



THE JOY OF LEARNING

OAKHILL PREP
SCHOOL

INDUCTION
BOOKLET
2024



WELCOME	3
MISSION, VISION AND PHILOSOPHY	4
MISSION AND VISION	4
OAKHILL'S PHILOSOPHY	4
NEW PLACE, NEW BUILDINGS, NEW PEOPLE	5
Prep School Teaching Staff 2024:	5
DAY-TO-DAY RUNNING OF THE SCHOOL	7
HOUSE ACTIVITIES	7
STUDENT REPRESENTATION	7
DISCIPLINARY MATTERS AND STRUCTURES	8
• Code of Conduct	8
• Uniform Infringements	8
• Care of Personal Possessions	8
• Absenteeism	8
ACADEMIC PROGRESS AND ASSESSMENTS	9
ADAM	9
Projects	9
Cycle Tests (Grades 4-7)	9
Examinations	9
Foundation Phase Homework (Grades 1 – 3)	9
Assignments and Preparation for Assessments (Grades 4-7)	10
Academic Support	10
Academic Daily Report	10
Behaviour Daily Report	11
COMMUNICATION	11
Academic Reports	11
General Communications	11
Parents' Evenings	11
Parent Communication Channels	11
Sports Communication	12
PHASES WITHIN THE SCHOOL	12
LEARNING AREAS AND SUBJECT CHOICES	12
BENCHMARKING AND EXTENSION	13
ACADEMIC SUPPORT	13
OUTINGS AND CAMPS	13
RECOGNITION	14
• Assemblies	14
• Star Awards	14
• Achievers Tea	14
• The FP Celebration of the Joy of Learning	14
• The IP Celebration	14
SCHOOL BUS	14
EMERGENCIES & REPORTING	15
ONE Edu Emergency Assist APP	15
The Guardian Anonymous Reporting App	15
THE JOY OF LEARNING	15
POLICIES	16
Code of Conduct	16
Bullying Policy	17
Student Computer, Tablet and Internet Use Agreement	19
Substance Abuse Policy	20
Search and Seizure Policy	23
Prep Uniform and Appearance Policy	24

WELCOME

Dear new Oakhillian

Today is a very important day. It is the only day on which you will ever have a guaranteed influence. You cannot go back to yesterday and undo or change anything that happened and we have not figured out travelling to the future yet, so tomorrow is also out of reach until it turns into 'today'. Today is very precious and powerful and you have it in your hands right now. There is so much you can do with it and we want to encourage you to go flat out. You are reading this letter because you start a very special new journey today. If this is your first day at Oakhill, the Prep, you might feel a bit nervous, even scared, and we want to assure you that this is all right.

You have the power to choose how you want to spend your 'today' at Oakhill. If you choose well, you will be amazed at the magic it will bring. Don't be concerned if you don't know where to start. You are going to meet dedicated, experienced, caring teachers who are ready and excited to help you. You will find out about the 'Oakhill way' if you observe carefully. In a nutshell, the Oakhill way refers to the manner in which we help you today so that tomorrow is even better. We believe that you are a unique individual and that one size does not fit all. No one gets left behind here. Everyone is offered a chance and treated as a person with unlimited potential. This is why we do not tolerate any form of cruelty or bullying at Oakhill and why we are doing everything we can to remove anxiety from your school experience. We want you to thrive here and we have found that, if you want the same for the next person, you have the best chance to thrive too. So here are my ten tips for you for today. Add your own to the list and make every Oakhill day the best it can possibly be.

- Tip 1: Reach out to others. Greet them, smile and find out how they are. This is how friendship is born.
- Tip 2: Always treat others the way you like to be treated – with respect.
- Tip 3: Don't compare yourself to others but rather strive to do your best and improve on your own previous best performance.
- Tip 4: Try new things and do not worry about making mistakes. No one would ever learn to ride a bicycle if they were not prepared to fail a few times.
- Tip 5: Question the status quo. The most important question in life is 'Why?'
- Tip 6: Don't take your opportunities for granted but also do not feel guilty about them.
- Tip 7: Be aware that many others are much less privileged and let this inspire you to make a difference.
- Tip 8: Take pride in yourself and your school and be a builder of reputation. Your self-esteem and others' esteem of you will be impacted by these two reputations and you have a powerful influence on this.
- Tip 9: Be honest and transparent in everything you do. Secrets are the containers of unhappiness. When things go wrong, you will always be able to find someone caring to trust. Tell someone; don't carry your burdens alone.
- Tip 10: Have fun! We want you to discover the joy of learning at Oakhill. Be willing to explore, avoid trying to be perfect and do not take yourself too seriously.

We hope today is the start of a long, happy and enriching association with Oakhill for you. Good luck!
Welcome to the Oakhill Preparatory School!



We recognize that you are all going to experience an adjustment period. Any move can be traumatic, and we need you to know that support structures are in place for you.

The Prep Calendar is posted on the school website with links to the co-curricular, cycle test and examination (Grade 7 only) timetables. Please consult it regularly to make sure that you are up to date with Prep School events.

(Please excuse the way we address some parts of this document to you, the student, and others to you, the parent)

MISSION, VISION AND PHILOSOPHY

MISSION AND VISION

A mission is something that you hope to achieve in what you do on a day to day basis, while the vision is that which you aspire to in the long run.

Mission

Preparing students for life by encouraging them to think for themselves and take responsibility for the consequences of their decisions, for themselves, for others and for the environment.

Vision

Oakhill School is to be a happy, vibrant and dynamic place of learning, where children flourish in an environment that celebrates diversity, rewards creativity, embraces discipline and produces academic excellence.

Oakhill seeks to provide a broad, balanced education that is modern and relevant to our times and integrates the academic, cultural, social, physical and spiritual components necessary for a young person's development.

OAKHILL'S PHILOSOPHY

The School recognizes the individuality of each child and provides a framework in which freedom and discipline sit comfortably with each other. Children are encouraged to think independently and respect one another's viewpoint. This approach builds confidence, strength of character, self-discipline and instils a desirable value system and moral code that enables children to make decisions and take responsibility for their actions.

The secular curriculum teaches our students to respect religious differences and allows parents to set the tone for the child's spiritual development. Oakhill students should leave with both life skills and skills for life, ready to continue their journey with confidence.

THE SCHOOL MOTTO – *The Joy of Learning*

NEW PLACE, NEW BUILDINGS, NEW PEOPLE



It is important to know the school i.e.: what and who can be found where?
 Orientate yourself within the Prep School as soon as possible.
 Get to know where your classes are and the surname of your teachers. There is a list of all Prep School teachers and their subjects included in this information pack.
 Get to know where specific administration staff can be found:

Mr Graham Howarth (Head of School)
Mrs Sharon Brown (Head of College & Academic Director)
Mr James Cross (Head of Prep)



Preparatory School Management

Mr James Cross (Head of Prep)
 Mr Herman Hardick (Academic Director: Intermediate Phase)
 Mrs Alexandra Frost (Academic Director: Foundation Phase)
 Mrs Caroline Payton (Director of Learning Support & Staff Development)
 Mrs Catherine Grootboom (Academic Secretary)

In the Main Administration block

Mrs Joy Beggs (Business Manager)	Mrs Karine Trollip (Marketing Manager)
Mrs Catherine Brodie (Accounts)	Ms Kayla Corker (Functions & Events Coordinator)
Mrs Catherine Grootboom (Academic Secretary)	Mrs Annabelle Joubert-Jafta (Media & Graphics Coordinator)
Mrs Lyndall Hill (PA to the Heads)	

Offices in various spaces throughout the school

Head of Prep Sport – Sports Office near the music block
 Mrs Amy Dey - From Term 2, 2024 (EdTech Integrator) - in the Learning Commons
 Mr Herman Hardick (Academic Director: IP) - in the Millwood building
 Mrs Caroline Payton (Director of Learning Support & Staff Development) - in the Millwood building
 Ms Nicky Rau (Academic Support) - in the Millwood building
 Mrs Erika Revington (School Educational Psychologist) - behind the Foundation Phase classrooms

- Ensure you know where the top field, cricket nets, pool and sport department offices are as well as the Oakhill Sports Campus (OSC).
- The Staff Commons is the separate building in the Prep School on the way to the top fields.

