



Parents Handbook
2026

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Section 1 – School Information

Introduction

Dr Maria Montessori said:

"Education is not something that a teacher does, but.... it is a natural process which develops spontaneously in the human being"



Dr Maria Montessori, an Italian physician, born in 1870 is the founder of what we call the Montessori Method. The approach is a philosophy based on the observations of the needs of the child at every stage of their physiological and psychological development. It is the way in which Montessori understood the needs of the individual child as they progress through their development that makes her philosophy today both a current and beneficial education.

Montessori - Fostering a love of learning

Montessori education, as an aid to life, achieves its goal fully when adhering to a variety of clear well-defined principles. Children finding themselves in such surroundings develop as healthy individuals who are capable of living well with others. They become creative, innovative, sociable people who care for the well-being of the planet and celebrate difference and diversity among and between its peoples. Promoting Montessori values of respect, independence and self-motivation is key to the development of a contributing member of the 21st century society.

Montessori is a lifestyle!

Worldwide the Montessori philosophy has proved to be successful with children backgrounds. Montessori is an attitude, an approach, not just a teaching system or technique. It engenders a great understanding and love for each individual child. It is a method that gives guidance and direction to the natural curiosity and energy of the child. Dr. Montessori believed that parents or guardians are guides and that they must recognise the child's desire to be independent. The Montessori approach to learning is child-centred and is based on mutual respect and co-operation. The educator in a Montessori environment respects each child and the innate creativity of the child is realised in all areas of the curriculum.

Montessori education is about learning to balance responsibility with freedom of choice. It is this freedom which will eventually enable children to develop self-awareness, self-discipline, self-respect and respect for others as well as a feeling of belonging.



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Carnegie House School Vision

Carnegie House – Holistic. Empowerment. Global

Carnegie House School Mission

Carnegie House – Global Citizenship. Interconnectedness

Our Core Values

Quality Education:

We provide excellent, student-centred education for academic rigor and personal growth.

Continuous Advancement:

Committed to continuous improvement through ongoing learning and professional development, ensuring an exceptional educational experience for a rapidly changing world.

Innovation:

Fostering creativity and embracing cutting-edge approaches, empowering students to think critically and thrive in a dynamic world.

Devotion & Thoughtfulness:

Prioritizing holistic development, nurturing academic, social-emotional growth, and personal character in a caring environment.

Resilience & Bravery:

Inspiring courage to face challenges, fostering resilience and a growth mindset to thrive despite adversity.

Creating a Lasting Impact:

Encouraging students to make a meaningful difference through leadership, social responsibility, and a comprehensive education.

The School Pledge

At Carnegie House, we pledge, that when you as a family commit to embrace the Carnegie House philosophy, we will realise and encourage your child's full potential through each phase of development.

The 7 Habits of Highly Effective People (Stephen Covey)

The children are taught to use the 7 habits in their approach to everything at school and throughout their lives as they grow and develop into adolescents.

- | | |
|---------|---|
| Habit 1 | Be proactive: <i>Let's plan ahead and be organised</i> |
| Habit 2 | Begin with the end in mind: <i>Let's set goals and aim to achieve them</i> |
| Habit 3 | Put first things first: <i>Let's do the important things first (Like our work!)</i> |
| Habit 4 | Think win—win: <i>Let's think about the best end-result for everyone</i> |
| Habit 5 | Seek first to understand then be understood: <i>Let's consider other people's feelings and points of view</i> |
| Habit 6 | Synergize: <i>Let's work together as friends, classmates and a school community</i> |
| Habit 7 | Sharpen the saw: <i>Let's rest and have fun!</i> |



Confidentiality

All personal information regarding children, their families and school-related matters will be held in the strictest confidence.

Respect for the Child

This includes a positive, optimistic attitude towards the child, a cooperative spirit, a nurturing of independence, recognition of the child's unique individuality, listening to and observing the child in order to understand the child. We avoid pride, anger, speaking ill of a child, sarcasm, teasing, overreaction to bad behaviour and implied punishment or rewards. Respect for the child includes respect for oneself, others and the environment. Role modelling, mediation and consequences are used as forms of discipline to teach the child to have self-discipline and respect. We greet every child individually in the form of a handshake, elbow bump or touch.

General Class etiquette:

- ✓ The classroom is a working environment. We may choose not to work temporarily but may not disrupt others who are working.
- ✓ We may talk about work but quietly so as not to disturb others.
- ✓ We may walk quietly around the classroom with the purpose of choosing work.
- ✓ We may choose the work we wish to do first, but we must attend demonstrations and lessons when called by our teacher.
- ✓ A teacher's demonstration must not be interrupted. If we need to ask a question, we place our hand on her shoulder and wait patiently until she has finished. We also raise our hand
- ✓ We inform an adult if we are going to leave the class.
- ✓ At all times we strive to be a community of adults and children who respect each other. We greet one another every morning.
- ✓ It is important to be on time for school.
- ✓ We greet staff and parents and visitors. We are proud of our school.
- ✓ We always pick up litter and actively take care to recycle.
- ✓ We treat all people with respect.
- ✓ We complete our work and homework on time and to the best of our ability.

Code of Conduct – children

The School's Code of Conduct for children, as set out below, is based on the rights and the responsibilities of each student.

It is the child's right to:	It is the child's responsibility to:
Be treated with respect	Treat others with respect and show courtesy at all times
Attend school	Attend school daily and be punctual for all classes
Express opinions verbally and in writing	Express opinions in a civil and non-confrontational manner without the use of rudeness or personal attack.
Expect school to be a safe environment	Conform to all rules and regulations, and inform staff of any infringement of rules which may endanger the safety of others



Expect a reasonable degree of privacy regarding bag storage area, bags and personal belongings	Have no prohibited items on person or school property
Expect to receive fair and reasonable consequences for violation of school guidelines, regulations and class Codes of Conduct	Be familiar with all guidelines, regulations and Class Codes of Conduct, and accept fair and reasonable consequences when in violation of those guidelines
Lay complaints, either verbally or in writing, about school-related personal loss, injury, misinterpretation or the fair application of a given school policy related to school or children	Attempt to resolve problems in a courteous manner with the party involved, and if not possible, take the complaint further to a staff member, Principal or school management committee.
Participate in approved school activities off-campus	Recognise that all school guidelines and regulations continue to apply to participants in off-campus activities
Use academic facilities and learn	Attend all classes, complete all assignments, participate in all class-related activities, to the best of their ability
Assemble peacefully	Assemble at appropriate times by arrangement with teaching staff or management, and refrain from participation in activities that would interfere with the operation of the classroom or school.
In accordance with Montessori Philosophy, be free of discrimination and racial, ethnic, religious, personal or sexual harassment from children or staff	Be familiar with the guidelines regarding discrimination and harassment. Ask a member of staff, Principal or member of the School Management Committee if in doubt.
A Montessori Education	Deliver their best and focus when lessons are presented.

Class Code of Conduct

Each class at Carnegie House has a Code of Conduct which is discussed and agreed with the children at the beginning of each year. It is revisited through the year as required and is an important part of developing a sense of responsibility and community within the classroom.

Junior and Senior Primary children are given a 1 week induction period at the start of each year to familiarize them with the expectations for the term. The Senior Primary children will be expected to sign a Code We Go By document at the end of Term 1 whereby they undertake to live by the code at all times.

Parent's Code of Conduct

Our mission at Carnegie House Independent School, is to provide the very best education and care for children, according to the teachings of Dr Maria Montessori and the Cambridge Curriculum. Moreover, we strive to do so in a developmentally specific, effective and sensitive manner and to continuously aid parents in achieving the highest goals for their children. Carnegie House strives to maintain a positive environment for the children, which allows them to learn and grow peacefully and respectfully. Parents are therefore both expected and required to maintain a respectful demeanour as well as a supportive stance, and to participate in the continued education and development of their children.

Parents in the Carnegie House community play an integral part in the education of their children. Carnegie House parents are expected to follow and respect the educational process, and to act in a supportive manner toward staff, children and other parents. Parents are ambassadors for Carnegie House.



General Behaviour

On school grounds parents are expected to treat all children with respect, both verbally and physically.

We expect each parent to treat every staff member with respect. Please make any requests of staff members in a polite manner. Parents are expected to use respectful and appropriate language when dealing with all staff members.

Use a soft voice while inside the classroom. Do not barge into the classroom without an appointment.

