



High School Student and Guardian Handbook 2026



Contents

Section 1 – School Information	4
Our History	4
Our Vision and Mission.....	4
Our Core Values	5
Our Core Values	5
Our Pledge	6
Confidentiality	6
The 7 Habits of Highly Effective People (Stephen Covey)	6
Code of Conduct.....	6
General School Etiquette	7
The Parent/Guardian Role	7
Section 2 – Communication and Administration	8
General Communication	8
Communication with Students	8
Guardian-Student-Teacher Communication.....	8
The Student Representative Council (SRC)	8
The School Management Committee (SMC)	9
Reports – Written.....	9
Queries and Grievances.....	9
Section 3 – Policies and Procedures.....	10
Admissions Policy	10
Language policy	10
Uniform Policy	10
General Neatness and Cleanliness Policy.....	11
Safety and Security Policy	12
Drug, Alcohol and Smoking Policy	13
Policy on Cell Phones and other Personal Technology Devices	14
The Internet and Acceptable Use Policy.....	15
Policy on the Searching of Learner Technology	15
Policy on Equal Opportunities and Inclusive Practice	16
Attendance Policy	17
Assessment Procedures.....	17
Health Policy	18
Policy on Anti-Bullying	19



Policy on the Use of Racial Slurs and Discriminatory Language	20
HIV/AIDS policy	21
General First Aid Policy	21
Emergency Plans and Evacuation Procedures	22
Field Trips and Transport Policy	22
Attendance at school in extreme heat	22
Discipline Policy and Procedures	22
Policy on Cheating	24
Policy on access to counselling for students	25
Policy on goal setting and self-evaluation	26
Policy on Vaping	27
Policy on access to counselling for students	28
Policy on goal setting and self self-evaluation	29
Debtors Policy and Notice of Termination	30
Acceptance of Policies and Procedures	30
Summary	31
Appendix 1	32
Definitions of Bullying	32
Appendix 2	34



Section 1 – School Information

Our History

Carnegie Hub has grown out of Carnegie House Independent School – an independent pre- and primary school in Paarl and Wellington. These locations offer Montessori education from Preschool (babies) through to the end of Primary School.

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, was born in 1870. She founded 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.

Montessori's focus on the needs of the individual child during their unique developmental progression makes her philosophy both current and beneficial in the modern world.

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 can live well with others. They become creative, innovative, sociable people, who care for the well-being of the planet. They learn to celebrate difference and diversity among and between all peoples. Promoting Montessori values of respect, independence and self-motivation is key to the development of a contributing member of our 21st century society.

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

At Carnegie Hub, these key Montessori principles will continue to be nurtured and developed by creating an environment that supports the growth of the individual.

Carnegie Hub offers education from Grade 8 – Grade 12 and follows the internationally recognised Cambridge curriculum.

Our Vision and Mission

“To create a space for young people to gain the knowledge and skills to make a tangible difference in the world”

Holistic. Empowerment. Global

Global Citizenship. Interconnectedness



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Of importance is realising this vision is the need to create a space for young people to feel safe and accepted. During this period of a young person's life, there is a huge amount going on: understanding themselves, learning to live in a world community, social pressures, social media, hormones, questions on their self-worth and place in the world, thoughts on their own and the planet's future and many personal challenges to do with family, relationships and independence. And this is just the tip of the iceberg!

A safe space for adolescents means creating reasonable boundaries that enable the adolescent to make sense of some of the above challenges, to develop appropriate and authentic behaviour in the space and to be able to express themselves within the social and physical context of a learning environment. A safe space also needs to recognise that adolescents have many intense emotions that fluctuate on a day-to-day basis and are which are part of developing their own sense of knowing. Some of these emotions include: joy, anger, apathy, sadness, excitement, anxiety and fear. Sometimes they feel nothing. An adult community that understands this and guides the adolescent through these turbulent times is critical in ensuring the space is safe and accepting. Learning to be part of a diverse community within an authentic learning environment where they can reach their own individual potential is where we aim to lead the young people at Carnegie Hub.

Our Core Values

Everything we do at Carnegie Hub is evaluated against our core values:

Our Core Values

Quality Education:

We provide excellent, student-centered 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.