Prep School Teaching Staff 2024:

Little Oaks (Grade 000-R)	Other Responsibilities	Teaching Responsibilities
Mrs Annette Nelson	Little Oaks	Grade 000 Class Teacher
Mrs Elzette Bennett		Grade 00 Class Teacher
Mrs Daleen Halton		Grade R Class Teacher
Mrs Cheryl Wolf	Administration Secretary	

Foundation Phase (Grade 1-3)	Other Responsibilities	Teaching Responsibilities
Mrs Alexandra Frost	Academic Director: Foundation Phase	Grade 1 Class Teacher
Ms Chandré Cullingworth		Grade 1 Class Teacher
Mrs Melissa Hodgkinson		Grade 2 Class Teacher
Mrs Caroline Cross		Grade 3 Class Teacher
Mrs Beatrix Hardick	Productions and Drama Eisteddfods	Afrikaans Grade R-4 Drama Grade 1-7
Mrs Cheryl Wolf		Dance Grade R-3
Ms Felicia Durandt		Music Grade R-6
Ms Indiphil'inkosi (Indie) Ntuntwana	isiXhosa (Grade R-3)	FP Intern

Intermediate Phase (Grade 4-7)	Other Responsibilities	Teaching Responsibilities
Mrs Deborah Hayward		Grade 4 Class Teacher
Ms René Korsten	Master in Charge: Senior Hockey; Head of Subject - SS	Grade 4 Class Teacher
Mr Herman Hardick	Academic Director: Intermediate Phase	Grade 5 Class Teacher
Ms Suanne Walker		Grade 5 Class Teacher
Mr Pieter Maritz	Head of Subject - Afrikaans	Grade 6 Class Teacher
Mrs Julie Stevenson	HOD: English Prep School; English; IP English Support	Grade 6 Class Teacher
Mr Rodney Anderson	Head of Subject - NST, EMS	Grade 7 Class Teacher
Mrs Marina Kok	HOD: Prep Maths; IP Maths Support; Master in Charge: Chess	Grade 7 Class Teacher
Mr James Cross	Head of Prep	Life Orientation: Boys Grade 4-7
Mrs Amy Dey	EdTech Integrator	Educational Technology Grade 3-7
Ms Rose Hobson	Co-curricular Art: Grade 1-3	Art Grade 4-7; Social Sciences Grade 7
Ms Laticha van Wageningen	IP Choir	Music Grade 7

student Support	Other Responsibilities	Teaching Responsibilities
Mrs Caroline Payton	Director of Learning Support Academic Support – Intermediate Phase	Life Orientation: Girls Grade 4-7; Reading Grade 4-6
Ms Nicky Rau	Academic Support	
Mrs Erika Revington	Educational Psychologist	

DAY-TO-DAY RUNNING OF THE SCHOOL

- School starts at 08:00. All pupils will be with their class teacher for the first 5 minutes of the day for registration. Lesson 1 starts at 08:05.
- If you arrive late you will need to report to the Academic Secretary, Mrs Grootboom in the Admin Office. You will have been marked absent and our records need to be updated. If you are continuously late, your parents will be contacted.
- It might happen that during the school day, you do not feel well: You need to report this to your class teacher. You will be referred to the office to make a phone call to your parents to pick you up if necessary.



Under NO circumstances may you decide to phone your parents to come and fetch you without following the official procedure.

- Ensure that you understand the time table and bring the correct books and sports clothes for that day.
- There will be a locker available to you in your classroom where you may leave your books and stationery. It is your duty to keep it clean and organised.
- School finishes at 13:40. If you need to leave the campus for any reason before closure, parents must email or send a letter to the class teacher and copy Mrs Grootboom, or phone Mrs Grootboom stating the reason for your early leaving, and the time you will be collected. At no time will you be allowed to leave the campus on foot. This letter or email must be handed to or received by your class teacher. You will be signed out by Mrs Grootboom in the Prep office prior to collection. **Failing to follow these signing off procedures will be classified as bunking school.**
- Parents, should there be a crisis during the day and you need to reach your child, please phone the school, ask for the Prep Office and speak to Mrs Grootboom. If necessary, we will help you extract your child from class.
- Delivery of forgotten books and devices: We appeal to you to keep this to a minimum. A part of the discipline of an organisation is to sometimes have to suffer the consequences of having forgotten. However, if you do need to bring something to school for your child, please deliver it to the Admin Office. We will get the message to your child as best we can.

HOUSE ACTIVITIES

Each student is assigned to one of the three houses: Jubilee, Bendigo or Millwood.

During the course of the year, there will be a number of inter-house activities. These range from the traditional inter-house sporting events, to cultural competitions to other activities like fund-raising for projects or community outreach. Pupils are expected to wear house shirts (available from the clothing shop) for inter-house events.

STUDENT REPRESENTATION

At Oakhill, we do not have a prefect system. We do however offer a variety of opportunities for leadership development. Leadership is seen as a positive influence and a developing skill and not a position.

- **Captains**
Pupils have the opportunity to be selected as captain of a sports side at the discretion of the coach. This is a privilege and major responsibility and captains are expected to lead by example on and off the field. In younger teams, this responsibility may rotate.
- **Class Monitors**
Class teachers appoint a class monitor on a rotational basis to perform certain functions as has been discussed with and agreed to by the class.

DISCIPLINARY MATTERS AND STRUCTURES



In the Prep School, we do expect our students to strive for self-discipline and to learn that immediate gratification is not always possible. We expect certain basic requirements like wearing the correct uniform to school, doing homework, being friendly and greeting each other, teachers and visitors. Students who transgress may be issued with a warning. Three written warnings in a term will lead to a detention. We do not run a merit or demerit system.

- **Code of Conduct**

Please ensure that you have read and understood the Code of Conduct Document, at the end of this booklet under policies, and that you signed when you joined Oakhill. Failure to uphold the Code will result in disciplinary action. Severe contraventions will lead to a formal disciplinary hearing and disciplinary measures will be taken.

- **Uniform Infringements**

Our uniform lends itself to a comfortable and relaxed atmosphere. This, however, does not allow you to bend the uniform rules. The uniform rules are implemented by all staff. Please ensure you know what you may and may not wear according to the uniform policy at the end of this booklet under policies. You will be verbally warned by any staff member. If you continue to ignore the rules, you will report to Mr Cross.

- **Care of Personal Possessions**

It is an unfortunate fact of modern life that we all have to be responsible for caring for our own possessions. Thus, the school cannot take responsibility for any loss or theft of personal possessions and we request that all devices (e.g. Chromebooks, cellphones, tablets, laptops) and other valuable items are either kept on your person or locked away safely when at school. Approach your class teacher if you want an item locked away.



No cellphones allowed at school. Other devices may not be used during class time unless your teacher asks you to use it for research or to make a particular point. Should you contravene the cellphones policy your phone will be confiscated.

- **Absenteeism**

Regular and punctual school attendance is a prerequisite and an expectation. We expect you to be at school from the first up to and including the last day of each term.

If you are going to be absent please follow the following procedures:

- If you wake up sick: please ensure that the school is informed. An email or phone call to Mrs Grootboom in the Prep office is advised. On your return to school, please bring an explanatory letter from your parents (if you have not already sent an email), or a doctor's certificate if you saw a doctor. (If you are sick for three or more consecutive days, a doctors certificate is required; if you are sick for an examination, a doctor's certificate is required)
- If you plan to miss school: We do expect a letter asking permission for this eventuality. Please address all such letters to Mr Cross. These letters may be emailed with a copy to the class teacher.