Refrain from using inappropriate language. Children constantly listen, observe, evaluate and endeavour to understand events in their immediate surroundings. Please be aware of this when entering into discussions with staff or other parents on school grounds.

Timekeeping and drop-off

Children have boundaries and limits in the classroom. Please refrain from spending an extended amount of time when dropping off or collecting your child. The school grounds are for education and we reserve the school grounds solely for your children's academic and emotional development.

Please show respect for the timetable at school and endeavour at all times to be punctual both in dropping off and collecting your child.

Please help us create a flow of work by dropping and collecting your child by the door and not disturbing children if they are still in class.

Administrative arrangements and parental responsibilities

Communication of changes in contact numbers, medical and personal details are critical to us – allowing us to contact a parent quickly, particularly in an emergency.

Parents are to inform Carnegie House of changes to the child's enrolment profile (in writing) and including changes to days and times of attendance and to give the appropriate notice (at least one month for aftercare) of such changes. Only upon such written notification can monthly accounts and attendance registers be amended accordingly.

Parents are to respond to concerns addressed by the teacher and/or Principal with regard to medical, remedial, therapy and/or anti-social behavioural issues that may arise with regard to the child. This should be done within the agreed time period.

Parents are expected and encouraged to attend evening parent information sessions ('night-school') termly and to sign the Parent Partnership Agreement on an annual basis.

Attendance of, and support for, school events

All families are asked to attend all events organised by the school. These events include (but are not limited to) talks of interest, parent meetings, sports events and community events. If you are unable to attend please mail the school to let us know. It is your responsibility to catch up on information related to school meetings.

Parents who persistently choose not to act in accordance with the Core Values and the Parents Code of Conduct will be asked to attend a meeting with the Principal and, if necessary, at least two members of the SMC, who will act as mediators. Should the issue not be resolved in a satisfactory manner, the parent may be asked to leave the Carnegie House school community.



Our Role in the Community

One of the greatest achievements in life is to leave a legacy that makes a lasting impact on others. Maria Montessori accomplished this through her work in education and her quest for peace. Her work is not finished yet as Montessori schools all over the world are her living legacy.

Carnegie House strives to continue the traditions that she set forth many decades ago. Montessori's philosophy of conduct is built into everything we do, from our programme services to our community service.

The Community: we want to ensure that our connection to the community remains strong and underscores our commitment to our belief in community as we encourage the children to understand and celebrate the diversity and cultural beliefs of the families we serve. We want to make children aware of the needs around them (homes for abandoned pets, companionship for the elderly, etc.).

The Environment: looking after our planet and building a sustainable future is one of our main concerns. We want to help each child become aware that our resources are limited and that we need to develop with a conscience. At Carnegie House we actively recycle and have a recycling programme in place. Children will be responsible to sort and place recycled items in specific bins which will then be taken to a recycling depot.

Our Workplace: creating equal opportunities and a safe environment for the people that work at Carnegie House by being aware that all of us are special and unique.

To achieve these goals, we regularly involve the children and parents in projects, charity and outreach programmes outside the school.

Primary Leadership

Primary leadership at Carnegie House Independent School is intentionally developed through meaningful opportunities for Senior Primary students to serve their school community. Learners may be elected to the Student Representative Council (SRC) or chosen as school leaders, giving them real responsibility and a voice in decision-making. In these roles, they gather feedback, concerns, and suggestions from their peers and present these respectfully to teachers during scheduled leadership meetings. Through experiences like these, students learn collaboration, communication, and responsible leadership.

School Management Committee (SMC)

At the beginning of the year parents will be invited or may volunteer to join the School Management Committee (SMC). This is a very important body in our school as we believe in working in partnership with our parents for the benefit of the children.

We encourage parents to join as this is the perfect opportunity to be involved with the school's activities as well as voicing any feedback, suggestions, comments or concerns.

The SMC assists and supports in different areas of the school such as marketing and event-co-ordination, as well as representing the parent body. Some policies and other important school documentation are discussed during the SMC meetings once a term.

Special Days and Events

On the Carnegie House calendar, we have created events for the children because they expressed a desire for these. These include:

- Term 1 - a Science Fair - all Junior and Senior primary children participate in this in either groups or individually. It is compulsory and forms part of their assessment tasks. A Market day



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is held at the end of Term 1 and 3. Term 1 for Junior Primary children and Term 3 for Senior Primary children.

- Term 2 – Spelling Bee and a Short Film Festival. All children participate in the Spelling Bee. The Senior Primary children all participate in the Short Film Festival and their short films are shared with the rest of the school. This forms part of their assessment tasks.
- Term 3 - A Creative Arts week - during this week children voluntarily showcase their creative talents and it includes drama, dance, art etc. Market day for Senior Primary.
- Term 4 – School Concert.

These events may be moved around between terms.

We also participate in the Paarl Valley Eisteddfod (Art, English and Afrikaans), the Conquesta Olympiads Grades 1 - 7 (these are bench-mark assessment tools for Maths, Languages and General Knowledge). These take place during the 2nd and 3rd terms.

The Grade 7 learners embark on a Leadership Programme annually accumulating in 'The Journey' - a hike organised by the school and teachers.

We have an end of year Assembly and Celebration where the children all receive certificates and the Grade 7 children give their graduation speeches. This is an event not to be missed.

For our parents we host Parent Night School once a term where we discuss matters of interest such as school readiness, anxiety in children, study methods etc.

The tuckshop is available during the week or on specific days and is run by the school. From time to time special meals are prepared which the parents can pre-order.

At the start of a year we have a General Parent Meeting for all parents - please see your Term calendar for dates. At the end of the year we have an Orientation meeting for new parents of the following year.

We have a monthly and termly newsletter called 'Insight' and the children are encouraged to contribute articles and photos towards this. Parents who would like to advertise in this newspaper are welcome to send their advertisements to the school office. Cost involved is R50 per advert.

We celebrate certain "special" days during the year and bring the children's attention to these days through specially adapted activities. These include Leap Frog Day, World Wildlife Day, Earth Day, Dr Seuss Day, Mandela Day etc.

Movie nights are held during the course of the year for the whole school, where the teachers take care of the children so the parents can have a night out. This takes place on a Friday at the school from 6 pm - 9pm.

During the year we will be holding events to bring families together. We will be inviting parents to help us with organisation and preparations as well as joining us with friends and families in such special events. This is the perfect opportunity to get to know the children, parents, teachers, staff and other members of our community.

Section 2 – Communication and Administration

Every month we send out a brief newsletter via whatsapp called "Classroom Connect" where important information and reminders of calendar items are shared. Please ensure that you read this to keep abreast of happenings at school.

Each class has its own Whatsapp group for the classroom teachers to share important classroom information as well as photos.



Termly we distribute a newsletter called the Insight newsletter where we share and celebrate the many events and activities that happen in the classrooms, school and wider community.

General Communication

Please make appointments to see staff members at times convenient to the staff. Meetings must be made through the office. Please understand that all staff members have families and things to do outside their working hours. We would ask that as far as possible, you do not engage in conversations during class hours as they are very disruptive to the children's routine and also not over week-ends. If an appointment cannot be kept, please inform the staff member or office in advance.

Parents are responsible for reading the emails, newsletters and any form of communication from the school.

Children receive their weekly work/homework on a Monday – please check and sign the book weekly as this is a way of communicating important matters over and above the week's homework.

Class/parent/child communication

All children have a school communication diary/book/folder (class dependent). The primary children are encouraged to use, read and write in their diaries on Mondays, but also on a daily basis as using a diary promotes the development of planning and organisation skills. Parents are asked to assist their children with the management of their diary by encouraging them to take care of it and check it every day. Important notices are also pasted into the diary.

Parent/Teacher communication

Parents are encouraged to communicate with their class teachers on a regular basis. Verbal communication to pass on information about your child should be done in the morning before 8am. Should you require longer than 5 minutes to talk to the teacher please make an appointment after school.

Please e-mail your class teacher if you have any questions or wish to discuss matters that have occurred at school. This ensures that issues and concerns are properly documented and dealt with in the correct procedural manner.

Broadcast whatsapp messages will be used by teachers to share important class information.

If a parent needs to inform the school if there is child is late or any other administrative matters, the school's Whatsapp number should be used. Teachers will not respond to parents' messages on their personal cell phone numbers. Teachers receive a tremendous amount of unnecessary WhatsApp messages, which often disrupt their working hours and the intended use of this communication tool.

