School and keep valuables at home. Respect ownership; do not take, hide, borrow, trade, sell, damage, or use property without permission. Found items must be handed to the office. Personal valuables are brought at the family's risk.

37. School Property and Restitution

Learners must use buildings, books, devices, furniture, equipment, and grounds carefully. Where a learner causes loss or damage, the School considers intent, negligence, age, and circumstances. Repair, replacement, or reasonable restitution may be requested under the Enrolment Contract.

38. Bags and Storage

Bags must be safe to carry and suitable for required materials. Storage areas and desks must be used as directed and may be subject to lawful safety checks under Section 45.

SECTION 9: DEVICES, DIGITAL CONDUCT AND ACADEMIC INTEGRITY

39. Digital Rules

Digital Area	Expectations & Policy
Personal Devices	Phones, smartwatches, earbuds, cameras, and personal devices must be switched off and stored as directed unless a staff member authorises learning, health, or emergency use.
Recording & Privacy	Do not photograph, record, livestream, or publish another person, School record, lesson, assessment, or private space without permission and lawful purpose.
Accounts & Security	Use only authorised accounts; protect passwords; do not impersonate, bypass controls, install unauthorised software, or damage systems.
Online Conduct	No cyberbullying, threats, harassment, doxxing, sexual content, harmful editing, fake accounts, pile-ons, or distribution of private/intimate material.

Digital Area	Expectations & Policy
Generative AI & Tools	Use AI, translation, calculators, and online sources only as authorised. A learner must acknowledge assistance and may not submit generated or copied work as their own.

40. Temporary Confiscation

An authorised staff member may temporarily secure a device used contrary to rules, record the item, and arrange return to the learner or parent within a reasonable period. The School does not access private content or accounts without consent or another lawful basis. Urgent harmful content is preserved and escalated without unnecessary circulation.

41. Academic Integrity

Complete assessments honestly and follow examination and collaboration instructions. Do not copy, plagiarise, obtain advance papers, share answers, use hidden notes, or receive unauthorised assistance. Cite sources and disclose permitted AI or translation assistance. Concerns are investigated before academic or disciplinary outcomes.

42. Family Contact

Routine family contact during the School day should use the School office or published channels. A device rule must not prevent a learner from obtaining urgent help through staff.

SECTION 10: PROHIBITED ITEMS, SUBSTANCES, SEARCHES AND CONFISCATION

43. Prohibited Items and Conduct

Category	Prohibited Conduct / Items
Weapons & Dangerous Objects	No firearms, knives, imitation weapons used to threaten, explosives, incendiary items, or objects carried as weapons (except authorised educational tools under supervision).
Substances	No illegal drugs, alcohol, intoxicants, tobacco, vaping products, medication misuse, unauthorised supply, possession, use, or visible impairment.
Fire & Hazardous Material	No fire-setting, fireworks, harmful chemicals, deliberate alarm activation, tampering with safety equipment, or creating material hazards.
Sexual or Abusive Material	No creation, possession, display, or distribution of exploitative, intimate, or illegal content. Staff secure the source and follow safeguarding directions.
Stolen or Fraudulent Material	No stolen property, forged records, false identity, altered permission, unauthorised assessment material, or instruments used for unfair advantage.

44. Reporting and Immediate Safety

A learner who becomes aware of a dangerous item, substance, serious threat, or urgent hazard must move to safety and tell a staff member immediately. The learner must not touch, conceal, test, or circulate the item.

45. Search Principles

A search must have a lawful and rational safety or evidential purpose and be proportionate. Where practicable, it is authorised by leadership, conducted privately by appropriate staff with a witness, and explained to the learner. Age, dignity, gender, disability, cultural, and trauma considerations are respected. Strip searches and body-cavity searches are strictly prohibited.

46. Confiscation and External Referral

A dangerous, illegal, harmful, or rule-breaking item may be secured, inventoried, and stored. Safe lawful items are returned within a reasonable period. Illegal or evidential items may be handed to SAPS or another competent authority.

SECTION 11: POSITIVE DISCIPLINE AND BEHAVIOUR SUPPORT

47. Positive Discipline Sequence

1. **Connect and Regulate:** Secure calm and safety, reduce audience or stimulation, and identify immediate learning, health, or communication needs.
2. **Name the Behaviour:** State the observed conduct and the rule or value without humiliating, labelling, or arguing publicly.
3. **Hear the Learner:** Allow an age-appropriate explanation and check whether misunderstanding, disability, bullying, or trauma is relevant.
4. **Teach and Practise:** Explain the expected behaviour, rehearse a safe alternative, and provide a fresh opportunity where appropriate.
5. **Repair and Support:** Address harm through safe restitution, restoration, support, supervision, or an agreed behaviour plan.
6. **Record and Communicate:** Record repeated or material concerns and communicate with the family proportionately and factually.
7. **Escalate Fairly:** Use leadership, safeguarding, or formal procedure when severity, repetition, or safety requires it.