The school does reserve the right to take action against any person who has missed a large number of school days in any year. We may even refuse the student permission to progress to the following grade in extreme cases.

ACADEMIC PROGRESS AND ASSESSMENTS



ADAM

ADAM is our personalised database with details of each pupil and parents are able to track their child's progress. ADAM is also used for the recording and reporting of results. Other than the pupil's marks there are also graphs which show you in context of the grade. Teachers will be using the online mark book facility. This means that parents and pupils can access the programme and check on your progress from time to time. Teachers have the opportunity to make a comment when they put in a mark. This comment is visible to pupils and parents.

You can access ADAM using the following link - <https://adam.oakhill.co.za/login/parent>

This is found through the school's website www.oakhill.co.za. Click on the top right of the page under Admin and follow the ADAM link. Parents can login using your ID number and cellphone number and an email will be sent to the registered email we have for you on our system. Should you need assistance with ADAM, please email Andries De Beer in the IT Department (a.debeer@oakhill.co.za)

Projects

Pupils may expect to do projects at least once a year for each academic subject. These projects should predominantly be done in class with only finishing touches done at home. Projects may be submitted electronically unless otherwise stated by the subject teacher. Clear written instructions will be issued by the relevant teacher for each project with a deadline set. Pupils need to ensure that they meet the deadlines for projects. It is important for all the work done on a project to be that of the child to ensure the authenticity of the assessment.

Cycle Tests (Grades 4-7)



Cycle tests are written on Thursday mornings during the FIRST TWO lessons. The session is 80 minutes long which includes reading time, so this is a substantial test. The Cycle Test timetable is published on the school website at the beginning of each term.

Please ensure that you have the test information from your subject teacher by the previous Friday, so that you can prepare adequately over the weekend.

If you are absent for a Cycle Test, you need to bring a letter from your parents/guardian offering a valid reason for your absenteeism or a doctor's letter. This letter must be delivered to your Class Teacher on the day that you return to school. Your teacher will reschedule the test for you and you may be expected to write it on the day you return or at the earliest opportunity thereafter. Cycle Tests are written under the same conditions as examinations.

Examinations



Grade 7 students write two sets of examinations a year on all academic subjects: a mid-year exam (June) and end of year examination (Nov – Dec). Grade 6 write one set of examinations at the end of the year (Nov-Dec) on English, Afrikaans and Mathematics only. An exam briefing will be held before you write your first set of exams.

We follow strict IEB examination procedures. This means we do not tolerate any unacceptable behaviour in an examination venue. Any irregularities will be dealt with severely. Irregularities are: having a cellphone with you while you write, any type of supportive notes, copying from a peer, and any type of peer communication. These types of irregularities will lead to a disciplinary hearing.

Foundation Phase Homework (Grades 1 – 3)

After much research and careful, thoughtful collaboration and discussion, we made the decision to alter our Foundation Phase Homework programme.. This decision was not taken lightly, but have reviewed much literature on the benefits (or lack thereof) of daily homework, have investigated what is happening in other schools, have listened to our Foundation Phase parents, have monitored our Foundation Phase children's current homework efforts and have developed a plan that, we believe, will better suit the needs of our Oakhill children and parents in this rather frenetic world we live in.

- We will be moving away from the current format of daily written homework tasks and will instead be allowing children the opportunity for more meaningful, intermittent “Project-based” activities to be done at home. These will include oral presentations, research activities, group work, team challenges, etc. The details of these will be carefully structured and communicated to parents and children, with a rubric and all the information needed for successful and enjoyable completion. We hope that parents and children will respond favourably to these activities and that parents and children will find that they now have more time, each day, to relax, unwind, play, read and just enjoy being together.
- READ, READ, READ! We would like our parents to note that READING is NOT homework – We consider reading to be a life skill. It is food for the heart, the mind and the soul... and as such, all Foundation Phase children will bring reading books and their reading record-cards home, on a daily basis. We hope that by eliminating the time and sometimes the stress that parents and children often experience in trying to get the written component of homework done, there will be more time for families to read together and for parents to listen to their children read aloud every day.
- SKILLS PRACTISE & REVIEW! Children in all 3 Foundation Phase grades will also be given flashcard word work activities, spelling skills activities and numeric skills-based activities to practise at home. These will be explained and communicated to parents throughout the course of the year.

Assignments and Preparation for Assessments (Grades 4-7)



Ensure that you plan your day and afternoon so that you have enough time to do your preparation conscientiously and with zest. Establish a good working routine every afternoon to make the best of your academic progress. It is advised that you study at a set time every day.

If you are absent it is YOUR responsibility to go to your teacher the day you get back to school and get the work you have missed or set up a time for a tutorial if needed.

Academic Support

Teachers strive to provide all the necessary support during the structured lesson times. However, if a student feels that he/she did not understand a concept properly, please approach your teacher to set up a tutorial session at a time that is convenient to you both. We offer learning support in the Learning Commons in the afternoons. This has to be set up in conjunction with the class teacher, the academic director and the learning support teacher.

Academic Daily Report



This is a personal report that you carry yourself. You may be asked to carry an Academic daily report if the staff feels that you are not achieving your full potential in any of the following areas:

- not doing homework,
- not learning for tests,
- failing to hand in assignments or
- generally underachieving

After consulting with your parents, we may place you on a daily report to monitor your academic progress. You will report to the class teacher every morning and then again at the end of the day to discuss your progress and assess how your day went. At the end of the day, you take your report home for your parent/s to sign so that they are kept up to date with your academic progress throughout the day. If there are any unacceptable comments on the report the teacher will respond to these and put measures in place to rectify this behaviour. If your comments are acceptable for a period of time, the Academic Director, in consultation with your parents, will review the validity of the daily report.

Behaviour Daily Report



This report works in a similar way to the academic daily report, but here the focus is on your behaviour and attitude in class. Remember every pupil has the right to be taught without being disrupted. Therefore if you are causing a disruption in class, a positive learning experience is being taken away from your peers, and this is absolutely unacceptable. The repercussions of this format of the daily report are more severe as it could go as far as a disciplinary hearing.

COMMUNICATION

Academic Reports



We issue two full written reports twice a year, in June and December. All subjects are reported on with a comment from the subject teacher. Marks are calculated on cumulative assessments over a six month period, which include two cycle tests per subject and examination marks (Grade 7 only). At the end of the first and third terms reporting feedback takes place during an interview with parent/s and the class teacher. Subject teachers are available for an interview at the request of the parent/s. The class teacher may contact parents during the term for an appointment to discuss academic performance, behaviour and attitude as the need arises. A summary follows below:

- Term 1: Parent interviews to discuss term to date marks, progress and behaviour.
- Term 2: A full written report with marks and comments based on assessments over the six month period to date.
- Term 3: Parent interviews to discuss term to date marks, progress and behaviour.
- Term 4: A full written report with marks and comments based on the six month period to date and a year to date mark.

General Communication

- Please refer to the school website for the Prep Calendar.
- Other general email notices will come from the desk of Mr Cross.
- Teachers will make use of the ADAM email or SMS facility to communicate with parents and students when necessary.
- There will also be newsletters from the Head and the Academic Director from time to time; usually one per term.
- Parent WhatsApp groups are set up per grade/class to assist the teacher/school with efficient and immediate communication. This is managed by the Class Mom as the Administrator and you will need to agree to participate.

Parents' Evenings

We have a Meet and Greet evening at the beginning of the year to introduce the new class teacher to parents. Regular Parent Forums will continue to be a part of the Oakhill offering.