Scheduled Parent-Teacher meetings take place at least twice a year. Parents are expected to attend the Parent-Teacher meetings as they provide an opportunity to understand how their child is developing and progressing. They also provide parents with an opportunity to better understand the Montessori classroom and the Cambridge Curriculum. If a teacher specifically requests that a parent attend the parent-teacher meetings, parents are expected to attend as there are important matters to discuss regarding your child's



development.

All communication will be recorded on a contact form. The contact form provides a record of the discussion and actions to address any issues. A copy of the contact form is kept in the class file and a copy is placed in the child's file in the office.

Reports – Written

Reports are compiled at the end of the 2nd and 4th terms for all children. Please sign the report and send it back to school. The end-of-year report must be kept by the child.

Our Partnership Agreement

Carnegie House Independent School believes in a partnership approach to the children's education. Parents and the school must work together to encourage each child to reach their own potential. To demonstrate this commitment, we expect parents to enter into an annual partnership agreement with the school.

Please read, fill out and send the hard copy back to school. This indicates that you have read the pledge and where you have indicated how you will get involved at the school. We need your commitment.

Queries and grievances

Any general or academic queries can be dealt with by the class teacher. Please make an appointment to speak to them. They will be very happy to help you. If your query is not dealt with to your satisfaction please contact the Principal.

Any grievances should be submitted to the school's Principal in writing, who will respond, investigate and give feedback and/or schedule a meeting if necessary.

Meeting with the School Principal

Should a parent or teacher feel that a situation has not been appropriately attended to after meeting with the class teacher, the concerned party should request a meeting with the school's Principal. Such meetings can be scheduled either early morning (before 08h00) or after school. The SMC can potentially be brought in as a neutral body.

Section 3 – Class Information

Equipment, belongings and stationery

If you find school equipment in your child's bag, please see that they return it to the school. Our equipment is very expensive and difficult to replace, and often one tiny missing part destroys the purpose of the material completely.

If you find another child's belongings in your child's bag please return it to the class teacher. Children are encouraged to take care of their belongings. No 'lost property' box is kept.

Children are issued with a list of items needed for the next year at the beginning of the fourth term. Please ensure your child has sufficient items of stationery during the year and that all reading, literature and other text/books required are available at the beginning of the year.

Civvies and Charity Days

Throughout the term we have occasional civvies and dress up days. These days will be communicated to you in advance. The school supports a number of charities and we often



have drives to collect money for the identified charities. Please do support these as it is important that the children learn to give to others less fortunate.

Tuck Shop and Market Day

The Tuck shop is open during the week on specified days and is run by the school. Children should bring up to R15 in the Primary to spend at the tuck shop.

At the end of the 1st, 2nd and 3rd terms, the Primary and High School hosts a Market Day. The children are encouraged to plan and make food goodies, jewellery, sell plants, host games or any other idea that will sell their goods or services. Parents are encouraged to help their children keep a list of their expenses and help them set the prices in order to make a profit. Children are required to pay R20 to the school for "rent".

Co-curricula and Extramural activities

A rich education which includes a range of activities which the children are exposed to is beneficial to all the children.

In the Primary school the children are exposed to art, physical education, social skills, STEAM and technology. The Senior Primary children are exposed to AI literacy which develops 21st Century skills with an understanding of how computer technology and AI works. These co-curricula activities are included once a week in the school day for all children from Grade R to Grade 7. We believe it is a perfect complement to our approach to learning and child development.

During the year, we aim to invite experts to give workshops to the children on different topics such as social media, bullying, emotional and self-confidence, leadership skills and other topics that will enhance and develop the children's skills.

Sports Philosophy

At Carnegie House we view physical exercise and development as an essential tool towards the development of the whole child, and an aid to the academic and social growth of the child. As Maria Montessori stated, "Watching a child makes it obvious that the development of his mind comes through his movements."

Our objective is about PARTICIPATION. Not all children like specific sports but what children do like are games. Games encourage implicit learning and skill development without too much coaching. This means that while the children are learning all the different skills required to do the different sports, they are also having a lot of fun playing different games. The children are exposed to five different types of games which develop all the necessary skills for any sport: invasion, contest, net/wall, batting and striking and target games.

Birthdays

Birthdays are important milestones in a child's life. To celebrate the special day we do ask parents to provide a birthday cake or small baked treats like popcorn and muffins to share amongst the class. Please do not send party packs. We encourage healthy treats as far as possible.

We ask that parents consider donating a book to the school on your child's birthday. Please write a special message in the book so your child can leave the book as a memory to the new generations of Carnegie House children. The book will be introduced and read on your child's birthday.

The school's birthday is celebrated in October. We also celebrate with a "Birthday Ring" and also exchange Doughnuts for Books.



Visitors to Classes

Parents are asked to please respect both the teachers and children's class time. If parents need to give their child a message or deliver something to them during the school day please drop it at the school office so as not to disturb the classes. Parents who wish to observe or visit classrooms in progress should have the consent of both the child and the teacher. Visitors to the school should report to the office. Visitors wanting to observe a class will need to respect the Observation procedures. Regular observation days may take place from the second term onwards

School calendar

Parents receive a term calendar at the end of the term for the following term and we ask that you place your calendar where it can clearly be accessed. On the annual calendar are events such as a Science Fair, Creative Arts Week, Short Film Festival, Concert, Market Days and Parent-Teacher Meetings. We also offer parents night school sessions in an effort to keep our parents equipped and informed about the education arena. We also run a Leadership programme for grade 7 learners.

Section 4 – Policies and Procedures

Please take time to read through the policies that govern our school. While our teaching philosophy strives to create independence and self-discipline within each child, these policies are in place to ensure the smooth running of the school and to create an environment that has boundaries in which the whole school community can feel safe to move in.

Admissions Policy

The provisions of this admission policy are subject to applicants meeting the requirements of the Constitution of the Republic of South Africa and all applicable legislation, including the stipulations of the South African Schools Act 84 of 1996, and the Western Province school education law.

No pupil will be refused admission to this school on the grounds of race or religious belief. Where selection becomes necessary because the number of applicants exceeds the number of available places, selection shall be based on the following criteria:

Preference will be given to siblings and children already enrolled at Carnegie House Pre-School.

Language policy

The Language of Instruction is English.

The first Additional Language is Afrikaans. Other languages taught in the school reflect the learner-communities' home languages, and the policy may be adapted where necessary. The Montessori approach to teaching and learning additional languages is an experiential one, giving the children the knowledge and structures that a mother-tongue speaker would find relevant.

Uniform Policy

All children from Grade R up are required to wear the full school uniform five (5) days a week, unless otherwise specified for civvies days or special events. The school uniform promotes unity, school pride and a sense of belonging.

Girls' Winter Uniform

- Grey or navy long-sleeve top (worn underneath the golfer T-shirt, not on its own)



- Grey/navy/pink school golfer T-shirt (worn over long sleeve)
- Grey/navy/pink school hoodie
- Navy puffer jacket (with or without sleeves)
- Navy school scarf (optional)
- Navy/grey/pink school beanie (optional)
- Navy or light grey tights/tracksuit pants
- Takkies/sneakers with white socks

Boys' Winter Uniform

- Grey or navy long-sleeve top (worn underneath the golfer T-shirt, not on its own)
- Grey/navy/pink school golfer T-shirt (worn over long sleeve)
- Grey/navy/pink school hoodie
- Navy puffer jacket (with or without sleeves)
- Navy school scarf (optional)
- Navy/grey/pink school beanie (optional)
- Navy or light grey tights/tracksuit pants
- Takkies/sneakers with white socks

Girls' Summer Uniform

- Grey/navy/pink school golfer T-shirt
- Navy shorts or navy skirt
- Navy or light grey tights (short/long) should be worn under the skirt
- Takkies with white socks or plain flip-flops (plain navy/pink/grey only)
- Pink/navy/grey school cap

Boys' Summer Uniform

- Grey/navy/pink school golfer T-shirt
- Navy shorts
- Takkies with white socks or plain flip-flops (plain navy/pink/grey only)
- Pink/navy/grey school cap

Appearance Expectations

- Learners must be clean, neat and presentable at all times.
- Hair must be tied up and kept away from the face (boys and girls).
- No make-up or coloured nail polish (Cutex), gel or acrylic nails are allowed. No nail extensions are allowed.
- Only small stud earrings or small ring earrings may be worn (school earrings are recommended).
- No other jewellery or accessories are permitted unless for cultural or religious reasons (with written request).

