

PROSPECTUS

AND

CODE OF CONDUCT

JANUARY 2026

Review Date: 28 November 2025

CHAPTER 1

PROSPECTUS

1. GOVERNANCE

The school falls under the covering and authority of The King's Lighthouse Church. However, each family unit is covered by their own respective church. The eldership of The King's Lighthouse Church forms a School Board (consisting of parents, teachers and elders of the Church, who are ex officio members) to run the affairs of the school. Policy formulation, financial control and the like are the responsibility of the Board. In essence, they are the custodians of the school's vision and mandate to raise children in the ways of the Lord.

2. PREAMBLE

The purpose of the Prospectus and Code of Conduct is to outline the required behaviour and core values for Lighthouse Christian College (LCC) to operate, create and to sustain a Christ-like, harmonious, supportive, respectful, effective and professional climate at the school and in the community.

3. OUR UNDERTAKING

This code is applicable to all involved in the school, the Principal, all Educators, Administrative Staff, Ground and Assistant Staff, Learners of every grade, as well as Visitors, Service Providers and Contractors to the school premises. This Prospectus and Code of Conduct will also be applicable wherever any representative of the school may be able to represent the image of the school (on or off the premises). The signatories to this Prospectus and Code of Conduct hereby agree to actively support and inspire each other to always adhere to this Prospectus and Code of Conduct, in their interaction with each other as well as with any other visitor to the school.

4. LEGAL FRAMEWORK

1) South African Schools Act, 1996, (Act 84 of 1996) as Amended, hereinafter referred to as "SASA, 1996".
2) The Constitution of the Republic of South Africa, 1996 (Act 108 of 1996), hereinafter referred to as "The Constitution".
3) National Education Policy Act, 1996 (Act 27 of 1996) as Amended, hereinafter referred to as "NEPA, 1996".
4) Children Act, 2005 (Act 38 of 2005) as Amended, hereinafter referred to as "CA, 2005".
5) Basic Education Laws Amendment Act,2024 (Act 32 of 2024), hereinafter referred to as "BELA, 2024"'

5. IMPLEMENTATION AND MONITORING

All signatories undertake to make this Prospectus and Code of Conduct a dynamic document, striving to be proactive in the implementation of the principles and values and actively supporting

each other in living out these principles. Everybody must accept that it would need ongoing dedication and commitment to ensure the ultimate realization of harmonious, supportive, and caring relationships for all stakeholders of LCC.

Monitoring adherence to this Prospectus and Code of Conduct is the responsibility of every individual by immediately identifying any deviation from this code, firstly to have discussions on a one-to-one basis without blaming but with the focus on solving. Should this not render the desired results, it should then be reported to the relevant Church Officials, Principal or Educator to resolve it immediately and amicably. Monitoring should also be done through the continuous observation by Learners, Learner-leaders, Educators, etc. regarding the adherence to these principles and dealt with by means of frank open discussions during regular monitoring meetings. If continuous deviations exist, the use of the School Rules, Disciplinary Code and Procedure will be implemented in terms of SASA, 1996.

6. HISTORY OF THE SCHOOL

Lighthouse Christian College was established by Pastors Peter and Joy Varrie as a service to his congregation. It was the fourth Accelerated Christian Education (ACE) School in South Africa. The school was originally named The Hatfield Christian Fellowship School as it started under the relationship of the Church (situated at Skeerpoort) that related to Hatfield Baptist Church in Pretoria. The costs of establishment and the alterations to the first premises were carried by Pastor Varrie and his family and a few donations from the Church elders.

The premises was a plot at Hekpoort in a School Building that was built by the British prisoners of war during the Anglo Boer war. Its student population was originally 28 learners spread from grade 1 to 10. The school grew to around 58 students when it relocated to Brits with the establishment of The King's Lighthouse Christian Church. At this time the school underwent a name change to Lighthouse Christian College.

The school had a tumultuous beginning. A battle ensued between the National Education Department and what were then 12 ACE schools in South Africa. The Department wanted the schools closed immediately. An arrest order was issued by the SAP to lock up nine of the Pastor-principals of these ACE schools. It was through prayer and the relationship of Pastor Ray McCauley with the Chief of Police that no arrests took place. All these schools were subsequently registered by instruction from the then Minister of Education, Mr. Ben Schoeman. There remained a total lack of understanding and an unwillingness to allow other models, so Lighthouse Christian College moved to the National Curriculum and examination processes.

Lighthouse Christian College went through some very trying times due to the racist stronghold that existed in Brits. The word was clear from the local governing authority, no whites and blacks permitted in one facility in Brits. The electricity supply was cut off, sewerage connections were denied, and the water flow was severely restricted. A local mine rented a portable generator for the College and Church and for eight months the College generated its own electricity. The College installed a septic tank sewerage system on its own site to carry on its educational activities.

It was during this period that Pastor Varrie received a visit from the Head of BOSS (Bureau of State Security). In the preceding week to this visit, a Church and School that stood in relationship with Pastor Varrie, which was situated in Klerksdorp, had been demolished by dynamite by right wing Afrikaners. The head of BOSS explained that he had been sent personally by President FW de Klerk to request that we stop all building and leave Brits. His words were: "in Klerksdorp they blew up a building. In Brits they are the worst kind and they will kill you".

Lighthouse Christian College in its quest to produce a new generation of young leaders from all race groups, who would be people of godly character and moral in their conduct, has excelled. This totally non-racial college has produced doctors, lawyers, mathematical experts, entrepreneurs and all manner of leaders. We have third generation children form our original parents now attending at the College. The management team at the school is comprised of all racial groups who work in harmony continuing in the past record of success at the school, year on year.

Over the past years the school has grown significantly from the original three classrooms. The College now has 32 classrooms with a science laboratory and full-scale computer class. The development of reading skills is primary to successful learning.

Discipling our students to activate their spiritual potential and character development is at the top of the agenda. Lighthouse Christian College runs classes from grade R to grade 12.

7. PURPOSE OF THE PROSPECTUS AND CODE OF CONDUCT

1) Section 8 of the South African School Law makes provision that the Board of a private school must compile and adopt a Prospectus and Code of Conduct.
2) The purpose of the Prospectus and Code of Conduct are to ensure a disciplined and purposeful environment for an effective teaching and learning milieu.
3) The Prospectus and Code of Conduct set guidelines for the Board to ensure discipline and order in the school.
4) The Prospectus and Code of Conduct are subservient to the Constitution of South Africa, 1996, the South African Schools Act, 1996 and the Provincial Legislature. It must reflect constitutional democracy, human rights and communication.
5) The Prospectus and Code of Conduct prescribed learners their behaviour at school in preparation for their behaviour and safety in the civil society.
6) This establishes a standard of Christ-like and moral behaviour for learners and empowers them with knowledge and skills which can benefit them to become worthy and responsible citizens.
7) The Prospectus and Code of Conduct must promote responsibility and the leadership in the school.
8) The Prospectus and Code of Conduct is not penalty-orientated but seeks to enhance constructive learning.
9) The main purpose of the Prospectus and Code of Conduct are to develop positive discipline, self-discipline and exemplary behaviour because learners learn through observation and experience.
10) The following bodies are involved in the drafting of the Prospectus and Code of Conduct: The Church Board, SMT, and teachers at the school.

8. VISION AND MISSION STATEMENTS

1) STATEMENT OF FAITH

LCC acknowledges the Scriptures as its ultimate standard. “The Scriptures are inspired by God and useful for teaching, correcting, rebuking and giving instruction for right living.” (2 Tim. 3:16)

LCC strives to provide a Christ-centered education, when He said, "All knowledge and its application should be subservient to the formation of character, the training of the will, and the drawing out of the nobler qualities of one's being. Mere acquisition of knowledge avails little if it leaves the man himself, the inward man, undeveloped".

2) VISION STATEMENT

EDUCATING AND DISCIPLING THE NEXT GENERATION TO THE GLORY OF GOD

3) MISSION STATEMENT

The school operates in love under the Lordship of Jesus Christ and the leading and empowering of the Holy Spirit:

(a) To develop Christian Character in every learner.
(b) To develop a high academic standard at the school by putting a Culture of Learning, teaching and Service into place with the compassion of Christ.
(c) To deliver academic excellence through biblical principles.
(d) To cultivate honesty and moral excellence.
(e) To produce true leaders for tomorrow.

4) THE CORE VALUES OF LCC

a) Respect – value and honour God, others, themselves and the natural environment.
b) Responsibility – demonstrate reliability and accountability for their choices.
c) Trustworthiness – grow in honesty, loyalty and integrity.
d) Fairness - learn to share, communicate and be aware of the needs of others.
e) Caring - show kindness and compassion especially towards people in need.
f) Citizenship - learners are encouraged to be aware of their social responsibility towards the community and the environment.

5) BUILDING FOR ETERNITY THE VALUE SYSTEM

Our values are the cornerstones of our school. They determine what activities go on in the school and guide all the decisions made at school.
These are some of the most important ones:

(a) Prayer

Prayer must be at the heart of the educating process. Staff members are committed to praying regularly for children, fellow staff members, parents and families. Learners are encouraged to pray for each other and for staff. Wherever possible, we would value feedback as to how they can pray more specifically and effectively.