Parent Communication Channels

When parents need to communicate with the school, there are a number of channels open for use:

➤ Academic Matters

If there is a class or subject issue that needs to be dealt with, please approach the class teacher or relevant subject teacher directly as the first port of call. We encourage you to email the teacher or to phone in and ask that the teacher makes contact with you to set up a meeting time.

Should you feel that your case has not been heard, please approach the subject Head of Department, and if that fails, Mrs Alexa Frost (Foundation Phase Academic Director) or Mr Herman Hardick (Intermediate Phase Academic Director). It is only if all these measures fail that you should need to take your issue to Mr Cross.

➤ Discipline Matters

Mr James Cross is in charge of discipline but in minor cases, you are encouraged to contact the class teacher.

➤ Pastoral Matters

The class teachers are on hand to deal with pastoral and emotional issues.

In the event of a real crisis, or if you want to seek permission to miss an important school event, then you do need to address these issues to the Head of Prep, Mr Cross.





There are three areas where one can access sport information:

1. **The Prep School Calendar**
2. **The Oakhill Sports App**
3. **The Sports Notice Board**

1. The Prep School Calendar

This calendar has all the sporting fixtures and dates and is on the Oakhill website and synced directly to your personal calendar if you choose. The sporting events are loaded at the beginning of term, as such we put in as much detail as we have at that moment and this is dependent on arrangements confirmed by other schools and sporting fraternities. If there is a change to any of the information, a notification will be sent out.

You can access the calendar via the Oakhill website, either by Prep in the top menu, or under the Calendar tab in the secondary menu.

2. The Oakhill Sports App

The Co-curricular App and the instructions on how to download this can be found by clicking here: <https://oakhill.co.za/oakhill-calendar/>. Click on the [How to Guide – Oakhill Co-Curricular Application](#).

Here you will find Teams, Fixtures, Team Sheets and Results. This will give you the most current detail about upcoming sporting fixtures eg. Opposition, Time, Venue, Team Sheets. Team Sheets will be published by the coaches.

3. The Sports Notice Board

PHASES WITHIN THE SCHOOL

Each phase in the school is an academic building block:

- Pre-Prep Phase - Grade 000, Grade 00 and Grade R
- Foundation Phase - Grades 1 to 3
- Intermediate Phase - Grade 4 to 7
- Senior Phase - Grades 8 to 9. This completes the General Education and Training Band and we call it the GET Phase (GET)
- Further Educational Training - Grades 10 to 12 (FET)



LEARNING AREAS AND SUBJECT CHOICES

The learning areas are as follows:

- English First Language
- Afrikaans First Additional Language
- Mathematics
- Natural Science and Technology (NST)
- Social Sciences (SS)
- Economic Management Sciences (EMS) (Grade 7 only)
- Life Skills (not examined) – Art, Drama, Music, Life Orientation, Physical Education, Educational Technology
- We also offer conversational Xhosa in the FP.

BENCHMARKING AND EXTENSION

We are an Independent Examinations Board (IEB) school and write the IEB Examination at the end of Matric. We participate in a variety of external assessments each year. These include:

- IEB Grade 6 Core Skills Test
- IEB International Benchmarking Tests (ACER) in English, Mathematics and Reasoning and Science (Grade 3)
- IEB International Benchmarking Tests (ACER) in English, Mathematics and Reasoning (Grade 6)
- SA Maths Challenge (Grade 4-7)
- SACEE Language Challenge (Grade 4-7)

ACADEMIC SUPPORT

We offer academic support in the Prep School both in the Foundation Phase and in the Intermediate Phase. In the FP the academic support is coordinated by Mrs Frost, the Academic Director in the FP and the class teacher. We offer remedial support in class and on a one-to-one basis in the FP during the school day.



Academic support in the Intermediate Phase is coordinated by Mrs Caroline Payton, the Director of Learning Support and Staff Development as well as Ms Nicky Rau in conjunction with Mr Hardick, the Academic Director in the IP and the class teacher. Academic support generally happens after school in the Learning Commons but in certain cases, it may happen during the school day in a small group or on a one-to-one basis.

It is important to note here that academic support is by no means limited to remediation but also offers extension to those pupils who need it. The support team works closely with teachers to establish best practice in teaching methods and interventions in the class where necessary. It is inevitable that the need arises from time to time to have a pupil assessed for academic or emotional reasons. The referral process is outlined as follows:

- Class/Subject teacher identifies an area of concern
- The class teacher refers the pupil to the Academic Director and Director of Learning Support
- Director of Learning Support, Academic Director and class teacher meet with parent/s to discuss the issue and recommend an assessment
- Assessment is done by a recommended psychometrist or educational psychologist
- Assessor feedback to parents
- Assessor feedback to school
- Recommendations, interventions and accommodations (if necessary) put in place

It is important to note that referrals for assessment are not done without careful consideration of the facts, in strict confidence and in the best interest of each pupil. Although the school has no intention to label any child and will do its utmost to support learning it can only do so to a certain extent when specialist opinion takes over. We would like to encourage parents to follow the advice of the school and specialists in these matters as it has made a significant difference in the learning and growth of pupils who have been supported in the past.

OUTINGS AND CAMPS

Outings and experiential learning is part of the Oakhill ethos and are organised on a termly basis for each grade to enhance the learning experience. These outings may include, but are not limited to, nature outings, visits to for example the fire brigade, museums and local tourist attractions, adventure outings, cultural exposure and skills development.



RECOGNITION

- **Assemblies**

Pupils are recognised on a weekly basis during Prep Assembly for achievements in the academic, sporting and cultural spheres and also for relevant achievements outside of school. Parents are encouraged to notify the relevant HOD in advance of any achievement that should be recognised.

- **Star Awards**

Teachers may issue Star Awards for any achievement be it good behaviour or achieving academically. Six Star Awards earn the recipient a Tuck Shop voucher and their house a point and is announced during assembly.

- **Achievers Tea**

Pupils in the FP and IP are nominated by their class teacher to be invited to an Achievers Tea bi-termly with the Head of Prep. The achievement need not be related to school life and class teachers are encouraged to use their discretion and look for achievement in any child.

- **The FP Celebration of the Joy of Learning**

The FP Celebration takes place at the end of the year for Grade 1, 2, 3 pupils. Each child will be presented with a certificate in recognition of, and in order to celebrate, their positive and unique contribution during the year.

The individual certificate citations will be written by the child's class teacher, highlighting:

- A specific area or areas in which they have excelled.
- Commendable aspects of their character, their attitude and their behaviour.
- Their strengths, talents, special qualities and abilities.
- The purpose of these certificates is to acknowledge and affirm the value of every child.

- **The IP Celebration**

The IP Celebration is a gala event at the end of the year where every pupil is recognised. There are a number of special awards, some only available to Grade 7 pupils that are handed out during this event. Pupils are recognised in the academic, sporting and cultural spheres for all school-related activities. The criteria for the relevant categories can be found on the [Oakhill website](#).

SCHOOL BUS

1. **Knysna/Plett Bus Route**

There are College and Prep buses in the morning. As various buses are used for sport and other afternoon activities there is one bus that will return to Plett at three different times. [See the policy document](#) for full details.

2. **School Bus (to and from OSC and for excursions/camps)** [See the policy document](#) for full details.

EMERGENCIES & REPORTING



ONE Edu Emergency Assist APP

In the event of injuries or should medical assistance be required the ONE Edu Emergency Assistance will be activated (contact number: 0861 000 286 or on the App) and Page 6 of the Oakhill Enrolment Form will come into effect to enable the school to act in the best interest of all students.