Exceptions

If your child's uniform is temporarily unavailable they must wear clothing in the school colours: navy and light grey.

This ensures a consistent appearance.

Please ensure you have sufficient school uniform in winter when drying of uniform after washing takes time.

Uniform Orders

- Uniform orders are done once per term.
- Please ensure all items are clearly labelled with your child's name to avoid loss or mix-ups.



- The school will not be held responsible for unlabelled lost items.

School bags must be of a neutral colour with no cartoon characters. They should also not contain wheels as these make them heavy and bulky for the bag hooks and shelves.

Please note that school uniform must be paid for when ordered. The school has card facilities, but parents can also pay cash. If you chose to do an eft, the uniform will be given to the child once payment confirmation has been received.

Sun Protection Policy

Sun block is to be applied at home before school during the summer months. All children are required to bring the following to school: a labelled school sun hat, sunscreen and a bottle of water to be used during outside time.

General Neatness, Cleanliness and Hygiene Policy

Carnegie House children are to always strive towards neatness, cleanliness and ensure good personal hygiene whilst at school. Neat and tidy clothes and shoes as well as neat and clean hair is expected whilst at school. Personal hygiene is of utmost importance for a healthy body and particularly as the children enter puberty.

Healthy Food Policy

Carnegie House School has a healthy food policy through which we encourage children to begin a lifelong habit of making informed choices about the food they eat. We ask that parents support our healthy food initiative by providing their children with only wholesome foods in their lunch boxes. Children have time for a snack in the morning and then sit together for lunch. Please ensure you send enough food for your child. Appendix 1 provides some ideas for healthy lunchboxes.

All sweets and foods high in sugar will be confiscated and returned to the child at the end of the day to take home. Please liaise with your child's teacher regarding birthday and other celebrations. They can advise you regarding appropriate refreshments for such occasions.

Discipline Policy and Procedures

The first step to achieving harmony in the classroom is the modelling of appropriate behaviour by the adult. We will take care to say "Please" and "Thank You" and not to interrupt children's conversations. The liberty of the child should have as its limit, the collective interest. By focusing on the positive, the very best nature of a child is nurtured. Grace and Courtesy lessons allow the children the space to practice positive interaction with the little ones, for example: how to say "excuse me", how to say "no" with grace, and many other helpful life skills. A child who is focused on their work will become absorbed in their activities. Any anti-social behaviour is redirected in a positive direction as far as possible and if needed, a consequence to the anti-social behaviour is given. Parents will be notified of repeated incidents of anti-social behaviour. If necessary, an action plan will be discussed and implemented.

No tolerance will be given to any form of bullying.

In the Primary school, children must adhere to the General Classroom Code of Conduct. In the Junior Primary classes a daily 'robot-system' is followed. When a situation arises where a child does not adhere to the agreed class code of conduct, the teacher will ask the child to move their name from green to orange and if the situation is not resolved and/or another transgression takes place the child is asked to move their name from orange to red. If a child is on the "red" robot, a consequence is given which is linked to the transgression. Certain serious transgressions constitute an immediate move from green to red. Examples of this would



be hitting, punching, spitting, biting, destruction of property. The "robot" is reset on a weekly basis and children always begin the week on green.

In the Senior Primary and High School the children must adhere to the code of conduct. If misconduct occurs, the children are given a misconduct ticket which has a corresponding consequence. Parents are informed of misconduct and the consequence.

Policy on Anti-Bullying

The following terms are defined in each class and are used as a guide to behaviour and to determine whether behaviour is actually bullying.

- When someone does or says something unintentionally hurtful and they say it once that's **RUDE**
- When someone says or does something intentionally hurtful and they do it once, that's **MEAN**
- When someone says or does something intentionally hurtful and they keep doing it even when you tell them to stop or show them that you are upset – that's **BULLYING**

Children are made aware of their rights and responsibilities and will be empowered through assertiveness training to expose bullies.

All children have basic rights:

- To an education
- To feel safe in the school environment
- To human dignity
- To be respected by other learners and educators
- To be valued as individuals

All learners have basic responsibilities:

- To respect the rights of others
- To allow uninterrupted learning to take place

Types of bullying

"Bullying involves an initial desire to hurt and this desire is expressed in action; someone is hurt; the action is directed by a more powerful person or group; it is without justification; it is typically repeated; and it is done with evident enjoyment". – Ken Rigby (1998).

Physical:

Inflicting physical pain of any form. Taking, using or damaging any article belonging to another without permission.

Making/forcing another to do something against his/her will.

Any other physical action which may diminish the dignity of another.

Verbal and written (including over whatsapp)

Diminishing the dignity of another using verbal attacks which include: threats, teasing, mockery, racial slurs and hate-speech, foul language and name-calling.

Writing hurtful, damaging things about another.

Emotional

Intimidation, rumour-mongering, ostracising, manipulation and domination. Any other action which psychologically diminishes the dignity of another.



Cyber bullying:

Cyberbullying may be defined as 'the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature. It can take a number of different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), sexting (e.g. sending and receiving sexually explicit messages, primarily between mobile phones) vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and 'trolling' (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

If cyberbullying is reported at school, an investigation will take place and the school will follow the same procedure to protect the children from this kind of bullying.

Procedures on dealing with bullying

Procedures may differ according to ages or phases within the school.

1. Bullying behaviour needs to be identified and addressed pro-actively.
2. If a bullying incident is reported, all parties and witnesses will be interviewed and all incidents or allegations of bullying will be fully investigated and documented.
3. Parents will be contacted if the teacher feels it is necessary.
4. An internal support process for both bullies and victims will be initiated.
5. Observation of bully and victim/s for a period of 2 weeks.
6. If behaviour occurs again, a follow-up report will be issued, a parental interview will be initiated, and behaviour modification will be outlined. Professional counselling, regular report-back and a positive improvement in behaviour will be required if the child is to remain in the school.
7. If the behaviour does not improve, suspension and possible dismissal from the school may occur.

Policy on the Use of Racial Slurs and Discriminatory Language

Carnegie House Independent School is founded on respect, inclusivity, and dignity for all individuals. The school does not tolerate any form of racist, discriminatory, or derogatory language, including the use of the "n-word", "k-word", or any other racial or ethnic slur.

The purpose of this policy is to:

- Promote a safe and respectful learning environment.
- Educate learners on the harm caused by racist and discriminatory language.
- Ensure consistent and fair consequences for any learner who uses such language.

This policy applies to:

- All learners from Primary (Grades 1–7) and High School (Grades 8–12).
- All school settings, including classrooms, playgrounds, sports fields, school transport, school events, and digital/online spaces.

For the purposes of this policy:



- Racial slurs include any spoken, written, or online use of language that insults, humiliates, or demeans another person or group on the basis of race, ethnicity, or culture.
- This specifically includes the “n-word” and “k-word”, which have deep historical and emotional harm in the South African context.

Even when used as a “joke,” in song lyrics, or repeated after others, such words are not acceptable in any school context.

The school recognises that such words are rooted in racial hatred and oppression and cause real harm, whether or not the speaker intended it. We believe in education, empathy, and accountability - helping learners understand why these words are unacceptable, while ensuring that all members of our school community feel safe and respected.

Consequences

Primary School Learners (Grades 1–7)

Younger learners may not always understand the historical or social impact of their words. The school's response will focus on education and restorative action, with disciplinary support where necessary.

Consequences may include:

- Immediate intervention by the teacher and discussion about why the language is unacceptable.
- Reflective activity or written apology to affected individuals or groups.
- Parent notification and meeting with the Principal.
- Diversity and respect lesson or counselling session.
- Repeated or deliberate use may result in a formal disciplinary meeting with possible suspension or expulsion.

High School Learners (Grades 8–12)

Older learners are expected to fully understand the seriousness of racist language and are held to a higher standard of accountability.

Consequences may include:

- Immediate referral to the Principal and formal disciplinary report.
- Zero tolerance response: verbal or written use of the “n” or “k” word will result in:
 - A minimum suspension of 3 school days.
 - A parent meeting and written apology or restorative dialogue (if appropriate).
 - A final written warning for first serious offence.
- Repeated or aggravated offences (such as use on social media, directed hate speech, or refusal to accept responsibility) may result in longer suspension or recommendation for expulsion in accordance with the school's Code of Conduct and the Promotion of Equality and Prevention of Unfair Discrimination Act (2000).

Where possible and appropriate, the school will use restorative conversations and guided reflection to:

- Help the offending learner understand the impact of their words.
- Support the person or group affected.
- Reinforce empathy, responsibility, and reconciliation.