(b) Academic excellence

The school provides an academic track that follows the National Curriculum. However, a Biblical worldview is integrated, and internal requirements are set at a higher standard than those of the National Curriculum. Academic progress of learners receives fundamental attention. For that purpose, the teachers ensure that they stay up to date with all developments in education by attending courses, workshops and subject meetings. All achievements are analyzed, and teaching is adjusted pro-actively.

(c) Praise and Worship

We worship as a school to invite God's presence upon our teachers and learners. We believe that Praise and Worship is an essential part of growing in relationship with Jesus. Therefore, we will always attempt to start our daily meetings and parents' gatherings with Praise and Worship.

(d) Outreach

God calls His people to be active in reaching out to the lost, the orphans, aged and needy. Opportunities are created in all phases so that reaching out and blessing others become a natural part of the learners' lives.

(Acts 1.8. But you will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth.")

Foundation Phase – Jerusalem (within school).

Intermediate phase – Judea and Samaria (in town).

High School – Ends of the earth (outside town).

(e) Personal Growth

Personal growth and good character are basic values of LCC. We believe in positive, victorious, successful Christian living through Christ's strength. While we as a school will encourage teachers and learners in their daily spiritual growth, we believe that they must find full expression of personal growth in their church to which they are committed.

(f) Building relationship

We at LCC are committed to working with both parents in order help to them with their responsibility of raising their children in a Godly way. In practice, this means that the school, together with the parents, are crucial partners in the education process. The school is a support system for the parents. Together the school and home will strive to work together in all areas affecting the life of a child such as spiritual growth, prayer, homework and Godly values.

In working together with parents, the value of communicating with one another cannot be over emphasized. Likewise, the school is desirous that this communication be a two-way process. The school follows an "open door" policy in this regard.

The school also joins hands with other Christian schools, the Association for Christian Schools International (ACSI) and other like-minded bodies sharing best practice to improve the quality of Christian Education.

(g) Evangelising

Learners are given every opportunity to understand the significance of Christ's sacrifice on the cross and to commit their lives to Christ. They are led to make the choice of being baptised and receiving the gift of the Holy Spirit. (Acts 2.38)

(h) Discipling

Learners are led and encouraged to transform Biblical principles into practical Christian living. Discipling (teacher to teacher, teacher to learner, learner to learner) is a key method by which Christian life skills are inculcated. How the teacher responds to her/his life situations will be transmitted to the learners. Role models that reflect Jesus are crucial.

(i) Gifts of the Holy Spirit

We believe that these manifestations of the Holy Spirit are available to every believer. For every learner and family linked to our school, we would encourage a lifestyle that reflects this value.

(j) Nurturing Environment

We attempt to create an environment that will best release within every child all of his/her God-given potential.

6) THE SPIRITUAL PROGRAMME

A successful spiritual programme will facilitate families in the process outlined by David in Psalm 78:1-8 where fathers proclaim the wonders of God to the next generation who in turn proclaim God's praiseworthy deeds to the generations yet to be born. The objective of this programme at LCC is therefore to implement effective teaching of God's principles, which will result in learners choosing to put their trust in God and to obey His commands.

The two great commandments of Jesus are the focus of this programme:

"Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbour as yourself." (Matthew 22:37-38)

We endorse the vision of ACSI in that we aspire to disciple young men and women to:

- Mature to love God with all their heart, mind and soul. (Matthew 22:37)
- Grow in wisdom and stature. (Luke 2:52)
- Live in the world as salt and light. (Matthew 5:13-14)
- Give sacrificially of themselves and their resources to reflect the love of Christ. (Romans 12:1)

<u>Methods employed in pursuit of these goals are:</u>

(a) In all subjects an effort is made to integrate faith and academic learning by permeating content with a Biblical worldview. Relevant topical issues are addressed from a Biblical perspective.

(b) Opportunities are provided in assemblies and register classes at the beginning of each day for learners to be led into a vital relationship with Jesus and to be built up in the knowledge of who He is as well as an awareness of our dependence upon Him.

(c) The Word of God is always regarded as the ultimate and absolute truth that defines our values.

(d) An effort is made to promote a climate that fosters the spiritual maturation of the learners. Learners are given opportunities to participate in annual local outreaches to underprivileged and needy communities, where they can share their hope in Jesus. (Acts 1.8)

(e) Annual camps are organised for the intermediate and high school phases. The primary aim of these camps is to foster the learners' relationship with God, the staff and one another.

(f) Committed emphasis is placed on the importance of the development of Christian character and feedback will be given. We desire that the learners' progress from knowing and being able to judge what is right, to caring deeply about what is right and then to doing what they believe is right. Rather than focus on outward appearances and behaviour, we desire to impact their beliefs so that they become sincere ambassadors for Jesus.

(g) A Christian focus is maintained in the school through the positive example set by teachers and extra-mural programmes. Staff are expected to relate to learners with integrity, honesty and compassion. Staff are regularly trained in this respect.

9. LEGAL AUTHORITY FOR THE CONTROL AND DISCIPLINE OF LEARNERS

1) In terms of section 3(n) of the National Education Policy Act, 27 of 1996, the Minister of Education must determine national education policy and discipline of learners at education institutions.

2) The policy shall be directed at the advancement and protection of the fundamental rights of every person guaranteed in the Bill of Rights in the Constitution of the Republic of South Africa 1996, Act 108 of 1996.

3) The SASA, 84 of 1996, section 8(1) empowers a governing body of a school to maintain discipline in a school. The Prospectus and Code of Conduct must prescribe behaviour that respects the rights of learners and educators.

4) Learners must understand that action may be taken against them if they contravene the Prospectus and Code of Conduct. The punishment must suit the offence(s).

5) Nothing shall exempt a learner from complying with the Prospectus and Code of Conduct of the school.

6) An educator at the school shall have the same rights as a parent (in loco parentis) to control and discipline the learner according to the Prospectus and Code of Conduct during the time the learner attends the school, any classroom, school function or school excursion or school related activities.

7) The principal or an educator, upon reasonable suspicion (sufficient information), has the legal authority to conduct a search of any learner or property in possession of the learner for a dangerous weapon, firearm, drugs (including tobacco), or harmful dangerous substances, stolen property, or pornographic material brought onto the school property. (A search may be performed in terms of the following Acts of general application: Control of Access to Public Premises and Vehicles Act, 1985, Act 53 of 1985; Drugs and Drug Trafficking Act 140 of 1992; Arms and Ammunition Act, 1969, Act 75 of 1969.), Section 8A of SASA, 1996.

10. RIGHTS AND RESPONSIBILITIES OF LEARNERS

1) SCHOOL AND CLASSROOM RULES
   (a) School rules are designed to regulate the general organisation of the school, and relationships between the principal, educators and learners.
   (b) Classroom rules are designed to give effect specifically to the relationship between educators and learners in the classroom and may include classroom interactions and management.
   (c) Learners should be involved in the formulating of school and classroom rules and must conform to such rules.
   (d) All rules are to be consistent with the overall Code of Conduct, be clear and understandable and make provision for fair warning.
   (e) Learners are expected to know and to adhere to school and classroom rules. Ignorance of these rules is not an acceptable excuse.

2) LEARNING AND SCHOOL WORK
   (a) Learners must commit themselves to do their schoolwork during classes, complete assigned homework and catch-up work missed because of absence.
   (b) Disruption of school and classes is unacceptable.

(c) Learners have the right to education under safe circumstances. Any fellow learner disrupting a class and so infringing the right of the other learners to education will be removed from the class. Only through consultation with the parents and the conditions required for the learner to return to class, will the learner be permitted back in the class.
(d) Learners have the responsibility to learn and develop to their full potential, i.e. academic, occupational, social, sport, spiritual, art and cultural potential.
(e) They should actively participate in the learning process and decision making and be given the opportunity to talk about their problems.
(f) Learners can expect educators to maintain a high standard of professional ethics and be present to teach their classes, assist them with their difficulties, report on their progress and to look after their well-being. There should be a relationship of mutual trust and respect between learners and educators. Victimisation of the one by the other is unacceptable.

11. SECURITY, CARE AND NEATNESS OF SCHOOL PROPERTY

1) As the school has been developed for the use of all the learners attending the school, it is the privilege and obligation of every learner to protect and carefully use all the facilities and equipment so that others that come after them can also enjoy the privilege.
2) The parent of anyone who intentionally misuses, damages or mars any school property should replace it or pay for the property damaged.
3) It is the responsibility of all learners not to litter. It will be expected of learners to help clean the school grounds and classrooms if needed.
4) Destruction of property and littering are punishable offences.