The Guardian Anonymous Reporting App



This App is a tool for students to report on any issues challenging them or worrying them, and includes anything from bullying to alcohol/drugs and more. These reports are received by predefined Oakhill staff members, who are responsible for the investigation of these reports. Unless the student discloses their identity, is breaking the rules or is at risk their identity will never be known by the school. The downloading of the app is simple. For more info click here: [The Guardian Anonymous Reporting App](#)

Just download “**The Guardian Schools Anonymous Reporting**” App from the I-Store or Play Store and complete the registration page. Please follow the instructions in this [YouTube clip](#) should you require assistance in the registration process. The registration process requires that each student/parent enters their name; surname; cell phone number plus their school name. The Guardian retains this information in an exceptionally secure and encrypted environment. The Guardian will never disclose this information, unless the child’s life is at risk or they are breaking the rules. Many schools from across SA have implemented this app already, and both students, and educators have seen real value in this as a solution.

THE JOY OF LEARNING



Oakhill’s motto clearly states that there is much to gain from having a positive attitude and a passion for learning. We encourage all pupils to make the most of all their opportunities at Oakhill, not be afraid to rise to any challenge and learn as much as possible about themselves in the process. We wish you everything of the best as you embark on a journey of life-long learning and want to ensure you that we are waiting in the wings to support you every step of the way and celebrate your success.

Code of Conduct

At Oakhill, students are treated with respect, recognised as individuals, and encouraged to develop self-discipline.

This Code of Conduct aims to facilitate a disciplined and purposeful school environment, dedicated to improving and maintaining the quality of education. Furthermore, this Code aims to inculcate a value system that will serve our students well beyond their school days.

The Code of Conduct also aims to ensure that the school's curricular and co-curricular programmes are executed in the most orderly way possible to create a climate in which teaching and learning can take place effectively. This constitutes the “**Joy of Learning**”.

PRINCIPLES

The Oakhill Code of Conduct is guided by the following principles in its Constitution, set out under Aims of the School.

- To assist students in building strength of character and an appropriate value system.
- To encourage students to make informed choices, and to accept responsibility for those decisions and their consequences.
- To provide a flexible approach to discipline with the aim of developing students as self-disciplined Individuals.

RESPONSIBILITIES

Educators at the school subscribe to the school's Code of Conduct and undertake [inter alia] to:

- Be punctual, well prepared and professional in their approach to education
- Manage student performance effectively and motivate students to achieve realistic and meaningful personal goals
- Be sensitive to the needs of their students and to address learning difficulties in a positive manner
- Praise, encourage, recognise and reward students who strive to achieve
- Create a classroom climate which is based on a learning partnership which makes education both relevant and stimulating
- Set a positive example for their students
- Administer discipline correctively and with dignity when necessary.

Our school prides itself on having good relations with the school's community, its students and their parents. While parents should expect the school and its educators to provide the best education possible with the available resources, parents should also accept responsibility for helping the school to achieve this goal.

Parents enrol their children at the school subject to their acceptance of the school rules and other conditions of enrolment.

Parents also have the responsibility to (at least):

- Actively support the efforts of the school and its educators to teach their children
- Involve themselves to the fullest possible extent in school activities
- Make positive suggestions and contributions to improve the school's education process and the learning environment
- Support the disciplinary structures and procedures of the school, and the reasonable efforts by the school to apply discipline effectively and fairly
- Encourage their children to participate fully in school and extra-mural activities
- Participate in the learning process and assist their children with homework, provide encouragement, check results and communicate freely with the school
- Ensure that students attend school regularly and is in attendance at all compulsory functions and activities, and that punctuality is practised.

In terms of the SA Constitution, every student has the right to education. The school strives to provide the educational opportunities that its students and the community deserve. Students themselves, however, must recognise that they have a

responsibility to their parents, the school, their educators, their fellow students and themselves.

Students, therefore, must accept and comply with the school's rules and its conditions of enrolment. In more general terms, they must:

- Comply with instructions from teachers and with the general rules of the school
- Behave responsibly and not endanger the safety, welfare and rights of others
- Respect and care for the property of the school and of others
- Maintain sound relations with others, be courteous and respect the dignity and self-worth of others
- Be punctual
- Demonstrate a positive attitude towards learning and be diligent in their efforts
- Behave honestly and conduct themselves with integrity
- Accept legitimate disciplinary action taken against them.

Bullying Policy

The destructive behaviour of bullying is evident in all our schools in one form or another. It affects many children in varying degrees. They feel insecure, depressed, helpless and in severe cases, suicidal. In extreme cases, they are unable to realise their full potential. If bullying is not dealt with it can easily build up to a point where victims become so depressed that they do one of two things: lash out at someone else or hurt themselves. To be able to deal with bullying we first need to know what it is. There are two important components that constitute bullying behaviour: firstly, and most important, bullying is an abuse of power. A bully has power and control over a victim who feels helpless to deal with the situation; secondly, bullying is an ongoing and repetitive pattern of harassment and abuse. Ken Rigby (1996) defines bullying as 'repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons'. It is very important to distinguish between bullying and conflict. Many children involved in conflict believe that they are being bullied.

To further understand bullying, we need to look at all the different role players and their contributions to the situation. Bullying involves the bully, the victim and bystanders who can either support the bully or the victim.

Having sought to understand bully behaviour we need to look at ways of addressing it in the school situation. There are many interventions and prevention strategies that can be put in place in order to assist with bullying in schools. These would include educating students, teachers and parents as well as providing policies and particular programmes. When dealing with a particular case of bullying it is important to adopt a strategy where the children are involved in the resolution of the situation and to this end the "No Blame" approach is advocated. The process of dealing with bullying really revolves around empowering all role players to deal effectively with bully behaviour when it is encountered. An important issue which needs to be addressed in all schools is what has become known as the "Code of Silence". Students must feel empowered to disclose issues of bullying if these episodes are going to be dealt with effectively. Dr Elizabeth Smit maintains, "Education for peace aims to empower students with skills enabling them to play a positive role in maintaining a peaceful society. A conflict resolution programme such as mediation offers students the opportunity to face their differences and reach their own solutions." As parents, we should be seeking to equip our children to resolve their relationship problems themselves, with our help and guidance where necessary. In this way we empower them to deal with conflict, violence and abuse in a constructive and positive manner.

A POLICY ON A HURT-FREE ENVIRONMENT

To this end, we aim to establish a community in which everybody feels valued and safe, where individual differences are appreciated, understood and accepted. Every child has a right to enjoy their time at school. The community does not tolerate bullying or harassment. *Respect* for others is expected.

Oakhill aims to:

- ✓ Promote an atmosphere and ethos at the school of warm loving and caring concern
- ✓ Promote in each child respect and empathy for others and the environment.

OAKHILL OPPOSES BULLYING

The School

- ✓ Expects a high standard of behaviour at all times
- ✓ Aims to provide a safe and caring environment for everyone
- ✓ Has a policy for detecting, preventing and dealing with bullying
- ✓ Is educating all children about issues related to bullying behaviour
- ✓ Offers support to all students through your class teacher

AT OAKHILL SCHOOL EVERYONE HAS RIGHTS AND RESPONSIBILITIES

Rights

- to be different
- to feel safe
- to learn and grow
- to be respected
- to be valued

Responsibilities

- to show compassion and understanding
- to respect yourself
- to respect others
- to use common sense
- to support others

WHAT IS BULLYING?

Bullying is any repeated behaviour intended to hurt, injure, threaten or frighten another person in such a way that the person feels that he cannot do anything about it. Bullying is a repeated abuse of power.

WHAT IS CONFLICT?

In conflict the partners are frustrated and unable to communicate.

DO YOU BULLY? HAVE YOU BEEN BULLIED?