Restorative steps do not replace disciplinary action but complement it by promoting long-term understanding and change.



The school will integrate lessons on respect, diversity, and anti-discrimination into Social Skills or Wellbeing. Staff will model respectful behaviour and intervene immediately when discriminatory language is heard. Parents will be encouraged to reinforce discussions about respect and empathy at home.

Policy on Cell Phones and other Personal Technology Devices

Cell phones are an increasing challenge for teaching and learning. They cause a distraction for the children and the teachers and the children do not have the maturity and self-discipline to use them appropriately. Social media including tik-tok, Instagram and other social media sites are geared to keeping the children fixated on their screens. Youtube is another site that children fixate on. Addiction issues are of serious concern and children are becoming increasingly glued to their screens at all times of the day.

No cell phones are allowed to be used during the school day at school. Research can be done in the computer lab. Phones are to be handed in at the beginning of the school day and will be kept for safe-keeping by the teachers. A log book of phones taken in and handed back will be kept by the class teachers to ensure that the correct phone is taken home.

Phone calls to parents must be made through the office.

If laptops or any personal technology device (such as an ipod or camera) are brought to school to be used by the children for class work, the school does not accept any responsibility for their safekeeping.

In Primary, only an iPod or MP3 player may be used for listening to music whilst working and music will be loaded up by the class teacher. Scientific research has shown that certain types of music have a positive effect on the brain whilst other types of music do not. In all cases, permission must be sought from the teacher to listen to music whilst working. Only appropriate music that does not distract or disturb others may be played. Should the teacher observe that the music is providing a distraction to either the child or others around them in any way, the child will be asked to put the device away. Consequences for not adhering to the Policy will include confiscation of the cell phone or personal technology device and possible banning.

Children found to be in possession of a cell phone or personal technology device during tests or exams face disciplinary procedures.

Personal technology devices are not allowed on outings as they distract the children from the content of the outing.

The Internet and Acceptable Use Policy

The Internet and Acceptable Use policy defines the meaning of “acceptable use” of the internet at Carnegie House. In summary, internet access use must support academic and/or work-related purposes, e-mails must be related to curriculum and appropriate language must be used at all times. The policy also states that the Carnegie House network is not a private network and then details what is not acceptable and forbidden. The policy provides guidelines for children which are provided as support and guidance to ensure acceptable use of the internet. The full policy is available from the office.

In addition, no social media (including but not limited to Whatsapp, Snapchat, Pinterest, Instagram, Facebook, Twitter, Tik Tok) is allowed at school. Students who are using social media will have their device removed and kept until the end of the day. If a student is caught more than twice parents will be informed.

All parents are required to download and install Google Family on the child's devices:

Google Family Help your family create healthy digital habits



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Whether your children are younger or in their teens, the Family Link app lets you set digital ground rules to help guide them as they learn, play, and explore online.

Guide them to good content

View their activity: Not all screen time is the same. Help your child make healthy decisions about what they do on their device, with activity reports showing how much time they're spending on their favourite apps.

Manage their apps: Handy notifications let you approve or block apps your child wants to download from the Google Play Store. You can also manage in-app purchases, and hide specific apps on their device.

Feed their curiosity: It can be hard to figure out what apps are right for your child, so Family Link shows you teacher-recommended apps that you can add directly to their device.

Keep an eye on screen time

Set limits: It's up to you to decide the right amount of screen time for your child. Family Link lets you set time limits and a bedtime for their device, so you can help them find a good balance.

Lock their device: Whether it's time to go play outside, have dinner, or just spend time together, you can remotely lock a device whenever it's time to take a break.

See where they are: It's helpful to be able to find your child when they're on the go. You can use Family Link to help locate them as long as they're carrying their device.

How to set up Google Family Link: [Youtube Link](#)

DRAFT AI Policy

PART A

Executive Summary

This policy document establishes comprehensive guidelines for the responsible integration of Artificial Intelligence (AI) in our school, aligning with Cambridge International standards, South African educational policies, and international best practices. Our approach prioritizes student safety, academic integrity, and educational enhancement while preparing learners for an AI-integrated future.

Key Objectives:

- Ensure safe and ethical AI use across all educational activities
- Maintain academic integrity while embracing technological innovation
- Develop critical AI literacy among students and staff
- Create equitable access to AI tools and education
- Align with national and international educational standards

Policy Context and Alignment

Cambridge International Approach

Cambridge International emphasizes a "people first" approach to AI, working collaboratively with teachers to find practical applications while maintaining educational quality. They focus on augmenting rather than replacing human expertise in education.



South African National AI Policy

South Africa's National AI Policy Framework aims to foster a robust AI ecosystem through coordinated research, talent cultivation, and infrastructure enhancement, ensuring AI acts as a catalyst for digital inclusion benefiting all South Africans.

South African Universities' Approaches

Major universities including UCT, Wits, Stellenbosch, and UP have developed comprehensive AI guidelines focusing on academic integrity, process-oriented assessment, and responsible AI use. UCT notably discontinued unreliable AI detection tools in favour of AI-resilient assessment strategies.

UNESCO Guidelines (UNESCO – United Nations Educational, Scientific and Cultural Organization)

UNESCO's guidance emphasizes a human-centred approach to AI in education, focusing on inclusion, equity, and ensuring AI doesn't widen technological divides while supporting the achievement of SDG 4 (Social Development Goal nr. 4 - Quality Education).

Core Principles

1. People First

- AI tools supplement, not replace, human teaching and learning
- Maintain the irreplaceable value of human interaction in education
- Prioritize student wellbeing and teacher empowerment

2. Learning Focused

- **Learning about AI:** Develop understanding of AI capabilities and limitations
- **Learning with AI:** Use AI as a tool to enhance educational outcomes
- **Learning for AI:** Prepare students for an AI-integrated future workforce

3. Ethical and Responsible Use

- Transparency in AI use and decision-making
- Protection of privacy and data security
- Prevention of bias and discrimination
- Promotion of digital citizenship

4. Equity and Inclusion

- Ensure equitable access to AI tools and education
- Address digital divides within the school community
- Support diverse learning needs and styles

PART B

AI Use Policy for Students

Permitted Uses of AI

1. Research and Exploration

- Initial topic research and brainstorming



- Understanding complex concepts through AI explanations
- Generating study materials and practice questions
- Language translation support for non-language subjects (with acknowledgment)

2. Learning Enhancement

- Grammar and spelling checking in non-language subjects
- Feedback on draft work (before final submission)
- Creating study schedules and organization tools
- Generating practice problems for self-study

3. Creative Collaboration

- Brainstorming creative ideas
- Exploring different perspectives on topics
- Enhancing (not replacing) creative projects
- Learning coding and programming concepts

Prohibited Uses of AI

1. Academic Dishonesty

- Submitting AI-generated work as original
- Using AI during tests or examinations
- Copying AI responses without citation/references
- Circumventing assessment objectives

2. Inappropriate Content

- Generating harmful, offensive, or discriminatory content
- Creating deepfakes or misleading media
- Impersonating others using AI

Authentication of Student Work

Teachers may require in-class writing samples; oral explanations; student AI tool's history of prompts/results; etc. If a learner cannot explain significant elements of their submission, the work may be rejected, and resubmission or disciplinary steps may follow.

Data Protection & Safety

- Do not upload personal data (your own or others') or copyrighted work to public AI tools.
- Use only tools approved by the school.
- Report harmful or biased outputs to your teacher.

Sanctions

Misuse of AI is treated as an academic integrity breach. Sanctions escalate from resubmission to zero marks, parental notification, and referral under the school's disciplinary code and rules.

Declaration Requirements

Students must declare AI use in all assessed work using the following format:



AI Use Declaration Form

Student's Name	
Subject	
Grade	
AI Tool Used (specify which AI tool and the version you used)	
Purpose (How did you use AI?)	
Extent (Indicate the percentage of work influences by AI OR identify which parts of the assessment were influenced by AI)	
Verification (How did you check that the AI information is correct?)	
Student signature	
Date	

AI Declaration:

"I _____ (student name and surname) used the above tool(s) to for the above purpose(s) and I used the following prompts:

I reviewed and edited the work and take full responsibility for the final work."

_____ (student signature)

_____ (date)



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PART C

Teacher Guidance & Classroom Practices

What teachers can safely allow

- **Study support:** concept checks, glossaries, practice questions.
- **Accessibility:** alternative reading levels, summaries for struggling learners.
- **Metacognition:** ask students to critique AI outputs, identify hallucinations, and improve them with sources.