12. SCHOOL ATTENDANCE

1) The right of learners to basic school education places the obligation on them to attend school regularly during school hours.
2) See Section 3 of SASA, 1996 with regards to compulsory school attendance.
3) If a learner was absent from school because of illness for one day, it is compulsory to bring a letter of apology from his/her parent, which must be submitted to the register teacher.
4) If a learner is absent from school for three consecutive days or longer, a medical certificate must be submitted.
5) If a learner is absent on a day where an assessment is taken, e.g. exams or tests, a doctor's letter must be submitted, or the learner will receive zero for the assessment.
6) Absence for any reason other than illness must be arranged in advance.
7) If a learner knows that he/she is going to be absent from school, prior arrangements must be made where possible. All requests must be in writing for filing purposes and such a learner will be marked absent.
8) Learners leaving the school grounds with permission before 10:00 will be marked absent.
9) Any learner absent from school for 14 consecutive school days or more without a valid reason, de-registers him/herself from school.

13. RESPONSIBILITIES OF PARENTS WITH RESPECT TO THE PROSPECTUS AND CODE OF CONDUCT.

1) The school endorses the Biblical principle that parents are primarily responsible for the education of their children.
2) The ultimate responsibility for the learners' behaviour rests with their parents.

3) It is expected that parents will support the school and require learners to observe all school rules and regulations and accept responsibility for any misbehaviour on their part.
4) It is expected that parents will take an active interest in their children's schoolwork and make it possible for the children to complete assigned homework.
5) Parents should attend meetings that the school and School Board convene for them.
6) No parent of a learner is permitted to talk to another learner in the absence of that learner's parents.
7) The Prospectus and Code of Conduct are binding to all components involved.
8) This means that parents should become involved in the following areas: Parent evenings; Discipline of their children; Spiritual growth; Academic progress; General support of teachers; Extramural activities and Prayer.

14. RIGHTS AND RESPONSIBILITIES OF TEACHERS

1) In terms of the Constitution and SASA, 1996, EEA, NEPA and SACE, the Bill of Responsibilities for the Youth of South Africa, the teacher has the right to:
2) Equality, human dignity, privacy, freedom of opinion, freedom of expression, freedom of association, political rights, freedom of profession, language and culture and just administrative.
3) The Bill of Responsibilities embodies in general a further National legislation that develops every "right", e.g. Labour relations.
4) Respect and support in the workplace.
5) Co-operation of learners in class.
6) The support of the Board in the maintaining of discipline.
7) Refuse admission, within the disciplinary code, to learners or anybody else who wants to disrupt the class.

15. LANGUAGE POLICY OF THE SCHOOL

1) LANGUAGE OF INSTRUCTION
English is the medium of instruction in the school.
2) HOME LANGUAGE POLICY
Policy regarding the admittance of all learners who do not use English as their home language but nevertheless wish to pursue English as their medium of instruction.
3) LEARNERS WITH HOME LANGUAGE OTHER THAN ENGLISH.
The school welcomes applications from the above families but wishes to clarify its position so that unrealistic expectations do not arise.
4) PRE- AND JUNIOR PRIMARY (GRADES 0 – 3)
Learners generally grasp English reasonably quickly because of the environment that they find themselves in. Play, sport, class tuition, break times, videos all help to build language skills in a natural way. Daily assistance from a tutor will be required to complete homework tasks as well as to hear the requisite reading. Nevertheless, learners may be held back for a short period to master the necessary language skills. The usual admittance requirements as found in the Admission Policy need to be complied with.
5) SENIOR PRIMARY SCHOOL (GRADES 4 - 6)
Grade 4 is the last year for non-English speaking learners to transition with relative ease to English as a medium of instruction. Grade 5 and 6 learners will probably have to repeat a year, depending on the level of English, but can be accelerated once the necessary skills

have been acquired. The level of competency is the key. Daily assistance by a private tutor will be required. The usual admittance requirements need to be complied with.

6) HIGH SCHOOL (GRADES 7 - 12)
   An English competency test needs to be written. Learners need to have at least grasped the basics of the English language if they wish to be admitted to the high school. Learners who have little or no knowledge of English will not be accepted in this teaching phase. The school is not geared to teaching English as a Foreign Language (TEFL). This is a highly specialized field of instruction. Grade 11 is the last opportunity for a learner to enroll at LCC. Grade 11 learners therefore need greater command of the English language than Grade 6 learners (see point 1). Provision needs to be made by the parents for a regular (suggest 3 times per week), private English tutor to assist the learners on a one-to-one basis whilst they do their homework. This is essential to give the learner a chance of passing English as a subject. The usual admittance requirements as found in Admission Policy need to be complied with.
7) THE SCHOOL DOES NOT:
   - Offer extra lessons in English to make up the backlog.
   - Offer a specialised TEFL class (Teaching English as a Foreign Language), which is the ideal medium through which the learners should be taught.
   - Offer one-to-one tuition. There are ± 27 learners in the class and all need the teacher's attention.
   - Take responsibility for hauling in the backlog or for bringing the learners up to the correct academic standard for their grade.

16. ADMISSION REQUIREMENTS

The following points will be taken into consideration before a learner is admitted at LCC:

1) There needs to be a vacancy in the class in question. A waiting list will be created if the demand is greater than the available space.
2) It is preferable that a prospective family and prospective learner is firmly based in a local Church. This includes actively participating in the life of that Church (e.g. cell group membership).
3) The learner's age must correspond with the average age in the grade.
4) The learner is required to be on par with academic and achievement standards set by the school. Proof of previous education received, a copy of the most recent school report and a testimonial from previous Principal are compulsory with application to the school.
5) Parents must agree for their children to be actively involved in all spiritual activities of the school. This includes assemblies, spiritual instruction classes and morning devotions. No learners are permitted to wear any religious symbols, tokens, or insignia.
6) The need to subscribe fully to the Prospectus and value system of the school.
7) The need to subscribe fully to the Code of Conduct of the School.
8) Prospective learners are required to attend school for a day to be evaluated by the staff. These diagnostic tests enable the school to place learners in the correct grade. In some cases, admission may be refused because the type of education offered at LCC (essentially academic), may not be in the best interests of prospective learners who may be experiencing severe learning disabilities. More specialised educational facilities are required for such learners.
9) Learners wishing to continue their education at LCC are required to re-register/re-apply. Acceptance is not automatic. Adherence to Core Values, Code of Conduct and academic performance will determine re-admission.

10) Legislation (S.A. Schools Act of 1996, as amended by Act 32 of 2024) requires that parents **must** enroll learners in Grade R "from the first day of the year in which such learner reaches the age of **six** years until the last day of the year in which such learner reaches the age of **fifteen** years or the ninth grade, whichever occurs first".
11) In accordance with the South African Schools Act 84 of 1996, the admission policy of the school does not discriminate on the grounds of race.

17. SCHOOL FEES

1) The Financial Board determines the fee structure for the next financial year in January.
2) This will be based on learner numbers, required educators, overhead costs, membership fees to professional and sport organizations and required development.
3) Parents will be informed immediately after the decision has been made.
4) Parents must sign a legally binding contract with the school, agreeing to the set fees and the payment thereof by the 1st day of each new month.
5) The contract will stipulate the procedure for non-payment:
   a. A late payment penalty of 10% may be added to the account.
   b. Interest charges at bank rate will be applied to outstanding fees.
   c. Learners may be excluded from classes until outstanding fees are paid. When a learner returns to class, it remains the learner's responsibility to catch up with all the work that was missed during this period.
6) The bank details of the school are as follows:

Account name: Lighthouse Christian College
Bank: First National Bank
Branch no: 260146
Account no: 51810036404

18. ACADEMIC POLICY AND SUBJECTS

1) CURRICULUM
   LCC is a private school and follows the Curriculum and Assessment Policy Statement, (CAPS) of the Department of Basic Education.
2) SUBJECTS
   The following subjects according to the official CAPS documents are taught in different phases in the school.

GRADE 1-3

English Home Language
Afrikaans First Additional Language
Life Skills
Mathematics

GRADE 4-6

English Home Language
Afrikaans First Additional Language
Life Skills
Mathematics
Natural Science and Technology
Social Sciences

GRADE 7-9

English Home Language
Afrikaans First Additional Language
Mathematics*
Life Orientation
Natural Sciences
Social Sciences
Economic and Management Sciences
Creative Arts
Technology

* Learners who do not achieve above 50% in Mathematics in Grade 9 will not be permitted to proceed with Pure Math in Grade 10.

* Learners not achieving 50% in Natural Science in Grade 9 will not be permitted to proceed with Physical Science in Grade 10.

* Learners intending to do CAT must write a basic Computer Application test, as space for the CAT class is limited.

GRADE 10-12

English Home Language (Compulsory)
Afrikaans First Additional Language (Compulsory)
Life Orientation (Compulsory)
Mathematics or Mathematical Literacy
Physical Science
Life Science
Geography
Tourism
Accounting
Business Studies
CAT
Hospitality

A SCHOOL DAY

a) At 07:15, the teachers are briefed in the staff room for the day.
b) School starts promptly at 07:25 for grade R-12. If a learner is late repeatedly, the parents will be called for an intervention.
c) Grade R-3 will adjourn at 13:30. Extra mural activities will take place as arranged by the teachers.
d) Grade 4-6 will adjourn at 14:00. Grade 7-12 learners will adjourn at 14:15. Extra mural activities will be from 14:15 to 15:00, or as arranged by the teacher.
e) Extra classes are offered as arranged by individual teachers after school and on Saturdays.
f) Autumn and Winter holiday classes will be arranged by the school. A timetable and letter communicating information will be given timeously.