Bullying comes in many forms, including:

- ✓ Calling hurtful names
- ✓ Being picked on
- ✓ Deliberately punching, hitting, bumping
- ✓ Teasing
- ✓ Spreading rumours about someone
- ✓ Mocking
- ✓ Repeatedly “putting down” someone
- ✓ Threatening
- ✓ Deliberately ignoring and avoiding
- ✓ Taking or damaging property

WHAT TO DO IF YOU ARE BULLIED

- ✓ Tell the bully to stop. State quite clearly that the behaviour is unwelcome and you don't like it.
- ✓ Walk away and stay away from the bully.
- ✓ Seek help. Talk about it to someone you trust. Report it to a member of staff, a mediator if it happens on the playground, or a senior student. The School does not tolerate bullying. Feel confident that any incident can be resolved satisfactorily.

WHAT TO DO IF YOU KNOW SOMEONE IS BEING BULLIED

- ✓ Care enough to do something about it whether it affects you personally or not.
- ✓ Early intervention can defuse a situation before it gets out of hand.
- ✓ Report it to a member of staff, your parents, a mediator or a Grade 7.

HOW STAFF DEAL WITH BULLYING – THE “NO BLAME” APPROACH

The school will use this approach when dealing with cases of bullying:

- ✓ Interview the victim and suggest strategies
- ✓ Arrange a meeting for all involved
- ✓ Explore the problem without allocating blame
- ✓ Share responsibility
- ✓ Identify solutions
- ✓ Let the students take action themselves
- ✓ Follow up at a later stage

It should be noted that if the bully continues with this type of bully behaviour, more stringent sanctions will be imposed and counseling will be suggested.

TO PREVENT BULLYING

Each child/student needs to:

- ✓ Respect themselves and others.
- ✓ Work to create a pleasant school environment for all.
- ✓ Learn to tolerate individual differences.
- ✓ Support the School policy on bullying.

The school will do the following:

1. The Resilience Programme:

In the Pre Primary we run a Resilience Programme that integrates the child into a group, helping others and sharing feelings. Through the programme students are prepared for understanding and controlling their emotions as well as developing strategies and words with which to deal with any bullying that may occur at a later stage.

2. The Self Awareness Programme:

In Grades 1-12 the students are exposed to a number of interventions. These interventions are designed to assist students discover more about themselves as well as helping them deal with conflict situations using a “no blame” approach.

WHAT PARENTS SHOULD TRY TO DO

- ✓ Listen to your child
- ✓ Suggest certain strategies
- ✓ Inform the school
- ✓ Let the school investigate and report back
- ✓ Allow the school to sort it out
- ✓ Support your child

ADDITIONAL THINGS PARENTS CAN DO TO PREVENT BULLYING

- ✓ Take an interest in your child’s social life
- ✓ Encourage your child to bring friends home
- ✓ Build your child’s self esteem
- ✓ Discuss ways to respond if rights infringed
- ✓ Act by informing the school
- ✓ Keep confidentiality
- ✓ Set an example

HELPING YOUR CHILDREN TO REGULATE THEIR EMOTIONS

- ✓ Teach your child to identify what they are feeling
- ✓ Show them how to contain the feeling
- ✓ Give socially acceptable ways to deal with emotion

Student Computer, Tablet and Internet Use Agreement

Computer and Internet access is available to all students of Oakhill School. Oakhill School provides Internet access to promote educational excellence in the school by facilitating resource-sharing, innovation and communication. If an Oakhill-user violates any of these provisions, their privilege will be terminated and future access can and will be denied.

INTERNET TERMS & CONDITIONS

An Internet account will be issued only upon receipt of a signed copy of this agreement.

Acceptable use of the network, email and Internet

- The computer network is maintained to support teaching and learning at the school as well as the administration of the school. Subject to the following paragraphs, the computers and network may be used for any legal activity that is in furtherance of the aims and policies of the school.

Unacceptable use of the network, email and Internet

The school’s network may not be used for any of the following:

- The creation or transmission of any offensive, obscene, or any indecent material.
- The creation or transmission of material which is designed or likely to cause annoyance, inconvenience or needless anxiety.

You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

- Maintain the security of the network by keeping information, especially passwords and account numbers, private.
- Refrain from behaviour or activity that damages or disrupts the performance of the network.
- Use the network for approved, legal activities which have educational relevance.
- Honour all rules of copyright and personal property.
- Avoid the knowing or inadvertent spread of computer viruses.
- Use only acceptable appropriate language. Avoid offensive or inflammatory speech.
- Use your real name in all communications. Impersonation, anonymity, or pseudonyms are not permitted.

Disclaimer

- All Internet activity at the school is monitored and logged. Logs include websites and web pages visited as well as all search queries used on sites such as Google and Wikipedia. These Internet usage logs are not personal or private information and can be made available to the school's management upon request.
- The school has the right, but not the obligation, to monitor and supervise all computer use, network communication or system accounts.
- Messages relating to, or in furtherance of, illegal activities will be reported to the authorities.
- Any facility, including software, is used entirely at the risk of the user.
- The school will not be liable for any loss, damage or inconvenience arising directly or indirectly from the use of any computing facility.
- Any breach of these conditions of use will be considered serious misconduct.

Substance Abuse Policy

POLICY AND PROCEDURES WITH REGARD THE PREVENTION AND MANAGEMENT OF SUBSTANCE USE AND ABUSE

1. Introduction

- 1.1. The issue of respecting the rights of our students and the implementation of this policy is of paramount importance to the School and is one of the cornerstones of this policy. It is a principle of the policy that the School will work as closely as possible with the parents of students in implementing the policy.
- 1.2. The increase in the use and distribution of drugs throughout South Africa, and particularly among the country's youth, is a cause for concern for all parents – and especially for those who have children still at school. After extensive investigation into the socio-political, socio-economic and socio-cultural factors influencing South Africa at present, it is fair to say that the children in South African schools are being targeted as potential drug users through powerful international, national and local drug syndicates. These sophisticated syndicates have moved from the European and American drug markets, and are saturating the South African market.
- 1.3. The availability of a variety of drugs is widespread and affordable. The media – print, radio and television – continue to reflect the seriousness of the situation with regard to addiction and substance abuse.
- 1.4. Young aspirant sportsmen and women are increasingly turning to performance enhancing drugs to improve their success in their chosen fields of competition.
- 1.5. As part of a greater community the School confronts issues head on and deals with them in a structured and considered manner, in partnership with the parents/guardians to ensure the best for their children. Substance abuse is detrimental to one's physical, social, emotional, mental and spiritual health. The concept of a healthy lifestyle will, at all times, be propagated and encouraged by the School.
- 1.6. The purpose of this policy is two-fold:
 - 1.6.1. To protect and assist any individual student by outlining the approach taken by the School to rehabilitation and counselling.
 - 1.6.2. To protect other students and the School by outlining the procedures for disciplinary action, as detailed in the School Code of Conduct: students which can be found on the School's website.

2. Educational Programmes

- 2.1. In keeping with the core values of the School and the principle that prevention is better than cure, the School ensures that all students, parents/guardians and staff are regularly educated about the problems of drug abuse and dependency through:
 - 2.1.1. Talks, workshops and other informal activities including special assemblies at the School;
 - 2.1.2. Lessons during appropriate subjects in the school curriculum;

2.1.3. Proactive involvement with other professional and community-based organisations involved in the fight against alcohol and drug abuse and dependency; and

2.1.4. Parents' Guide Booklet and/or other appropriate activities aimed at parents.

3. Illegal Drugs

3.1. "Illegal drug" is defined as:

3.1.1. any unlawful substance that has a psychological or physiological effect; or

3.1.2. any substance having such effect that is possessed unlawfully.

3.2. Application of the policy: The policy applies to the use and distribution of any illegal drug by a student whilst on the School property, in school uniform or while involved in any school activity which is any official educational, sporting, cultural, recreational or social activity of the school within or outside the School premises.