What to avoid

- Over-reliance that replaces thinking or the drafting process.
- Uploading identifiable learner data to third-party tools.

Assessment design shifts (AI-resilient)

- Include at least one secure/authenticated component per unit: oral defences, practical work, in-class writing, or supervised tasks.
- Use source-based questions requiring evaluation, not mere recall.

Coursework controls

- Share permitted/forbidden AI uses per assignment.
- Require AI Use Statements and keep authentication evidence (drafts, notes, oral check records).
- If AI misuse is suspected, follow the school's Disciplinary Code (to be updated).

Safeguarding, Privacy & Legislation (South Africa)

- **POPIA (Act 4 of 2013):** Avoid sending personal information to external AI services. Use school-approved tools with data-processing agreements; minimise data; obtain parental consent where needed.
- **Cybercrimes Act (19 of 2020):** Prohibits unlawful data access/sharing; report incidents.
- **Copyright Act:** Check licences and copyright; require proper citation/references; beware of fabricated references.

Policy on the Searching of Learner Technology

The purpose of this policy is to outline the school's procedure for searching or inspecting a learner's technological device when there is reasonable suspicion that the learner has engaged in illegal conduct or behaviour in contravention of the school's Code of Conduct or policies — for example, the distribution of inappropriate or explicit images, cyberbullying, or possession of prohibited material. The policy aims to balance the learner's right to dignity and privacy with the school's responsibility to maintain a safe, respectful, and lawful environment.

This policy applies to:

- All learners from Primary to High School.
- All technological devices used on school property or for school-related activities, including mobile phones, tablets, laptops, storage drives, and any device capable of storing or transmitting data.



- All forms of suspected misconduct or illegal behaviour occurring on school premises, during school activities, or through school communication platforms.

This policy is guided by:

- The South African Schools Act (Act 84 of 1996) – authorising reasonable searches to maintain discipline and safety.
- The Protection of Personal Information Act (POPIA) – ensuring confidentiality and appropriate handling of personal data.
- The school's Code of Conduct and Child Protection Policy.

The school may act on information from staff, learners, parents, or credible digital evidence where reasonable suspicion exists.

Grounds for a Search

A learner's device may be searched only when there is reasonable and specific suspicion that it contains evidence of:

- The distribution or possession of inappropriate or explicit images or videos.
- Cyberbullying, harassment, or threats against other learners or staff.
- Cheating, plagiarism, or academic dishonesty using digital means.
- Illegal activity, including accessing, storing, or sharing prohibited material.
- Violation of school policies regarding digital conduct or technology use.

Only the Principal (or a delegated member of the Internal Management Team) may authorise and conduct a search. Searches must be based on reasonable suspicion, not random or discriminatory selection. At least one other staff member (preferably of the same gender as the learner) must be present during the search.

The search must be carried out respectfully, privately, and discreetly.

The learner must be informed of the reason for the search and given the opportunity to voluntarily unlock or display relevant content.

Staff may inspect only specific files, folders, or applications relevant to the concern — not the entire device.

The learner may not be physically searched by staff.

If inappropriate or illegal material is found, it must be recorded and reported immediately to the Principal.

The material must not be copied, shared, or shown to others except where required by law enforcement or child protection authorities.

Devices may be temporarily confiscated for safekeeping while investigations proceed.

The learner's parents or guardians must be informed as soon as possible after a search has taken place.

In serious cases (e.g., explicit images, criminal behaviour), parents will be requested to attend a formal meeting with the Principal.

If the matter involves potentially illegal content (e.g., child pornography or exploitation), the school will report it to the South African Police Service (SAPS) in accordance with the Children's Act (No. 38 of 2005).

Consequences



If the search reveals evidence of misconduct:

- Disciplinary action will be taken in line with the school's Code of Conduct.
- Serious or repeated offences may result in suspension or expulsion.
- Criminal or harmful material will be reported to the appropriate authorities.

All information obtained during a search will be treated as confidential and shared only with individuals directly involved in the disciplinary or legal process. Staff members are prohibited from discussing or disclosing details of the incident to unauthorised persons.

Education and Prevention

- The school will include digital citizenship and online safety education in its Social Skills and Wellbeing programmes.
- Learners will be taught about ethical technology use, privacy, and the legal consequences of sharing or possessing inappropriate content.

Policy on Cheating

Carnegie House Independent School is committed to upholding honesty, fairness, and integrity in all areas of academic work. This policy outlines the school's expectations regarding cheating, plagiarism, and dishonesty in tests, assignments, and examinations. Integrity is one of our core values and is essential to developing responsible, trustworthy learners who take pride in their own achievements.

Definition of Cheating

Cheating is any act that gives a learner an unfair advantage or misrepresents another person's work as their own. Examples include (but are not limited to):

- Copying from another learner during a test or exam.
- Using unauthorised notes, devices, or materials.
- Allowing another learner to copy one's work.
- Submitting work done by someone else (including AI tools, parents, or tutors).
- Plagiarising content from the internet or printed sources without acknowledgement.
- Sharing or discussing test questions before others have written them.

School Expectations

- All learners must complete assessments honestly and independently unless collaboration is specifically permitted.
- Teachers will clearly explain which assessments are individual and which may be done in pairs or groups.
- Parents and guardians are asked to support the school's commitment to integrity by ensuring that homework and projects reflect the learner's own effort.

Consequences

Consequences are designed to be educational rather than punitive, but deliberate dishonesty will be taken seriously. Responses are guided by the learner's age, intent, and the seriousness of the incident.

Primary School (Grades 1–7)



Cheating incidents are treated as learning opportunities to build understanding of honesty and responsibility.

Possible consequences may include:

- A discussion with the learner to help them understand why the behaviour is wrong.
- Re-doing the task or test honestly, for partial credit.
- Notification of parents and documentation on the learner's record.
- A reflective writing task or apology to the teacher/class.
- Repeated or deliberate cheating may result in loss of privileges or a formal disciplinary meeting with possible consequences of suspension or expulsion..

High School (Grades 8–12)

Older learners are held to a higher standard of accountability.

Consequences may include:

- Immediate score of **zero** for the test, exam, or assignment involved.
- A written report submitted to the Principal and recorded in the learner's disciplinary file.
- Parent notification and disciplinary meeting with the Principal.
- For major incidents (e.g., cheating in formal examinations or repeated offences):
 - Suspension from school for a fixed period.
 - Expulsion from school.
 - Loss of academic awards or leadership positions.
 - In serious cases (such as exam misconduct reported to the examination board), disqualification of the paper or subject in accordance with IEB/Cambridge regulations.

The school will:

- Teach learners about academic honesty, referencing, and plagiarism at each phase level.
- Encourage a classroom culture that values effort, integrity, and self-improvement.
- Use secure assessment procedures during tests and exams to prevent opportunities for dishonesty.

Policy on Accidental damage

When an item belonging to the school, member of staff or another student is damaged or broken by a student through an action on their behalf either by accident or intentional, the student's parents/guardians will be informed. Parents/guardians of the student will be expected to contribute an agreed amount towards the replacement of the item. Quotes for the repair or replacement of the item will be obtained by the school or the member of staff. The item damaged or broken must be repaired or replaced within one month of the item being damaged or broken.



Policy on Absence

In accordance with best teaching and learning practices, if any child is absent for more than 25% of the allotted school days over the year, they may be required to repeat a grade. Regular school attendance is mandatory for effective learning to occur.

Absence from school due to illness

Parents should inform the school by 08h15 in the event that their child will not be at school that day. A letter from the doctor is required if a child is absent for more than two consecutive days.

Absence from Physical Education or any other class/activity

Children must participate in all physical education and sport activities and other activities that take place during the school day. If a child is not well then a letter from the parents must be brought to school for the child to be excused from physical education and sport activities. Should a parent wish a child not to participate in an activity an appointment with the Principal must be made to discuss the issue.

Absence from tests or exams

Children who miss a test or exam because they are ill are to provide a doctor's note on return to school. They will be expected to make the test/exam that was missed.

Sport Policies

Sport Match policy

If your child is ill or has been absent from school during the week of a sports match another child will be given the opportunity to play in that match. Children must be able to come to school and be healthy in order to participate in sports matches.

Sport heat policy

On days when temperatures exceed 35° sport will be moved to a morning slot on the same day if possible.