3) PROGRESSION, PROMOTION AND RETAINING

(a) LCC's internal pass requirements are set at a higher standard than the National Requirements.

Except at final promotion, where we follow the national requirements, the school's internal pass requirements are as follows:

50% in English Home Language Gr 1 - 11.

50% in Mathematics Gr 1 – 9

*45% in Mathematics and Mathematical Literacy Gr 10 & 11

40% in all other subjects Gr 1 – 10

45% in all other subjects Gr 11

*A learner must maintain an average of 50% in Pure Math, otherwise he/she will have to move to Math Lit.

Any decision to allow learners who do not meet the minimum requirement to proceed to the next grade is at the discretion of the Academic Board.

(b) In making decisions about passing or repeating a grade, the best interest of the child is at all times of paramount importance. Academic, social and emotional factors are taken into consideration before a decision is made. This is an area where the parents must unquestionably trust the professional judgement of the staff. Decisions are not made on the spur of the moment or light-heartedly. In most cases, we seek additional professional advice to confirm our findings.

(c) Although the Junior Primary is designed as a four-year programme, some children may require five years to complete the process. During the repetition period, the child has a chance to strengthen academic skills, experience academic success, gain self-confidence, and lay a firm foundation for future standards.

(d) Repeating a grade at the Primary School level often prevents heartache and disappointment during High School, when the academic and social pressures are greatly intensified.

4) SCHOOL BASED ASSESSMENT (SBA)

(a) Assessment will be planned, designed, and administered against standards set out in Curriculum Assessment Policy of the Department of Basic Education.

(b) Learners will be provided with several opportunities and a variety of contexts to display their knowledge and skills in the process of their study to identify the gaps in their learning.

(c) School based assessment is an integral part of teaching and learning. Each class will engage in SBA and the evidence thereof is in the learner's books, their portfolios, educators' portfolios and other educators' records.

(d) SBA will be continually monitored and reviewed. To ensure implementation of SBA, internal moderation takes place and managers' records of monitoring are kept.

(e) Assessment instruments such as assignments, simulations, case studies, worksheets, oral or written tests, observation charts or others may be used.

(f) Internal assessment instruments of a higher standard than CAPS are used at the discretion of the subject head after approval of the Management Team who also functions as the Academic Quality Monitoring Committee.

(g) Grade 12's will take the National Senior Certificate examination at the end of each year.

5) EXAMINATIONS

(a) Two examinations are written yearly – June and November.

(b) All school rules are applicable during examinations and tests.
(c) Parents must take responsibility to see that learners do not stay away from tests and examinations unnecessary.
(d) If a learner is absent during an examination or a test, he/she must submit a medical certificate to the subject teacher and Grade Head.
(e) If a learner was absent, he/she will be given 0 for the assessment. It is the learner's responsibility to arrange with his/her teacher to write the test or examination if possible.
(e) The length, number and mark allocation of examination papers are determined by prescriptions in each subject.
(f) All examination papers and memoranda will be moderated and signed by the allocated moderator.
(g) Papers should be marked within three days and marks handed in for recording immediately.
(h) In grades 8 and 9 ALL work must be examined in the major subjects: Languages, Mathematics, NS, EMS.
(i) From grades 10 to 12 the year's work must be examined in ALL subjects

19. EXTRA-MURAL ACTIVITIES

1) LCC believes in the holistic development of a child. A well-balanced child is a well-balanced adult. This is our aim with each learner at LCC.
2) To achieve this goal, it is important for each learner to participate in cultural as well as sport activities.
3) Although it is important to identify and inspire talented individuals, mass participation is very necessary to give each learner the opportunity to participate in an activity.
4) The following extra-mural activities provide a wide range of choices for each learner, at school or organized at school to be performed at a suitable venue.
5) CULTURAL
   Debating; Public speaking; Choir; Art; Worship Dance; Drama
6) SPORT
   Athletics; Netball; Soccer; Chess; Volleyball

20. DRESS CODE AND CLOTHING SHOP

1) All school, PT and sport clothes are available from Estetica in Brits. The Grade R shirt is available at Estetica.
2) The prescribed school clothes must be worn – even after school we expect learners to reflect the exemplary image the school projects.
3) Only LCC sportswear must be worn during sports meetings and on sports days.
4) All school rules will apply if a learner can be identified as a LCC learner, at school and in public.
5) Grade 1-3 Boys' school uniform:

   LCC golf shirt
   LCC baggy shorts
   LCC tracksuit pants
   Takkies that are predominantly black, navy blue, white or red. NB. No other colours will be considered
   Navy socks

Grade 4-11 Boys' school uniform

Long or short sleeve white shirts
A tie is compulsory when formal uniform is worn.
LCC grey trousers and black belt
Navy blue or grey socks
Black polishable shoes
Red LCC jersey
Red LCC pullover
LCC Blazer
LCC Beanie (only in Winter)

Grade 12 Boys' school uniform

Long or short sleeve white shirts
A matric tie is compulsory when formal uniform is worn.
LCC Navy Blue trousers and black belt
Navy blue or grey socks
Black polishable shoes
Red LCC jersey
White matric LCC pullover
Matric Jacket
LCC Blazer
LCC Beanie (only in Winter)

6) Boys' PT uniform:
LCC golf shirt
LCC baggy shorts
LCC tracksuit pants
Takkies that are predominantly black, navy blue, white or red. NB. No other colours will be considered
LCC cap

7) Girls' school uniform:

Grade 1-3 Girls' school uniform:
LCC golf shirt
LCC baggy shorts
LCC tracksuit pants
Takkies that are predominantly black, navy blue, white or red. NB. No other colours will be considered
White socks

Grade 4-11 Girls' school uniform

Long or short sleeve white shirts
A tie is compulsory when formal uniform is worn.
LCC navy blue skirts not shorter than four fingers above the knee.
In summer: White socks must be folded back.
In winter: Navy blue stockings with skirt or LCC grey long pants
Black polishable shoes
Red LCC jersey
Red LCC pullover
LCC Beanie (only in Winter)
LCC Blazer

Grade 12 Girls' school uniform

Long or short sleeve white shirts
A matric tie is compulsory when formal uniform is worn.
LCC navy blue skirts not shorter than four fingers above the knee.
In summer: White socks must be folded back.
In winter: Navy blue stockings with skirt or LCC navy blue long pants
Black polishable shoes
Red LCC jersey
White matric LCC pullover
LCC Beanie (only in Winter)
Matric Jacket
LCC Blazer

8) Girls' PT uniform:
LCC golf shirt
LCC baggy shorts
LCC tracksuit pants
Takkies that are predominantly black, navy blue, white or red. NB. No other colours will be considered
LCC cap

9) School bags
School bags must be reinforced with divisions. School bags must be red, navy blue or black in colour.

21. CELL PHONES AND ELECTRONIC DEVICES

1) At school we have a **serious problem** with these devices, and they cause enormous disciplinary problems.
2) Therefore, cell phones are NOT permitted at school.
3) The principal and teachers will take no responsibility and will not handle any cases when a cell phone or any other electronic device is brought to school and is stolen. The learner can report this to his parents after school and then the parent can open a case to the police. Any

investigations by the police or parents with regards to cell phones will not be permitted during school hours.

4) Cell phones distract, cause deterioration of academic performance, lead to unsocial behavior, frustrates teachers, leads to theft as well as fights in the school.

22. LEAVE OR WHEN LEARNERS GET SICK DURING SCHOOL HOURS

1) No learner is permitted to leave the school premises without written permission from the Principal or HOD. Register teachers cannot give consent for a learner to be excused.
2) Parents will be phoned and must personally come and pick up learners at school.
3) Doctor and dentist appointments must be made in the afternoons after school hours where possible.
4) Driver's license appointments must also be made after school hours.
5) If a learner becomes sick at school, he/she must report to his/her HOD and Administrative office. Depending on the nature of the learner's condition, assistance will be given in the office, or the parents will be contacted to fetch the learner.
6) According to the Departmental policy and law – no medicine will be given to any learner at school.
7) Parents must make sure that learners using any chronic or allergy medicine have the medicine in their possession.

23. VISITORS DURING SCHOOL HOURS

1) No parent, family or friend is permitted to visit any learner during school hours without the permission of the Principal or HOD.
2) Any person wanting to visit a learner or staff member must report at the school's reception office to get permission.
3) No parent of a learner is permitted to talk to another learner in the absence of that learner's parents.
4) Learners will not be called from the class to collect items left or forgotten at home. The admin office will call the learner at break to collect the item. The admin office will not take responsibility should a learner fail to collect the item.