48. Prohibited Discipline

Corporal punishment, physical pain, forced exercise, food/toilet deprivation, insults, ridicule, public shaming, degrading dress, group punishment, retaliation, forced confession, compelled public apology, or exclusion from essential teaching merely for convenience are strictly prohibited.

49. Behaviour Support Plan

A plan may identify triggers, expected behaviours, teaching strategies, adjustments, trusted adults, reinforcement, safety measures, parent communication, review dates, and success indicators. A support plan does not prevent proportionate discipline for serious misconduct.

50. Detention and Relevant Privileges

Any detention is supervised, time-limited, communicated, and does not deny meals, toilets, medical care, safe transport, or essential education. A privilege may be restricted only where relevant, reasonable, and reviewed.

SECTION 12: BEHAVIOUR AND MISCONDUCT LEVELS

51. Progressive Response Matrix

Level	Example Conduct	Typical Response
1: Routine / Minor	Calling out, off-task conduct, minor lateness, forgotten material, littering, first low-impact device or uniform breach.	Reminder, re-teaching, choice, brief reflection, correction, restoration, or teacher communication.
2: Repeated / Moderate	Repeated Level 1 conduct, sustained disruption, disrespect, refusal after support, minor dishonesty, property misuse, repeated unauthorised device use.	Parent contact, written reflection, privilege adjustment, supervised detention, restorative action, or support plan.
3: Serious	Bullying, harassment, fighting, theft, vandalism, leaving supervision, harmful digital conduct, repeated major disruption, or retaliation.	Leadership investigation, safety plan, parent meeting, formal warning, internal removal, support referral, or disciplinary meeting.

Level	Example Conduct	Typical Response
4: Very Serious	Weapons, serious violence/threats, sexual misconduct, extortion, arson, drug supply/use, intimate-image abuse, serious hate harm, material falsification.	Safeguarding/external referral, precautionary suspension, formal hearing, and possible suspension or enrolment termination.

52. Classification is Contextual

The level is a guide, not an automatic tariff. A first incident may be serious because of its harm or risk; repeated lower-level conduct may escalate after teaching and support. Reasons are recorded when moving materially above or below the usual response.

53. Multiple Rules & Group Conduct

The School avoids duplicating punishment for the same conduct but may use parallel safety, safeguarding, academic, restorative, and contractual processes for different legitimate purposes. Participation, planning, encouragement, filming, forwarding, concealment, and retaliation are assessed individually. A learner is not disciplined merely for belonging to a group.

SECTION 13: SERIOUS MISCONDUCT

54. Serious Misconduct Categories

- **Safety & Violence:** Conduct causing or creating credible risk of serious injury; assault; dangerous restraint; weapon possession or threat; arson; deliberate interference with safety systems.
- **Sexual & Safeguarding:** Sexual assault, coercion, harassment, exploitation, grooming, unwanted touching, intimate-image abuse, or conduct requiring child-protection action.
- **Drugs & Intoxicants:** Supply, distribution, possession, or use of illegal drugs, alcohol, or intoxicants; serious medication misuse; creating substance-related safety risks.
- **Bullying, Hate & Extortion:** Serious or repeated bullying, intimidation, extortion, stalking, hate-related harm, discriminatory harassment, witness intimidation, or retaliation.
- **Property & Dishonesty:** Serious theft, robbery, fraud, vandalism, possession of stolen property, falsification of official records or assessment material, or organised academic dishonesty.
- **Digital & Privacy Harm:** Credible online threats, serious impersonation, doxxing, system intrusion, distribution of highly private content, or coordinated harassment.
- **Repeated Major Breach:** Persistent serious defiance, disruption, or policy breach after reasonable notice, teaching, support, and prior intervention.

55. Criminal or Safeguarding Concerns

The School does not determine criminal guilt. It may preserve evidence, protect learners, make required reports, and continue internal processes fairly. An external case does not automatically prove or disprove a School rule breach.

56. False Information & Parent Conduct

Knowingly fabricating material evidence may be serious misconduct. A mistaken report made in good faith is not malicious. A learner is not found guilty solely because of a parent's behaviour; if adult conduct damages the contractual relationship, separate contractual processes are used.

SECTION 14: PRECAUTIONARY SUSPENSION AND FORMAL PROCEDURE

57. Serious-Case Procedure Steps

1. **Preliminary Assessment:** Clarify allegation, immediate risk, available evidence, conflicts of interest, support needs, and safeguarding requirements.

2. **Precautionary Measure:** Use the least restrictive effective measure. Suspension is protective, not punishment, and is reviewed regularly with educational access.
3. **Written Notice:** Provide allegation, relevant rule, summary of material information, possible outcomes, hearing details, and rights in accessible language.
4. **Preparation Time:** Ordinarily provide at least 5 School days before a serious hearing unless urgency requires a shorter period with recorded reasons.
5. **Impartial Hearing:** Conducted by an impartial chair or panel. The process is age-appropriate and not bound by formal court evidence rules.
6. **Participation:** Learner assisted by parent/guardian, using an interpreter or reasonable accommodation, answering concerns, and presenting information/witnesses.
7. **Finding:** Decided on balance of probabilities, considering reliable relevant information. Record supported facts and credibility reasoning.
8. **Outcome:** Provide written finding, reasons, proportionate consequence, support, re-entry terms, and internal review instructions.