Policy on Equal Opportunities and Inclusive Practice

Carnegie House Independent School:

- Embraces all religions in the school. As far as possible we will try to celebrate all religious festivities around the world with the children from a cultural point of view as part of our Cosmic Education approach.
- Welcomes children and families from all different cultural, socio-economical and racial backgrounds.
- Endeavours to ensure that our resources and practices include non-sexist materials which value the achievements of women as well as men.
- Is committed to providing a curriculum which avoids unnecessary historical gender divisions. All pupils are encouraged to join all school events and extra murals and other activities should they wish to do so.
- Welcomes pupils with special needs providing that we will be able to cater for their needs (please see Equal Opportunities Policy for further details). We undertake to assess and meet the needs of all our pupils as far as we are able.
- We aim to create a happy, safe and exciting environment in which all pupils can prosper and thrive.



The full policy is available in the office.

Health Policy

It is important to have sufficient information about the medical condition of any child with long-term medical needs (e.g. asthma, diabetes). Please make sure you complete the Medication Consent and Indemnity form for Chronic Medication and give detailed information on the enrolment form if your child needs any long term medication.

Carnegie House needs to know about any particular needs before a child is admitted, or when a child first develops a medical need. For children who attend hospital appointments on a regular basis, special arrangements may also be necessary. It is often helpful to develop a written health care plan for such children, involving the parents and relevant health professionals. This should be included on the child's chronic illness and medication form. It is the parent's responsibility to update the school with regards to any changes in the child's health.

Only chronic medication may be sent to school to be given to the children.

Immunizations

The school requires a copy of each child's "Road to Health" certificate and needs to be notified of any updates. We encourage all parents to have their children vaccinated against COVID 19.

HIV/AIDS policy

Carnegie House understands the importance of the HIV/Aids pandemic and the threat it could hold for the learners and adults in the school. We maintain to take measures to ensure the safety of all. We also uphold the fundamental human rights as detailed in the Constitution of the Republic of South Africa, 1996, no pupil with HIV/AIDS may be unfairly discriminated against either directly or indirectly. We do encourage parents to disclose their child's status in order to best care for the needs of the child. The school commits to maintain a high grade of confidentiality.

Child Protection Policy

Carnegie House has formulated a robust Child Protection Policy with the input of social workers, lawyers and others. The full policy is available to view in the office

Hygiene and General First Aid policy:

All are made aware that hand washing is the most important way of preventing disease in a school setting. Liquid soap, clean water and a disposable towel is to be used. Alternately hand sanitizer.

The staff administer first aid to children with minor injuries or in the event of serious incidents whilst waiting for medical assistance.

All staff receive a list of children with allergies or children with life threatening conditions such as diabetes. Staff must be trained by the parent of such a child as to exactly how to administer specific emergency medication such as an Epipen for diabetics or adrenaline for severely allergic children.

The school has a full regularly updated First Aid kit in the office.

All physical injuries that require first aid treatment are recorded in the Accident/Incident book/form. If the injury is severe, a copy of the Accident Form will be handed to the parent and a copy placed into the child's file.



All incidents of a physical/aggressive nature between children that may need First Aid treatment will be recorded in the Accident/Incident book and if necessary an Accident/Incident Form will be completed, the parent will be informed and a copy placed in the child's file.

Children are encouraged not to share personal items such as water bottles or hats/clothing as this can lead to the spread of disease and infestations of lice.

Policy on access to counselling for students

Carnegie House and Carnegie Hub offers in-house counselling during set hours with a trained counsellor to students on one day per week at both the Wellington and Paarl campuses. This policy has been developed in order to ensure equitable access to the counselling for students. It remains very important that all children have access to the counselling services

Students and staff will have a maximum of 5 sessions with the counsellor during school-based counselling hours. If the student requires further sessions, parents will be contacted to give authorisation for the counsellor to see the child outside of the school counselling hours. The counsellor may give discounted rates to see the student or staff for further sessions.

Identification of students who would like to participate in counselling

1. Students approach the counsellor asking to see him. Counsellor identifies a time to see them during the school-based counselling hours. If no time is available for this, the counsellor will schedule in the next available time to see them.
2. Staff members identify students who will benefit from counselling. In this instance parents are contacted to obtain permission. The counsellor is approached to determine what time is available for school-based appointments.

If no school-based appointments are available the student member can either wait until one is available or make appointments outside of the school-based counselling hours. A discounted counselling fee may be charged in this case.

During the counselling sessions, it may be identified by the counsellor that further professional help is required. In this case, the counsellor will inform the parents and the school and further outside professional help sought.

Policy on goal setting and self-evaluation

At Carnegie House Independent School, we believe in empowering students to take ownership of their learning journey and personal growth. Goal setting and self-evaluation are integral components of this process, enabling students to develop essential skills, foster a growth mindset, and strive for continuous improvement. Therefore, the following policy outlines our approach to goal setting and self-evaluation for students:

1. Goal Setting Process:

- At the beginning of each academic year, students will engage in goal-setting exercises facilitated by teachers.



- Goals will be SMART (Specific, Measurable, Achievable, Relevant, Time-bound) and tailored to each student's individual needs, interests, and aspirations.
- Goals may encompass academic achievements, personal development, extracurricular pursuits, and social-emotional growth.

2. **Goal Monitoring and Progress Tracking:**

- Throughout the academic year, students will regularly monitor their progress towards their goals, reflecting on their achievements and challenges.
- Teachers will provide guidance and support to students, helping them stay on track, adjust goals as needed, and overcome obstacles.

3. **Self-Evaluation and Reflection:**

- At designated intervals, students will engage in self-evaluation exercises to reflect on their learning, strengths, areas for improvement, and personal growth.
- Students will be encouraged to assess their progress honestly, identifying successes and areas where further effort or support is required.

4. **Feedback and Support:**

- Teachers, and other school staff will provide constructive feedback to students based on their self-evaluations and progress towards goals.
- Students will have access to resources, guidance counselling, and academic support services to help them address challenges and achieve their goals.

5. **Celebration of Achievements:**

- Students will be encouraged to celebrate their achievements and milestones, fostering a sense of accomplishment and motivation to continue striving for excellence.
- The school community will recognize and celebrate student successes through assemblies, awards ceremonies, and other special events.

6. **Integration into Curriculum and School Culture:**

- Goal setting and self-evaluation will be integrated into the curriculum and school culture across all grade levels and subject areas.
- Teachers will incorporate opportunities for goal setting, reflection, and self-assessment into classroom activities, projects, and assessments.

7. **Parent and Guardian Involvement:**

- Parents and guardians will be informed and involved in their child's goal-setting process, progress tracking, and self-evaluation activities.
- Open communication channels between school and home will facilitate collaboration and support students' holistic development.
- Goal setting sheets and self-evaluation surveys will be included in the student's personal files which will be available during parent-student-teacher meetings.

Policy on Vaping

Carnegie House Independent School is committed to providing a safe, healthy, and smoke-free learning environment for all students, staff, and visitors. The use, possession, or distribution of vapes, e-cigarettes, or any electronic smoking devices is strictly prohibited on school grounds, during school activities, or while wearing the school uniform.



This policy supports the Tobacco Products and Electronic Delivery Systems Control Bill (South Africa) and aims to educate learners on the health risks associated with vaping.

This policy applies to:

- All learners from Primary (Grades 1–7) and High School (Grades 8–12).
- All areas of the school campus, including classrooms, toilets, playgrounds, sports fields, and transport.
- All school-related activities (camps, outings, sports fixtures, and events).

Vaping refers to inhaling or exhaling vapour from an electronic device designed to simulate smoking, including devices that use nicotine, flavoured liquids, or cannabis derivatives. For the purpose of this policy, possession, sharing, or promotion of vaping products also constitutes a violation.

The school recognises that vaping poses serious health risks, especially for young people, including addiction, respiratory damage, and exposure to harmful substances. The school will therefore adopt both educational and disciplinary approaches to prevent and respond to vaping incidents.

The school will include age-appropriate health education lessons about vaping and substance awareness as part of Social Skills or Wellbeing

Learners will be encouraged to make informed, healthy choices.

Parents will be informed about signs, risks, and legal implications of vaping among minors.

Consequences

Primary School Learners (Grades 1–7)

Younger learners are considered developmentally unaware of full legal and health consequences, so the focus will be on education and correction.