24. SUPERVISION AND SAFETY OF LEARNERS

1) LCC will strive to ensure the health and safety of all learners, staff and visitors attending, working in or visiting the premises by adhering to all relevant requirements.
2) The work environment will be assessed regularly to determine whether it is adequate for the health, safety and physical comfort of all learners, staff and visitors, in particular the lighting and temperature.
3) A questionnaire on learners' medical history, personal doctor and medical aid is part of the application form and is filed in their profile files.
4) When learners are at school they must comply with all school and classroom safety rules.
5) Safety rules will be explained by the different teachers to the learners at the beginning of the year.
6) Teachers will do all in their power to ensure the safety of learners on the school grounds, during excursions and tours.
7) An educator cannot be held responsible for negligence if a learner disobeys the school rules, is not aware of a school rule, is on a prohibited area, or uses apparatus or tools without permission and supervision.

8) Learners, teachers and parents are requested to report any potentially dangerous situations that may occur on the school grounds immediately to the office or a teacher.
9) Learners with any contagious diseases must stay at home until a doctor confirms that the learner may return to school.
10) Learners with any form of allergy must wear something on their person to indicate the type of allergy.
11) Learners with diabetes, asthma, epilepsy or any other serious disease should notify the school in writing and the learner should also make the educators aware of the situation.
12) Emergency Plan: The elected staff member in charge of Health and Safety will compile an Emergency Plan which will be posted in all classrooms and offices of the school. This will include an Evacuation Plan.

25. STUDENT CAR POLICY

1) Grade 12 learners will be allowed to come to school with their cars, only during the final examinations.
2) They must provide a copy of a valid driver's permit, not a learner's permit.
3) They must also provide a letter from the parents stating they are aware of the arrangement.
4) They will not be allowed to transport other learners.
5) They will be allocated a specific parking area.

26. COMMUNICATION WITH PARENTS

Communication with parents takes place in the following ways:

1) Personal visits to the Principal, HOD's or educators at the school.
2) Circulars that will be given to learners from time to time.
3) Parent evenings are held every term where academic reports are handed out to parents and where parents have the opportunity to discuss academic progress with the educators.
4) Code of Conduct reports will be sent to parents. Parents may request at any time a Code of Conduct report of their learners.
5) Communication can take place via homework books. Teachers may request a meeting after school.

27. TOURS AND BUS TRANSPORT DURING SCHOOL EXCURSIONS

1) Lighthouse Christian College considers field trips and excursions as essential and necessary extensions of the curriculum.
2) Learners may only go on excursions or field trips if their school fees are paid up and if their behaviour at school had been exemplary.
3) A letter will always be sent to the parents, with the principal's signature, with all the information about the tour or excursion.
4) An indemnity form must be submitted and signed by the parents before any learner will be permitted to go on the bus. Learners representing the school are expected to always behave in an orderly manner.
5) Any complaints from bus drivers or supervisors will be treated in a very serious light and penal action will be taken accordingly.
6) Bus transport to sport or other gatherings - learners must be in attire as decided upon, depending on the occasion.
7) Bullying and harassing other learners will not be tolerated.

8) Inappropriate signs or signals or remarks to the public or motorists are forbidden.
9) When leaving the bus, the bus should be left clean, tidy and undamaged.
10) After the trip, it is good manners to thank the driver and teachers who accompanied the tour.

28. AWARDS

AWARDING OF MERIT CERTIFICATES, HALF HONOURS COLOURS AND FULL HONOURS COLOURS

1) This will be awarded in academic, sport, cultural and behavioural achievements.
2) To acquire these awards, continuous participation and behaviour in the activity is compulsory.
3) Academic awards will be given to learners at the end of the Academic year.
4) Grade 12 academic awards will be given at the Matric Valedictory ceremony and the year SBA mark will be considered.
5) Positive behaviour is a prerequisite. Negative behaviour can cause a learner to have his/her award taken away.
6) A learner can only be awarded the highest certificate for a specific activity per year.
7) Learners should safe keep their certificates and teachers must keep a record of all learners participating for up to 5 years.
8) When certificates are typed, descriptions must fully include achievements.

MERIT CERTIFICATES: ACADEMIC

1) Gr 1-3 average between 80 - 85% for the year
2) Gr 4-9 average between 75 - 85% for the year
3) Gr 10-12 average between 70 - 75% for the year
4) Top 5 learners per quarter
5) Top 5 learners for the year
6) Top achiever in a subject for the year
7) Gr 10-12 Highest average in HL and FAL for the year
8) Gr 10-12 Highest average in Maths, PS and LS for the year
9) Gr 10-12 Highest average in Maths, ACC, BS for the year
10) Olympiads: Participation (if certificates were not issued by Organisation)
11) Olympiads: Bronze medal or certificate
12) Science Expo: Participation at Regional level

HALF HONOURS COLOURS: ACADEMIC

1) Gr 1-3 average between 79,5 – 84,4% for the year
2) Gr 4-9 average between 74,5 – 79,4% for the year
3) Gr 10-12 average between 69,5 – 74,4% for the year.
4) Olympiad: Silver medal/certificate
5) Olympiad: Participate in 2nd round of competition.
6) Olympiad: 2nd to 10th place at Provincial level
7) Olympiad: Pass with distinction
8) Olympiad: B-symbol for English Olympiad
9) Science Expo: Participation at Regional level
10) Science Expo: Silver certificate

FULL HONOURS COLOURS: ACADEMIC

1) Gr 1-3 average above 84,4% for the year
2) Gr 7 - 9 average above 79,4% for the year
3) Gr 10 - 12 average above 74,4% for the year
4) Olympiad: Gold medal or certificate
5) Olympiad: Participation in 3rd round of competition
6) Olympiad: Provincial or National winner
7) Olympiad: A-symbol for English Olympiad
8) Science Expo: Participation at National level
9) Science Expo: Bronze, Silver, or Gold certificate at National level

MERIT CERTIFICATES: DUX-LEARNERS

1) Grade 1-3 girl with the highest average in the school
2) Grade 1-3 boy with the highest average in the school
3) Grade 4-7 girl with the highest average in the school
4) Grade 4-7 boy with the highest average in the school
5) Grade 8-9 girl with the highest average in the school
6) Grade 8-9 boy with the highest average in the school
7) Grade 10-12 girl with the highest average in the school
8) Grade 10-12 boy with the highest average in the school

MERIT CERTIFICATES: CULTURE

1) Choir: Participated and attended at least 80% of practices and was part of all competitions and performances.
2) Art: Commitment for whole year. Participation in an art festival
3) Debating/Public Speaking: Member of school team, present at ALL competitions.
4) Best member in every activity.

HALF HONOURS COLOURS: CULTURE

1) Choir, Art, Debating, Public Speaking: 3 years participating
2) Winner in a cultural activity at provincial level.

FULL HONOURS COLOURS

1) Choir, Art, Debating, Public Speaking: 4 and 5 years participating.
2) Winner in a cultural activity at national level

MERIT CERTIFICATES: CULTURE BOY AND/OR GIRL FOR THE YEAR

Participation in 2 or more activities or exceptional achievement in a culture activity.

MERIT CERTIFICATE: SPORT

1) Soccer, Netball, Volleyball, Athletics, Chess: Participated for the school and attended at least 80% of practices and matches for a season.
2) Best player in each team.

HALF HONOURS COLOURS: SPORT

1) Soccer, Netball, Volleyball, Athletics, Chess: Participated for 3 years for the school and attended at least 80% of practices and matches.
2) 1st, 2nd or 3rd place in athletics or any sport activity at provincial level.

3) Participation in any sport at National level (SACSSA)

FULL HONOURS COLOURS: SPORT

1) Soccer, Netball, Volleyball, Athletics, Chess: Participated for 4 and 5 years for the school and attended at least 80% of practices and matches.
2) 1st, 2nd or 3rd place in athletics at SACSSA
3) 1st, 2nd, or 3rd place at national level in any sport activity.

MERIT CERTIFICATES: JUNIOR SPORT BOY/GIRL AND/OR SENIOR SPORT BOY/GIRL

The following will be considered:

- The number of sport/cultural activities
- Achievement in sport/cultural activities
- Leadership in sport/cultural activities

CHAPTER 2

CODE OF CONDUCT

1. DISCIPLINE

1) A disciplined environment is conducive to learning. This environment depends upon each staff member and parent supporting the policy of the school.
2) LCC operates on the Biblical premise that proper discipline is an expression of love. (Proverbs 3:12, 13:24, 22:15, 23:13, 29:15).
3) According to the Oxford Advanced Learners' Dictionary of current English the word discipline means "to produce self-control and habits of obedience" With discipline, the school strives to maintain acceptable standards, to ensure that when a learner deviates from propriety (correctness of behaviour) they are corrected to return to the acceptable standards as contemplated by the Code of Conduct in order to produce disciplined and responsible adults.
4) Discipline must be maintained in the school and the classroom to ensure that the education of learners proceeds without disruptive behaviour and offences. Its goal is to teach and lead learners to self-discipline.
5) The disciplinary process must be expeditious, fair, just, corrective, consistent, educative and lawful. Where possible the parent will be informed in writing or by telephone of the learner's behaviour. In terms of Section 33 of the Constitution, learners will be protected by adults or other learners.
6) The School Board delegates the Educators with full authority and responsibility to correct the behaviour of learners whenever such correction is necessary at school. In terms of Section 62 of SASA, 1996.
7) Any corrective measures or disciplinary action must be equal to the offence /infraction. Corrective measures may become more severe with the subsequent repeated infractions. Suspension or expulsion may follow.
8) Learners should not think that they cannot be suspended or expelled simply because it is their first offence or infraction of a rule or policy.