3.3. The use of any illegal drug is strictly forbidden.

3.4. If the behaviour of a student indicates that he/she may be using an illegal drug, the information may be referred to the relevant Counselling Department at the School.

4. Rehabilitation and Counselling

4.1. It is policy not to condemn students but to support those who need help. Where possible, this will be managed in a way that least impacts on the student's school career.

4.2. students who voluntarily request help and/or those referred by parents or teachers will be sent to the school counsellor. The approach will be one that is non-judgmental and non-disciplinary. The school counsellor will provide assistance in recommending the best possible course of rehabilitation. An appropriate agreement for rehabilitation will be drafted by the School, and signed by the student, the parent/guardian, the Head of school and the counsellor. The confidentiality of the student and the family is paramount throughout this process.

4.3. Confidentiality should be maintained at all times by all stakeholders. Whilst the School and its employees can make this professional commitment, real confidentiality will depend on whether or not the student and/or their parents can avoid telling their friends or anyone else.

5. The Distribution and Possession of Illegal Drugs

5.1. Unless authorised by the Head for legitimate educational purposes, no person may bring an illegal drug onto school premises or have such drug in their possession on school premises or during school activity.

5.2. Any form of distribution of any illegal drug to any other person is strictly forbidden.

5.3. In particular, the selling or purchasing of illegal drugs is a criminal offence. If any student is suspected of, or caught, selling or purchasing such illegal drugs, the School will investigate and, if necessary, refer the matter to the appropriate authorities for further investigation and action.

6. Testing for Prohibited Substances

6.1. In accordance with section 8A of the South African Schools Act of 1996 ("the Schools Act"), the Head or their delegate may administer a urine or other non-invasive test to any student or group of students. To the extent possible the consent of the parent/ guardian and the consent of the student will be obtained. In this regard, the consents will be provided by the parent/ guardian or student concerned on the prescribed forms. The Student in question will have to give consent for the drug testing procedure. Failure to give consent will imply that the Student is using the drug in question. However, the School reserves the right, as contemplated in section 8A of the Schools Act, to test for illegal drugs without such consent.

6.2. The School will be in control of the testing programme. The costs will accrue to the parents/ guardians. In the event of a test being required for the abuse of anabolic steroids, the School will bear the cost, given the expense of such tests. If the student tests positive, the costs of any subsequent testing (for anabolic steroids) will be for the account of the student.

6.3. Details of when such tests occur will be kept strictly confidential and only disclosed to those persons who are required to know such details, to ensure that students cannot determine or anticipate when testing will take place or who will be selected for a test.

6.4. Once a student has been notified of selection for a drug test, the student will be accompanied and observed by a member of the testing team from the time of notification until the testing process is complete.

6.5. When the student arrives at the testing area he/she will be informed of the testing process that is about to take place and the consequence of a positive test result, before testing commences.

6.6. The test will be conducted in the presence of a witness of the same gender as the student, and out of sight of any other person.

- 6.7. A test report with a unique reference number will be completed for every test. It will include the full details of the person being tested, details of any medication or supplements which the student claims to have ingested in the last 48 hours, any comments that members of the testing team or the student may wish to record, and the test result.
7. **Procedure to be followed if an illegal drug is found on a student**
- 7.1 Any illegal drug that has been seized (in terms of the School's Search and Seizure Policy) must be clearly and correctly labelled with full particulars, including:
- 7.1.1. the name of the student in whose possession it was found;
 - 7.1.2. the time and date of the search and seizure;
 - 7.1.3. an incident reference number;
 - 7.1.4. the name of the person who searched the student;
 - 7.1.5. the name of the witness or witnesses; and
 - 7.1.6. any other details that may be necessary to identify the item and the incident.
- 7.2. Any such seizure will be recorded in the school record book. The illegal drug(s) concerned will be handed over to the police for disposal in terms of section 31 of the Criminal Procedure Act, 1977.
8. **Grounds for reasonable suspicion**
- 8.1. A search or drug test contemplated above will only be conducted after taking into account all relevant factors, including:
- 8.1.1. the best interest of the students in question or of any other student at the school;
 - 8.1.2. the safety and health of the students in question or of any other student at the school;
 - 8.1.3. reasonable evidence of illegal activity; and
 - 8.1.4. all relevant evidence received.
- 8.2. Individual symptoms will not be considered as indicators, but a pattern of indicators (e.g. a decline in academic achievement, a lack of willingness to participate in school activities, change in behaviour, irregular school attendance, etc.) will be investigated. Marked changes in physical appearance may be grounds for suspecting the use of performance enhancing drugs such as anabolic steroids.
9. **Disciplinary Action**
- 9.1. If the rehabilitation and counselling route has not been followed, or has been unsuccessful, the School reserves the right to take appropriate disciplinary action.
- 9.2. Save as otherwise provided in this policy, any evidence obtained against the student as a result of a drug test or search, whether in the form of a positive drug test or the confiscation of an illegal substance, will not result in criminal proceedings being instituted against the student.
- 9.3. Each case will be dealt with confidentiality but parents/guardians will be informed and involved.
- 9.4. The School will do its best to create a confidential zone for students to speak up if their information is motivated by a willingness to help both with the addiction and interface with parents.
- 9.5. Selected educators, who will be specifically trained in this area, will undertake the investigations and a professional external organisation will participate in the intervention process.
- 9.6. students who have been found to have transgressed will be referred to an identified organisation for assessment and treatment.
- 9.7. Parents/guardians will be held responsible for any expenses incurred.
- 9.8. If it is established that a student is engaged in the use of illegal drugs, the student will be required to submit to a rehabilitation programme which will include:
- 9.8.1. The treatment option as determined by all parties.
 - 9.8.2. Urine testing or other non-invasive testing can take place on an ad hoc basis. The control of such testing is the School's responsibility.
 - 9.8.3. An expectation that the student will improve with respect to behaviour, academic achievement and school attendance.
 - 9.8.4. The authorisation and support by the parents/guardians of the treatment.
 - 9.8.5. That the designated institution undertaking rehabilitation and treatment will supply the School with progress reports addressed to a designated, trained person. Such report is furnished with the student's written consent.
 - 9.8.6. If necessary, the rehabilitation programme can be adapted after negotiation with the relevant parties.

9.8.7. The proviso that if the parents/guardians and/or student take it upon themselves to stop treatment, the School will consider the rehabilitation programme suspended and the School reserves its right to implement disciplinary procedures, in terms of the School Code of Conduct.

Search and Seizure Policy

1. DEFINITIONS

For the purposes of this policy:

- 1.1 "dangerous object" means:
 - 1.1.1 any explosive material or device;
 - 1.1.2 any firearm or gas weapon;
 - 1.1.3 any article, object or instrument that may be employed to cause bodily harm to a person or damage to property, or to render a person temporarily paralysed or unconscious;
 - 1.1.4 any other object similar in nature to the objects listed above.
- 1.2 "illegal drug" means any unlawful substance that has a psychological or physiological effect; or any substance having such effect that is possessed unlawfully (see Addendum D);
- 1.3 "school activity" includes any educational, cultural, recreational, sporting or social activity of the school within or outside the school premises; and
- 1.4 "illegal activity" means the wilful possession of an illegal drug, dangerous object or stolen item.

2. PROHIBITION

No person may:

- 2.1. allow any dangerous object to be brought onto school premises or to a school activity;
- 2.2. carry any dangerous object in school premises or at premises at which a school activity is carried out;
- 2.3. store any dangerous objects in school premises or premises at which a school activity is carried out;
- 2.4. possess illegal drugs in contravention of the Substance Abuse Policy (Addendum D);
- 2.5. possess any stolen item on school premises or at a school activity.