Consequences may include:

- Confiscation of the vaping device (not to be returned to the learner).
- Meeting with parents and the Principal.
- Educational counselling session on health risks.
- Written reflection or community service within the school.
- Repeated or deliberate involvement may lead to a formal disciplinary meeting with possible consequences of suspension or expulsion.

High School Learners (Grades 8–12)

Older learners are expected to understand and uphold school rules and legal expectations. Consequences may include:

- Immediate confiscation of the vape or related materials.
- Written report to the Principal and entry into the learner's disciplinary record.
- Parent meeting and mandatory counselling session on substance use.
- First offence: Suspension for up to 3 school days and a written behaviour contract.
- Repeated or serious offences: Longer suspension, final written warning, or possible expulsion at the discretion of the Principal

All confiscated vaping devices will be:



- Labelled, recorded, and stored safely in the school office.
- Returned only to the learner's parent/guardian during a formal meeting.
- In cases involving nicotine or illegal substances, handed to the appropriate authorities.

Child Release Policy

Unauthorized Pick-Up

Parents must list on the enrolment form the names of all persons who are permitted to pick up their child. We require parents to notify Carnegie House staff in writing or telephonically if someone else will be picking up the child.

All lift club arrangements are to be handed to the class teacher and any changes to the lift club roster communicated timeously to the class teacher or office either in writing or via e-mail.

If a child has permission from a parent to walk home this permission must be provided to the office in writing.

If the person picking up the child is not known to the teacher, information about the person must be provided to the office or class teacher before the child is collected, including the following: name, phone number, and physical description.

If an unauthorised person arrives to pick up a child, the child will remain under the supervision of the class teacher. The teacher will speak to the individual and explain the policy that no child will be released without written or verbal authorisation from the parent or guardian. If difficulties arise, all reasonable efforts will be made by Carnegie House staff to ensure the safety of the child and the other children. If necessary, the police will be called for assistance.

Under no circumstances will a child be released to any parent or carer that seems to be under the influence of alcohol or other substances that reduce their ability to look after the child. This is a matter that will be handled respectfully and with sensitivity.

Apart from regular pick-up arrangements, no child will be allowed off school premises without parental consent.

Custody and Related Court Orders

If a custody or court order exists, a copy of the order must be placed in the child's file at Carnegie House. The guardian is responsible for providing accurate and up-to-date information concerning the legal guardianship of the child. Without a custody or court order on file, the teacher cannot deny access to any parent. It is important that the parents keep the school up to date of any changes so as to avoid any misunderstandings or distress to the child.

Emergency Plans and Evacuation Procedures

Emergency plans will be adhered to in terms of the instructions posted in each classroom. These plans include fire emergency, hostage situations and explosives scares (bomb and gunshot). All staff members are familiar with the school's fire drill procedure. These fire drills are held regularly to ensure that the children have a good understanding of the procedure. Fire extinguishers are located at designated areas in the school.

Field Trips and Transport Policy

Class outings and small group outings are organised in accordance with the children's field of study at any given time. Depending on the nature of the outing, parental involvement is sometimes required. An indemnity signed by a parent or guardian is required for each outing which requires transport – either bus or private. If the signed indemnity is not received on the day of the outing, the child will have to remain behind at school. A general indemnity form



which covers day-to-day outings (e.g., library and sports) forms part of the Application for Enrolment form.

Homework Policy

Planning the work that needs to be completed for a week is an important life-skill and we expect the children to take responsibility for writing down their grid-work on a Monday. Parents may be asked to sign the homework diary, acknowledging that the homework/ notices were seen by the parent. Weekly spelling and maths tests take place every Friday for all Primary school children. At the teacher's discretion there may be other homework from time to time.

All children in the Senior Primary class (Grade 4 – 7) are required to complete all their work by the end of the week. If the work is not complete or it is not complete to the teacher's satisfaction, the child will be required to stay in for break to complete the work.

Policy on Assessments and Record Keeping

The children's emotional, physical, social and academic progress is continually assessed through their behaviour, attitude, work progress and social interactions. All teachers keep an observation book and individual record-keeping forms where they make notes on all aspects of the children's progress. An individual record-keeping form is kept for each child in senior primary.

Further recommendations may require external specialist intervention or assessments and parents are requested to make all necessary arrangements to ensure this happens. The school does not accept responsibility if a parent does not follow the recommendation for external assessment by the teachers or Principal.

Assessment tools (set by the Department of Education), other Formal Assessment Tasks set by the WCED, past papers from Olympiads and the teachers own researched assessment tools are used by the teachers to:

1. Assess the child's progress on an on-going basis
2. Expose the children to a structured, time-controlled task
3. Better understand gaps in a child's knowledge or understanding
4. Introduce the child to different methods

Cancellation of Holiday Care, Aftercare or Extra-murals

As per the Terms and Conditions of enrolment: if the numbers of children for holiday care, after care, an extra- or co- curricula activity or any other activity offered by the School within or over and above tuition, are too few, the school reserves the right to terminate this service without prior consent from the parent/guardian. Primary school children are required to sign up for holiday care.

Debtors Policy and Notice of Termination

Before acceptance into Carnegie House School a credit check may be done by means of contacting the previous schools of the Learner (where applicable) as well as the TransUnion Credit Bureau.

All fees including, without limitation, Deposit, Registration Fees and Tuition Fees are due and payable in advance. Fees are due regardless of whether your child is at school due to your own holidays. The methods and dates of payment are:

- Annually by the 31st of January



- Termly by the 5th January, 5th April, 5th July and 5th October.
- Monthly debit order or EFT for 12 months (January to December), by the 5th of every month
- Mandatory monthly debit order if paying after the 5th of the month.

The school does not accept cash deposits into the school's bank account due to the very high bank charges on cash deposits. Any bank charges associated with cash deposits into the school's bank account will be charged to the child's school account for settlement by the parent.

Invoices and statements will be sent every month. However, in the event that no invoice was processed or received, the Parent is still responsible for payment of the Learner's Tuition Fees for that month.

Any accounts that have not been settled by dates mentioned above will be subject to a R200 penalty fee and must be settled in full within 10 days.

No child will be accepted into the school at the beginning of the year if there is an outstanding amount on the previous year's school account.

Parents in the Primary school are required to provide **one full term's** notice. A termination fee equivalent to **one full term's** school fees will be charged if less notice is provided.

Acceptance of Policies and Procedures

Please ensure that you have read through, understand and accept the Parents Handbook and Policies and Procedures. Please ensure that you have signed the Commitment and Declaration form as part of the Application for Enrolment Form to demonstrate your understanding and acceptance of the Parents Handbook and Policies and Procedures and Declaration and Commitment. Any changes to this document will be communicated to all parents.

This Parents Handbook and Policies & Procedure Guidelines may be amended and updated as and when required and a copy will be placed on the website for parents on an annual basis to ensure they are kept abreast of policy changes.

The staff of the school has the right to terminate any activity (or game) detrimental to any children/s involved. The staff of the school also have the right to terminate any activity (or game) if children are being excluded from the activity. This will be assessed on a daily basis and will be dealt with in daily circles as a Grace and Courtesy. If the continuation of this activity (or game) develops into a positive outcome it will be allowed to continue. Continuous negative effects of the activity will result in a permanent termination of the game.



Appendix 1: Lunch box recommendations

We have had a number of lunch boxes at school that have had unhealthy or sugary foods in them. As a school, we would like the children to eat food that will benefit their academic growth and concentration, as well as their health and physical development. This table represents foods that we have placed into categories with regards to their beneficial nutritional value and those food items that offer very little nutritional value and will not promote concentration, health or physical development.

These items are recommended	These items are of little nutritional value (please do not pack)
Sandwiches –cheese, ham, savoury spreads, peanut butter, and other savoury fillings	Cakes and sweet pastries
Salads	Commercial sweet biscuits
Home-made burgers or wraps	Avoid white bread
Left-over cooked meals - microwave available to heat food	Chocolate bars / cereal bars/ energy bars
Home-made savoury pastries and tarts	Fruit in syrup
Popcorn	Chocolate spread
Savoury crackers/pretzels	Sweets
Fresh fruit and vegetables	Desserts
Home-made or store-bought bran/fruit muffins	Take-aways and fast food
Nuts	Fizzy drinks
Dried fruit – preferably without the sugar coating	Energade and Powerade
Boiled eggs	
Meatballs, mini-kebabs, etc.	
Yoghurt	
Dried fruit sticks	
Pies (occasionally)	
Toasted sandwiches	

SC/2026



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