2. POSITIVE GOALS IN BUILDING CHRISTIAN DISCIPLINE

What God wants for my child …	… Therefore I will not allow
1. **Obedience** (Eph. 6:1)	Disobedience
2. **Respect for authority** (Eph. 6:2)	Rebellious attitudes, backchat, scornful looks, rudeness
3. **Self-control** (Prov. 14:29, 16:32, 25:25)	Unrestrained anger, temper, tantrums, prolonged self-pity
4. **Patience** (1 Thess 5:14)	Impatience
6. **Kindness** (Eph. 4:32)	Rudeness and selfishness

5. **Diligence** Enthusiasm, motivation and ability (Prov. 15:19, Rom. 12:11)	Laziness and nonchalant disinterest
7. **Courage and confidence** (Josh. 1:9, 2 Tim 1:7)	Fear and timidity
8. **Happiness and joy** (1 Pet. 3:10, Phil. 2:14, 4:4)	Depression and complaining
9. **Love for others** (Rom. 12:10, James 4:11, Tit. 3:2)	Criticism
10. **Ability to get along with** (Matt. 5:9, Rom. 12:18, Eph. 4:31, Prov. 17:14)	Quarrelling and strife
11. **Honesty** (Rom. 12:17, Eph. 4:25, 28, Prov. 11:1)	Lying, cheating, stealing
12. **Wisdom and knowledge** (Prov. 2:4-9, 8:33)	Ignorance and lack of education
13. **Purity** (2 Tim. 2:22)	Perverted thinking or wrong information about sex
14. **Friendliness** (Prov. 18:24, 2 Tim. 1:7)	Shyness
15. **Dependability and loyalty** Responsibility and faithfulness (Prov. 11:13, 25:19)	Irresponsibility

3. PUNISHMENT

1) Punishment is a corrective measure, or a penalty inflicted on a learner-offender who has to suffer the consequences of misconduct in order to maintain the orderly society of the school so that other learners' fundamental rights are not infringed as enshrined in Section 28 and 29 of the Constitution.
2) Corporal punishment shall not be administered in terms of Section 10 of SASA, 1996 and Section 12 (1) of the Constitution.
3) Detention, suspension, and expulsion shall be considered if a learner sustains acts of infraction of the school rules, classroom rules and school policy.
4) Penal measures will be taken against any learner who does not want to abide by any of the above-mentioned rules. Learners who do not want to adhere to the rules will be subjected to a formal disciplinary hearing.

4. LEGAL FRAMEWORK FOR THE DISCIPLINARY CODE AND RESPONSIBILITIES OF ALL ROLE PLAYERS

1) South African School's Act, 1996, (Act 84 of 1996) as Amended hereby which refer to SASA, 1996.
2) The Constitution of the Republic of South Africa, 1996 (Act 108 of 1996) hereby which refer to as The Constitution.

3) National Education Policy Act, 1996 (Act 27 of 1996) as Amended hereby which refer to as NEPA, 1996.
4) Children's Act, 2005 (Act 38 of 2005) as Amended hereby which refer to as CA, 2005.

5. DEFINITION OF TERMS

1) **Code of Conduct**: Refers to the rules and procedures in the Prospectus and Code of Conduct for Lighthouse Christian College.
2) **Counseling**: Refers to the peer group, the Leaders, the class educator, HOD, Disciplinary Head, Deputy Principal, Principal, parent or professional psychiatrist talking to a learner to correct his/her behaviour on a one-on-one basis. The counselling can be informal or formal.
5) **Detention**: Refers to where a learner must sit for at least 2 hours, after school in a classroom, under supervision of a teacher, busy with schoolwork.
6) **Disciplinary Committee**: Refers to a committee that will conduct hearings of learners that are charged with misconduct.
7) **Disciplinary Hearing**: Refers to a formal meeting where a learner is charge with misconduct determined according to the disciplinary procedure of the Prospectus and Code of Conduct.
8) **Expulsion** refers to the removal of a learner by the HOD from a school to be placed at another school.
9) **Final Written Warning**: Refers to give a final notice to a learner charged with misconduct, to change his/her behaviour or face detention, suspension or expulsion.
10) **Parent**: According to SASA, 1996 Chapter 1, Section 1 "parent" means (i) the parent or guardian of a learner; (ii) the person legally entitled to custody of a learner; or (iii) the person who undertakes to fulfill the obligations of a person referred to in (i) and (ii) towards the learner's education at school.
11) **Presiding Officer**: Refers to the Disciplinary HOD or Disciplinary Head or Principal.
12) **Punishment**: See Chapter 2, Section 2.
13) **Sanction** refers to any form of punishment or warning as determined by the Disciplinary committee.
14) **Suspension** refers to temporary removal of a learner (i.e.) where a learner is excluded from all (academic, sport and culture) school activities for several days determined by a disciplinary committee.
15) **The School**: Refers to Lighthouse Christian College.
16) **Verbal Warning**: Refers to giving a verbal notice to a learner charged with misconduct, to change his/her behaviour or face detention, suspension or expulsion.
17) **Written Warning**: Refers to giving a written notice to a learner charged with misconduct, to change his/her behaviour or face detention, suspension or expulsion.

6. RULES FOR UNIFORMITY, NEATNESS, AND APPEARANCE OF GIRLS

1) Hair:

Must always appear clean, neat and tidy.
Hair must have a natural look and appearance.
Unnatural colours and colouring of hair are not permitted.
Braids should be black in colour, straight up or straight down, and bound back.
No fringes or strange styles hanging over eyes and face.
Long hair touching the shirt collar must be combed away from the face and fastened and neat. Braids may not be longer than mid back length.
Fasteners should be white, red or navy-blue ribbons or elastics bands.

Bandanas are not permitted.
Dread locks are not permitted.
Beads in the hair are not permitted.
No shaved heads, steps, wedges, or any other style considered inappropriate.

2) Only a plain wristwatch and/or a Medic Alert bracelet may be worn on wrists. No other jewelry, beads or accessories will be allowed, including religious insignia.
3) Only ONE pair of earrings/studs of silver or gold in the ear lobe is permitted - without loose ornamentation, stones, or trimmings.
4) No make-up is permitted with school uniform or any sport or school functions.
5) Nails must be short and clean - only colorless nail varnish is permitted. No false or built-up nails or tips permitted.
6) Prescribed length of skirts - 4 cm from the ground when kneeling. Skirts may not be rolled up at the waist. The style of the skirt must not be altered. Girls must wear black or navy-blue ski-pants underneath the skirts.
7) Underwear must not be visible through school clothing.
8) Jerseys are not permitted to be fastened around hips.
9) No rings, bracelets, chains, facial rings, facial studs, tongue studs, necklaces or other cultural insignia are permitted. They will be confiscated.
10) No chewing of chewing gum is permitted when wearing school uniform.
11) Shirts must always be tucked in neatly. Sleeves of jerseys may not be pushed up.
12) No graffiti or names are permitted to be written on any part of the school uniform, except matric learners whose names are embroidered on the uniform.

7. RULES FOR UNIFORMITY, NEATNESS, AND APPEARANCE OF BOYS

1) Hair must be short (brush short), neat and clean.
2) Hair must be a natural colour.
3) Dread locks, waves, braiding, undercutting, mohawks, shaved back, step, wedge or “strepies” - line patterns of hair are not permitted. No lines cut in the eyebrows.
4) No fringes or strange styles hanging over eyes and face.
5) No bracelets, chains, earrings, facial rings/studs, tongue studs, necklaces or rings are permitted. They will be confiscated.
6) Jerseys are not permitted to be fastened around the waist.
7) Boys must be clean-shaven. No sideburns longer than middle of the ears and without curls. No moustaches or beards are permitted. If boys are not clean shaven, razors will be provided for them to do so at school. Parents may be asked to collect learners to correct this.
8) Only plain wrist watches and/or a Medic Alert bracelet are permitted. Unauthorized jewelry will be confiscated.
9) Sleeves of jerseys may not be pushed up.
10) No chewing of chewing gum is permitted when representing the school.
11) Shirts must always be tucked in neatly and socks pulled up.
12) Only black belts (without ornamental buckles) may be worn with LCC trousers. Belts must be fastened.
13) Trousers must be fastened around the waist. Underwear must not be visible through or above school clothing.
14) No graffiti or names are permitted to be written on any part of the school uniform, except matric learners whose names are embroidered on the uniform.
15) No suede shoes are permitted.
16) Nails must be clean and short.

17) No durags permitted.
18) No second skins may be worn under PT uniform.