3. SEARCH AND SEIZURE

- 3.1 The Head or school delegate may, at random and without a warrant, search any Student or group of Students, or the property of a students or group of students, for any dangerous object, stolen item or illegal drug (hereafter, collectively referred to as "prohibited good"), if they has a reasonable suspicion that:
 - 3.1.1 a prohibited good may be found on school premises or during a school activity; or
 - 3.1.2 one or more Students on school premises or engaged in a school activity are in possession of a prohibited good.
- 3.2 The Head or school delegate may without a warrant seize any prohibited good found on school premises or during a school activity, or found on any person who is on school premises or engaged in a school activity.
- 3.3 A search may only be conducted after taking into account all relevant factors, including:
 - 3.3.1 the best interest of the students in question or any other student in the school;
 - 3.3.2 the safety and health of the students in question or of any other student at the school;
 - 3.3.3 reasonable evidence of illegal activity; and
 - 3.3.4 all relevant evidence received (which may include rumours, with supporting evidence).
- 3.4 A Student's person and/or personal effects (for example book bag, uniform, sports bag, etc.) may be searched whenever the Head or school delegate has a reasonable suspicion to believe that the Student is in possession of a prohibited good.
- 3.5 Student lockers are the property of the School and remain at all times under the control of the School. Students are, however, expected to assume full responsibility for the security of their lockers. Periodic general inspections of lockers may be conducted by the Head or school delegate for any reason, and at any time, without notice, without Student consent, and without a search warrant.
- 3.6 Students are permitted to park on school premises as a matter of privilege, and not of right. The Head or school delegate may conduct routine patrols of Student parking lots and inspections of the exteriors of students vehicles on school property. The interiors of Student vehicles may be inspected whenever the Head or their delegate has reasonable suspicion to believe that a prohibited good is contained inside such a vehicle. Such patrols and inspections may be conducted without notice, without Student consent, and without a search warrant.

4. THE PROCEDURE FOR CONDUCTING A SEARCH

- 4.1 All searches contemplated in this policy will be conducted in a manner that is reasonable and proportional to the suspected illegal activity.
- 4.2 Where a search entails a body search of a Student (see 5.1 below), such search may only be conducted by the Head, if they is the same gender as the Student, or by the Head's delegate, who must be the same gender as the Student. A second staff member of the same gender must be present as witness.
- 4.3 The types of searches that may be conducted by the Head or their delegate are set out below.

5. THE PROCEDURE TO BE FOLLOWED IN A BODY SEARCH OF A PUPIL

- 5.1 A body search includes a visual search and a "pat down" body search.
- 5.2 A body search will be conducted in a private area and not in view of another student.
- 5.3 The Student will be requested to place loose items from pockets and clothing on a table or desk for inspection. To facilitate the pat-down search, the Student must remove all articles from their pockets and remove any secondary outer clothing (e.g. uniform, sweater, head coverings, etc.) worn over the primary clothing.
- 5.4 The person conducting the search will, wherever possible, wear latex gloves and use an open hand to pat down the primary layer of clothing of the Student. Any such search shall be carried out in a manner as is consistent with discovering anything that may have been concealed.

6. THE PROCEDURE TO BE FOLLOWED IN A STRIP SEARCH OF A PUPIL

- 6.1 A strip search involves the removal and search of clothing and a visual examination of the undressed Student, to verify if any prohibited good is being concealed.
- 6.2 A strip search may be conducted if there are reasonable grounds for suspecting that the strip search will reveal evidence that the Student is concealing a prohibited good that could not be obtained by conducting a body search.
- 6.3 Strip searches will not extend to the removal of the Student's underwear, but may extend to the readjustment of the Student's underwear, by the Student.
- 6.4 In any strip search, the Student will not be touched, and the search will not extend to a body cavity of the Student.

7. THE PROCEDURE TO BE FOLLOWED IN CONDUCTING A SEARCH OF A MINOR UNDER THE AGE OF 12 YEARS

- 7.1 Consent will be obtained from the parent or guardian for a body search or a strip search that is required in respect of a minor under the age of 12.
- 7.2 The parent or the guardian of the Student must be present during the search, if practical and if requested by the parent or guardian. If the parent or guardian of a Student is present, they may conduct the search if they wishes.

8. PROCEDURE TO BE FOLLOWED WHEN A PROHIBITED GOOD IS FOUND ON A PUPIL

- 8.1 Any prohibited goods that are seized will be labelled with full particulars, including:
 - 8.1.1 the name of the Student in whose possession it was found;
 - 8.1.2 the time and date of the search and seizure;
 - 8.1.3 an incident reference number;
 - 8.1.4 the name of the person who searched the Student;
 - 8.1.5 the name of the witness present at the search; and
 - 8.1.6 any other details that may be necessary to identify the item and the incident.
- 8.2 Any seizure of a prohibited good will be recorded on the Student's file and the prohibited good may be handed over to the South African Police Service, save that where a stolen item is recovered and no criminal charge against the Student in whose possession the stolen good was found is contemplated, the stolen item may be returned to its owner.
- 8.3 A Student may be subjected to disciplinary proceedings if a prohibited good is found in their possession.

Prep Uniform and Appearance Policy

The core values that guide our conduct around appearance are those of understatedness, modesty, respect, fairness, and school pride. These values inform the three principles by which we describe Oakhill school appearance:

Principle 1: Functionality

Students' appearance and uniform should be practical and comfortable and not hinder school work.

Principle 2: Presentability

Students' appearance and uniform should be neat, tidy, clean, understated and modest so that they make the school proud but do not draw attention to themselves.

Principle 3: Non-bias

The school's uniform and appearance rules should not stereotype gender or insist on a narrow cultural gender image, but should be guided by our core values.

Shirts	Oakhill navy golf shirt. Sleeves may not be rolled up
Jersey / Fleece	Oakhill jersey, pullover or fleece
Tracksuits	Oakhill tracksuit
Jeans	Standard navy blue jeans, hemmed to size and not rolled up Plain black belt with a simple buckle No light blue, faded, stonewashed, ripped, distressed jeans or 'jeggings' allowed
Shorts / Skirts	Oakhill navy shorts or skorts for girls Oakhill navy shorts
Shoes	Predominantly white takkies with white laces or brown sandals
Socks Caps	Short white socks. No 'secret socks' allowed. Oakhill caps or hats or peaks (not to be worn when indoors)
Beanies & Gloves	Oakhill beanies and navy blue gloves may only be worn during Term 2 and 3 (beanies not to be worn indoors).
Scarves	White Oakhill scarf - may only be worn during Term 2 and 3
Jewellery	Although jewellery is not encouraged, the following jewellery is permitted: One pair of small, plain studs or sleeper earrings (silver or gold only) in the earlobe (one stud or ring per ear lobe); not in any other part of the ear. No other jewellery allowed. Wrist watches are allowed.
Hair	Hair longer than the collar of a shirt must be tied back neatly. Hair may only be tied back with plain white, navy or black hair elastics. Fringe out of the face. No undercuts with patterns allowed. Hair colour must be natural. Hair must be clean and neatly kept.
Nails and Make-up	Nails must be neat, clean and short (not visible when looking at the palm). No nail polish allowed No make-up allowed
Physical Ed.	Navy shorts / sport skirt and white Oakhill T-shirt or house shirts
Swimwear	Oakhill navy speedo costume or jammers for boys Oakhill navy racerback swimming costume for girls White or navy Oakhill swimming cap Outside of the parameters of the swimming pool, no-one is allowed to walk in only swimwear, barefoot or with towels wrapped around the waist. The appropriate Oakhill sports attire (top, bottom, takkies or flip-flops) should be worn over swimwear, outside the demarcated pool area. This applies on our own campus and when participating away (including the Chukka Festival).
Interhouse kit	Navy blue shorts/skorts House shirts
Sport	As prescribed by each code