58. Emergency Suspension & Representation

Where immediate removal is necessary to prevent serious harm or protect evidence, the Principal may impose emergency precautionary suspension and notify parents promptly. Leadership reviews the measure every 5 School days. Parent assistance is permitted; legal representation is considered fairly upon prior written request based on complexity, age, and fairness.

SECTION 15: OUTCOMES, RE-ENTRY AND INTERNAL REVIEW

59. Available Outcomes

Outcome Type	Specific Actions / Interventions
Educational & Restorative	Re-teaching, reflection, coaching, restitution, safe restorative action, community contribution, behaviour agreement, counselling recommendation.
Protective & Supervisory	No-contact direction, seating/movement plan, supervised space, transport or device restriction, relevant activity limitation, increased check-ins.
Formal Disciplinary	Written warning, final warning, supervised detention, internal removal, fixed-period suspension, conditional return.
Enrolment Consequence	Termination or cancellation of enrolment by authorized Board/Proprietor permitted by Enrolment Contract after fair process and considering less restrictive measures.

60. Proportionality & Re-entry

Decisions consider harm, risk, repetition, power dynamics, planning, age, development, prior support, disability needs, remorse, repair, family input, and educational impact. Re-entry meetings confirm safety, learning catch-up, conditions, support, and review dates without forcing apologies for disputed conduct.

61. Internal Review

A parent or learner may request review of a formal serious finding or sanction within 5 School days of written notice. Grounds include procedural unfairness, material factual error, new evidence, or disproportionate outcomes. An independent authority considers the record and provides written reasons.

SECTION 16: PRIVACY, COMPLAINTS, MONITORING AND LEGAL FRAMEWORK

62. Legal and Guidance Framework

Framework / Act	Core Application & Relevance
Constitution of South Africa, 1996	Equality, dignity, safety, privacy, children's best interests, education, expression, culture, fair dispute resolution.
Children's Act 38 of 2005	Best-interests factors, age-appropriate participation, care and protection, mandatory reporting/referral.
SA Schools Act 84 of 1996	Independent-school framework and national standards; public-school mechanisms apply where specified by law.
BELA Act 32 of 2024 & DBE Guidance	Public-school code, exemption, and age-appropriate discipline developments used as governance guidance.
AB v Pridwin Prep School [2020] ZACC 12	Independent-school context; child interests and learner participation require careful, individual procedural sensitivity.
POPIA 4 of 2013 & PEPUDA 4 of 2000	Secure, minimal information processing; equality, dignity, and prevention of unfair discrimination.
DBE Safety & Discipline Guidance	National School Safety Framework, positive discipline resources, corporal punishment and safeguarding protocols.

ANNEXURE A: SERIOUS MISCONDUCT AND DISCIPLINARY CASE RECORD

CONFIDENTIAL: Complete only what is known. Do not delay immediate safety, medical care, or required safeguarding reports to complete this record.

Case Number / Date Opened	
Learner / Grade / Parent Contact	
Reporter & Safe Contact Method	
Date, Time, Place / Platform	
Allegation & Code Provision	
Immediate Risk / Safeguarding Concern	
Interim Protection / Precautionary Measure	
Evidence, Witnesses & Preservation	
Learner's Account & Accommodations	
Parent Representations	
Finding and Reasons	
Outcome & Proportionality Reasons	
Written Notice Date / Review Deadline	
Re-entry / Follow-up Plan & Dates	

ANNEXURE B: LEARNER AND PARENT ACKNOWLEDGEMENT

We confirm that the Enderun Primary School Learner Code of Conduct was made available to us and discussed in an age-appropriate manner. We understand the School values, learner rights and responsibilities, conduct expectations, positive discipline system, serious misconduct process, and internal review route.

We understand that signing acknowledges receipt and discussion; it does not waive any right under law or prevent a good-faith complaint, safeguarding report, or review request. We will ask the School to explain any part that is unclear and keep contact information current.

Learner Full Name	
Grade / Class	
Parent / Guardian Name	
Preferred Contact Details	
Date Received / Discussed	

Learner Commitment

"I will learn with purpose, act with integrity, treat others with respect and kindness, take responsibility for my choices, repair harm, persevere through challenges, and ask for help when I need it."

Learner Signature / Mark: _____ **Date:** _____

Parent / Guardian Signature: _____ **Date:** _____

School Representative: _____ **Date:** _____

School Use: Place the completed acknowledgement in the learner's administrative record. Do not treat a learner's inability or refusal to sign as proof of misconduct.



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