8. GENERAL SCHOOL UNIFORM RULES

1) At all times during and after school hours, learners in school uniform must be dressed according to the required school rules.
2) No religious or traditional insignia are permitted to be worn with school uniform.
3) No digression will be permitted - learners with problems must obtain written permission from their Grade Head beforehand.
4) The dress code is applicable to all sport and cultural activities and if not adhered to, a learner may be asked to leave the premises regardless of what the implication will be to his/her team.
5) During sport activities, provincial tracksuits applicable to that sport activity may be worn.
6) During examinations all school rules apply to school uniforms.
7) A white vest or T-shirt without writing on it may be worn underneath the white shirt during cold spells.
8) Beanies and school caps must be removed when entering a building.
9) No modifications may be made to the school ties or any other part of the school uniform.
10) Shoes must be clean and polished.
11) During casual days the following will apply:
    a. No crop tops may be worn
    b. Clothing must not be see through or too tight
    c. No underwear must be visible
    d. Shorts and skirts must be of a proper length
    e. Boys will not be allowed to wear earrings

9. RULES DURING EXAMINATIONS AND TESTS

1) All school rules apply during tests and examinations.
2) Learners are **not permitted to borrow** any stationery (including calculators) from any other learner during a test or examination - learners must make sure that they have all the necessary stationery with them before the exam starts. In case of a crisis, ask the invigilator.
3) No cell phones or smart watches are permitted in the examination room. (Departmental regulation).
4) Learners must stay in the examination room for the full time of the question paper. No learner may leave early.
5) Learners who finish early must go through their answers again and are not permitted to disturb other learners.
6) Dishonesty in tests or examinations is a serious offence and is strictly prohibited and must be reported to the Department.
7) If a learner is caught being dishonest:
    (a) His/her answer paper, question paper and all physical evidence are taken in immediately. The time caught is written on the question paper.
    (b) A new question paper and answer booklet are given to the learner and the learner continues writing. At the end of the session the second answer booklet and question paper are taken in.
    (c) Both answer and question papers and evidence are handed to the HOD for further handling.
    (d) Inappropriate conduct during exam sessions will be regarded in the same light as dishonesty and will be dealt with seriously.

8) If a learner is temporarily suspended, he/she gets “0” for all tests and examinations missed during that time.

10. RULES WITH REGARDS TO BEHAVIOUR OUTSIDE OR AWAY FROM SCHOOL

1) Outside or away from school the behaviour of learners in school uniform should always be without reproach.
2) In school uniform a learner is an ambassador of the school and any wrong behaviour will be treated in a very serious manner, e.g. being guilty of smoking, use of alcohol, drug abuse or visiting unsavory places.
3) According to the jurisdiction of the Prospectus and Code of Conduct, school rules are applicable if a learner is in school uniform or forms part of an organized educational, school, sport or cultural tour or excursion. This will include camps and tours.

11. TEXTBOOKS, SCRIPTS AND OTHER SCHOOL BOOKS

1) All textbooks, scripts and other schoolbooks in a learner’s possession stay the property of the school and must be looked after.
2) All books should be covered with plastic to keep them in good condition.
3) No writing or scratching in textbooks is permitted.
4) Learners will pay or replace any damaged or vandalized textbooks.
5) Lost books must be replaced or paid for. A fee of R250 per book will be added to the account at the end of the year.
6) Learners are not permitted to use any correctional fluid (Tippex) in their scripts to make corrections.
7) Learners pay a handling fee at the start of each year for the use of the textbooks.

12. RULES WITH REGARD TO CELL PHONES AND OTHER ELECTRONIC DEVICES AT SCHOOL.

1) NO CELL PHONES OR ANY ELECTRONIC DEVICE ARE PERMITTED AT SCHOOL!
2) Cell phones/earphones/electronic devices/smart watches will be confiscated for a term and a fine of R500 will be payable at the principal’s office.
3) A learner with a cell phone which is visible or switched on, or whose alarm goes off, or who is using it for any purpose is considered to be ` using the phone’.
4) The use of cell phones for the purpose of teaching and learning will be considered under strict teacher supervision.
5) IPods, electronic devices and earphones/headsets may not be brought to school.
6) A learner who is on the school premises after official school hours e.g. attending extra lessons or taking part in the co-curricular program may not use a cell phone, nor may it be visible.
7) The learner and the parent understand that the Governing Body and employees of LCC do not accept any responsibility for any loss or damage of confiscated phones.
8) If there is a reasonable suspicion that a device was brought to school, a search may be done, and the device will be confiscated, even if switched off in the school bag.
9) A Learner who refuses to hand over his cell phone may immediately be suspended for the rest of the day.
10) The learner and parent understand that the use and/or possession of a cell phone in any way during any form of assessment i.e. examinations, class tests, etc. will not only lead to confiscation of the cell phone but will also lead to a learner being given zero for the work being assessed or being suspended from sitting for examination.

11) All the regulations of any external assessment laid down either by the Department of Education or any designated body will be observed, and the learner will accept the consequences of any breach of these rules. Learners must not be in possession of a cell phone during an official examination.
12) A learner and his/her parent should note the following:
    a) The school has a telephone system which is regularly used during school hours in case of emergencies (e.g. when a learner is sick).
    b) Individual safety is not guaranteed by the carrying of a cell phone. Learners are vulnerable if they are known to be carrying cell phones, particularly in a public place. A learner should not use a cell phone in the public eye. This is a safety risk.
    c) Genuinely urgent messages can be relayed through the office from 07:30 to 14:00 for grade 4-12 learners, and between 07:30 to 13:30 for grade R to 3.

13. CHANGING BETWEEN PERIODS

1) At the end of a period, the teacher will give learners permission to pack up and leave the class.
2) Learners then in an orderly manner take the shortest route to the next class.
3) No loitering or socializing with friends is permitted.
4) Arriving at class 3 minutes after the bell has rung is regarded as late coming.
5) A learner who arrives later than 10 minutes without a valid reason will be marked absent for that period.

14. NEATNESS OF SCHOOL GROUNDS AND BUILDINGS

1) Each learner should be proud of his/her school grounds.
2) No learner should allow anybody to litter on the school grounds or write any graffiti on buildings, rails or walls.
3) Stay out of flower beds. Have respect for our gardens and keep them clean.
4) No drinking or eating is permitted in the school hall or classrooms.
5) Learners can be instructed to clean the terrain if they litter.

15. PRIVATE PARTIES AND MATRIC FAREWELL AFTER-PARTIES

1) The school **strongly** disapproves of any such parties.
2) Usually, alcohol is used in excess at these parties and learners get introduced to drugs.
3) Parents should protect their children by not permitting them to go.
4) Learners who participate in these parties and must represent the school the following day will be disallowed to participate.

16. SOCIAL, CULTURAL OR SPORT EVENTS AT SCHOOL

1) All school rules are applicable to any of the above events.
2) Usually, most of the time functions at school are only for learners from LCC.
3) Learners must submit to the teachers and security guards' instructions and authority.
4) Learners must be dressed appropriately when private clothes are worn or be sent home if the clothes do not fit the occasion.
5) Learners bringing outsiders to these events, where only LCC learners are permitted, will be escorted off the premises.

17. BREAKS

1) Appointments with learners during break should be concluded as fast as possible.
2) No learners are permitted in classes during break without supervision.
3) Stay away from all vehicles during break.
4) No private visitors are permitted during school hours. Only the Principal and HOD can give permission for such visits.
5) When the bell rings at the end of break, learners and teachers must go straight to their classes - the 3-minute rule applies.
6) No learner is permitted to leave the school grounds during break.
7) Learners are not permitted to go to Spar during break time, or after school while waiting for transport, this includes Saturday and holiday classes.

18. RELATIONSHIPS BETWEEN BOYS AND GIRLS

1) Healthy and friendly relationships between boys and girls are permitted.
2) Cuddling, holding hands and other physical contact is not permitted on the school grounds, in school uniform or where the school is represented.
3) The 15 cm rule applies.

19. SMOKING, DRINKING AND DRUGS

1) The school is a public place and is by law declared a smoke-free area.
2) Smoking/vaping is not acceptable and permissible.
3) No learner is permitted to smoke/vape on the school grounds. It is strictly forbidden. Learners may also not smoke/vape outside the school grounds when in school uniform.
4) Being in possession of or the use of alcohol and/or drugs is always forbidden - contravening these rules is a serious offence and can lead to the immediate suspension of a learner or Section 8A of SASA,1996 will apply.
5) Breaking of the above-mentioned rules is against the laws of the country. The police and the parents will be called in to follow legal procedures.
6) Parents must take thorough knowledge of the last-mentioned action and warn learners seriously to stop these activities and to get professional assistance for their child/children.

20. SCHOOL BAGS

1) School bags are the learners' own responsibility. The school will not take responsibility for lost or stolen school bags.
2) No valuables or cash may be kept in school bags.
3) Must be of neutral colour, reinforced and of such a nature that books are not damaged.
4) School bags should be of a suitable size where ALL textbooks and scripts can fit in.
5) Only the learner's name and surname may be on the outside of the suitcase.
6) No graffiti at all is permitted on suitcases.

21. PROHIBITED AREAS

The fences within the school grounds indicate the boundaries during school hours. Nobody is permitted outside the boundaries.
Learners are not allowed in the Copyroom or Staffroom.
Learners are not allowed to be in classrooms during break without proper supervision.
Learners are not allowed behind the classes at any time.
Learners are not allowed at the top field without proper supervision.

22. POSITIVE CONDUCT – GENERAL, ACADEMIC, SPORT AND CULTURE

Always friendly and assisting.
Consistently positive attitude
Courtesy
Assist in preventing misconduct in the school
Honesty
Leadership in class
Continual good work
Always doing homework
Always a positive attitude in class
Excellent work in subject
Good progress in a subject
Regular attendance of practices per season
Good progress in a sport/culture activity
Loyalty
Neat appearance
Rendering services
Rendering services per quarter
Report misconduct
School attendance 100% per year
50 - 59% for assessments
60 - 69% for assessments
70 - 79% for assessments
80 - 89% for assessments
90 + for assessments
Good Sportsmanship / Good Attitude
Leadership traits in sport team/culture activity

23. COMMUNICATION WITH PARENTS

Parents attended information evening
Parent did not attend information evening
Notice sent: Notice to Parents
Notice sent: Poor performance
Notice sent: Learners with Level 1 misconduct
Contacted parent and was available
Contacted parent and was not available
Contract with parent
SMS to parent
Parent not responding to SMS
Meeting with parent

24. DIFFERENT SANCTIONS THAT WILL BE AWARDED FOR MISCONDUCT

Counseling the learner
Detention – Subject
Detention – Grade
Detention – After school
Community service
Disciplinary hearing – SMT
Disciplinary hearing – SB
Disciplinary hearing not attended
Expulsion
First written warning
Final written warning
Interviewing learner
Reported learner to HOD
Reported by HOD
Reported learner to Principal
Reprimanded for misconduct
Verbal warning from learner leaders
Verbal warning from teacher
Suspension for 1/2/3/4/5 day(s)

25. LEVEL ONE MISCONDUCT

Absent from sport/culture practices
Absent from supervision
Absent from register class
Arriving late at school
Arriving late at class
Books/stationery at home
Copying of homework
Rude language towards learners
Eating/drinking in class without permission
Chewing gum on school grounds
Electronic devices at school
Embracing / kissing / holding hands / fondling
Homework not done
Ignoring instructions of Learner leaders
Incorrect school uniform

Lending/borrowing of books/stationery to copy
Letter of absence forgotten
Littering
Sleeping while active teaching takes place
Not working in class
Poor discipline/sportsmanship
Prohibited territory
Provocation/Incitement to fight
Reply slips not handed in / not signed
Spitting on school ground/other learners
Books not signed
Unacceptable appearance
Poor performance in a test
Chewing gum

26. **LEVEL TWO MISCONDUCT**

Absent from detention
Absent from academic class
Absent from test without a reason
Back-chat the teacher
Not working in class
Detonate/possess fireworks
Fighting on school grounds/in school uniform
Failing Term SBA
Failing Midyear Exam
Gambling
Hiding other learner's property
Vandalising/breaking peers belongings e.g. stationery
Ignoring instructions from teachers
Intimidation / threatening(learners)
Leaving the class without permission
Not submitting projects/assignments
Racist remarks/ conduct
Running away when called
Selling goods (e.g. sweets)
Sexual harassment (learners)
Inappropriate drawings
Smoking/vaping spectator
Telling lies/ dishonesty
Not reporting a misconduct of any nature
Gossiping or spreading rumours

27. **LEVEL THREE MISCONDUCT**

Absent from school without permission
Bullying
Challenging authority
Crude language towards teachers/parents
Disruptive behaviour
Dishonesty during tests/examination
Fraud (forging signatures, reports)
In possession of cigarettes/ lighter/matches/vape/tjoef etc
Concealing/hiding cigarettes/ lighter/matches/vape/tjoef etc
Leaving school grounds without permission
Provoking / rude behaviour towards teachers / adults
Refuse to hand over cell phone/electronic devices
Using a teacher's phone
Throwing objects with the intention to injure
Trespassing on school grounds while suspension is still in effect.
Involvement in gang related activities
Damaging teachers' personal property
Vandalism of school property

27. **LEVEL FOUR MISCONDUCT**

Arson
Dealing/selling/distributing/sharing cigarettes/vape etc. on school grounds
Disruption of school program through rebellion and demonstrating
In possession of pornographic material
Making bomb threats
Physical Assault
Sexual Misconduct e.g. Exposure, where learners are involved

Smoking/vaping on school grounds/in school uniform
Threatening to kill or assault a person
Stealing
Making jokes about social economic issues e.g. drugs, poverty etc

28. LEVEL FIVE MISCONDUCT

Dangerous weapons: bringing weapons onto school grounds
Dealing/selling/distributing/sharing drugs on school grounds
Dealing/selling/distributing/sharing alcohol on the school grounds
Learner is found guilty in criminal court (immediate expulsion)
Possession or under the influence of alcohol
Possession or under the influence of drugs
Serious assault
Sexual assault/abuse (rape)
Drive car without a valid license - learner

29. DETENTION

Detentions will be determined by the subject educators, HODs and Principal.
Learners sitting detention must always be supervised by a teacher.
The length and venue will be organised by the Subject educator, HOD or Principal.

30. OTHER DISCIPLINARY MEASURES

1) A learner in Gr. 9 - 12 with level 3, 4 or 5 misconducts cannot be elected as a class or school leader.
2) If a learner leader misbehaves during the year, having for example level 2, 3, 4 or 5 misconduct, he/she will be demoted and replaced as leader.
3) Grade 12 learners with level 3, 4 or 5 misconduct may not be invited to the matric farewell.
4) Learners whose school fees are not up to date or with level 3, 4 or 5 misconduct will not be permitted to go on any field trip or tour.

31. GRIEVANCE PROCEDURES

FIRST LINE OF SOLVING GRIEVANCES

1) Two HODs, a male **and** female, should be appointed.
2) The male HOD will attend and assist the principal with boy issues and the female HOD with girl issues.
3) The HODs should be able to easily relate to the learners and understand the things they are going through.
4) It should be someone the learners trust and that they will discuss their issues or grievances with them.

GRIEVANCE PROCEDURE FOR A LEARNER AGAINST ANOTHER LEARNER

1) If a learner has a serious problem with another learner and raised his complaint to a teacher or HOD, **immediate** action should be taken and not left for another time or the following day. (especially when boys are getting into physical fighting)
2) The teacher/HOD must take notes of the grievance of the learner.

3) The teacher/HOD should call the other learner and give everyone the opportunity to state his/her case. (Don't let the other party interrupt)
4) The teacher/HOD should decide or try to bring both parties to an agreement or forgive one another.
5) Don't let the parties leave your presence while they are still cross with one another.
6) If the teacher/HOD cannot reach a decision, the case should be brought under the attention of a higher authority.
7) If one of the parties is not satisfied with the decision of the teacher/HOD, he/she is free to go a higher authority, who should follow the same procedure as above.

GRIEVANCE PROCEDURE FOR A LEARNER AGAINST A TEACHER

1) The learner who is aggrieved must first discuss his grievance with the teacher and the teacher must try to solve the problem.
2) If the learner is still aggrieved, ask the learner to put his grievance in writing.
3) Let the learner take the form to the HOD or Principal.

GRIEVANCE PROCEDURE FOR A PARENT AGAINST ANOTHER LEARNER

1) Parents with a complaint or grievance against another learner about any school related matter or something that took place on the school grounds during school hours, must come to the office.
2) These cases must be handled by the HOD or Principal.
3) Matters that took place outside the school hours, over weekends and away from the school must personally be taken up with the parents of the other learner.
4) NO parent is permitted to speak to any other learner during school hours without the permission or presence of that learner's parents.
5) A meeting should be arranged between the parents by the school.
6) Let each party state his/her case and try to resolve the problem between the parent and learner.
7) The parents must come to an agreement and be satisfied by the end of the meeting.

GRIEVANCE PROCEDURE FOR A PARENT AGAINST A TEACHER.

1) Parents with a complaint or grievance against a teacher must come to the office.
2) No parent is permitted to talk to the teacher in his/her class without the permission of the principal.
3) The parent should first try to resolve the problem with the teacher.
4) The parents are free to take the matter to the HOD or Principal.
5) Complaints will be heard, and the school will try to find possible solutions.
6) If necessary, the teacher will be asked to be present, or the matter can be discussed with the teacher at a later stage.
7) The outcome will be reported back to the parent, or the teacher can be asked to contact the parent to discuss the matter and to find solutions.

GRIEVANCE PROCEDURE FOR A TEACHER AGAINST A LEARNER

1) A teacher with a complaint/grievance against a learner must try to solve the problem with the learner.

2) If the teacher and the learner cannot reach an agreement, the teacher must take the matter to the HOD.
3) If the HOD cannot solve the problem, the matter can be taken to the principal.
4) The parents may be called in at any time by any party above if necessary.

GRIEVANCE PROCEDURE FOR A TEACHER AGAINST A PARENT

1) A teacher with a complaint/grievance against a parent must discuss the matter with the principal.
2) Preferably the parents should be present.
3) If the teacher is not satisfied with the decision, the teacher can take the matter to the School Board.

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