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Our Pledge

At Carnegie Hub, we pledge, that when you as a family commit to embrace the Carnegie Hub philosophy and values, we will develop young people that are kind, considerate, strong and principled. These values will assist them in making good choices for themselves, others and the environment.

Confidentiality

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

The 7 Habits of Highly Effective People (Stephen Covey)

The 7 habits are used as guidelines to develop an approach to life that is thoughtful and productive. The understanding and application of the 7 habits is developed throughout their time at Carnegie Hub.

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</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>

Code of Conduct

Within the Carnegie Hub environment, students, staff and visitors have the **right** to:

- be safe and happy in their chosen activity
- be listened to
- speak freely and openly
- be respected and treated fairly
- be protected from abuse or mistreatment
- a safe space for their belongings
- participate on an equal basis
- be believed
- ask for help

To allow these rights for us all, students, staff and visitors have the **responsibility** to:

- respectfully and enthusiastically participate in activities
- listen respectfully and allow others to speak freely and openly
- be respectful and treat others fairly
- protect others from abuse or mistreatment
- participate on an equal basis
- believe others
- help others
- be punctual
- be supportive of everyone using the Hub
- be friendly and welcoming to new people
- not pressure people to act in ways they don't wish to



- keep their surroundings clean and tidy
- acknowledge the dignity and worth of others
- not discriminate based on race, gender, sexual orientation or identity, age, cultural background, religious beliefs or ability
- refrain from directing inappropriate language or racial/sectarian references at a person
- refrain from bullying and rough play
- challenge or report bullying
- treat the belongings of others with respect
- be truthful
- use the internet appropriately
- adhere to all school policies

General School Etiquette

- ✓ The school is a working environment. We may choose not to work temporarily but may not disrupt others who are working.
- ✓ We may talk quietly so as not to disturb others.
- ✓ We must attend all lessons and demonstrations on our timetable.
- ✓ We do not leave the class during the lesson.
- ✓ At all times we strive to be a community of adults and young people who respect each other.
- ✓ We respect time and make every effort to be on time for lessons.
- ✓ We greet staff and parents and visitors.
- ✓ We remove our hoodies and earphones and headphones during lessons
- ✓ We take care of our environment by picking 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.

The Parent/Guardian Role

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

We expect guardians to:

- treat all young people attending the Hub with respect, both verbally and physically.
- treat every staff member with respect.
- ensure your children know the code of conduct and comply with it
- refrain from using inappropriate language.
- show respect for the timetable at school, and punctuality during drop-offs and pick-ups.
- communicate changes in contact numbers, medical and personal details
- respond to concerns raised by the staff
- attend guardian and student information sessions.
- attend events organised by the school.
- strive to set a good example to your young people.
- keep up to date with academic progress and expectations via Google Classroom.



Section 2 – Communication and Administration

General Communication

We use Whatsapp messages and email to communicate with guardians and students regarding school related plans. Students and parents are expected to read all messages and emails carefully as they contain important information about activities and work.

If you need to meet with a member of staff, please make appointments at times convenient to them. Meetings must be made through the office.

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

Communication with Students

Students are provided with weekly planning, documenting the work to be completed for every subject for that week. Support information as well as assignments are provided on his weekly grid. Assessment on classwork and any goals is undertaken regularly to ensure the students are completing tasks and progressing through the coursework. Information on academic progress is fully available to guardians and guardians are expected to review their child's progress on a regular basis.

Guardian-Student-Teacher Communication

Termly updates on academic and social progress will be provided to guardians. At all times, guardians may access ongoing records via Google Classroom. The relationship between guardian, student and staff is intended to be collaborative and inclusive.

Scheduled Guardian-Student-Teacher meetings take place at least twice a year – during Term 1 to review progress and/or to agree entry into the May/June examination series and at the end of Term 2 to review progress and/or agree entry into the October/November examination series. If necessary, additional meetings are scheduled.

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 placed in the student's file in the office.

The Student Representative Council (SRC)

The purpose of the SRC is to encourage the students of Carnegie Hub to be involved in the running of the school. It is a forum where students can discuss any ideas or issues that they may have. It is an opportunity for students to develop skills such as communication, listening and problem solving skills. It is an opportunity for the students to create a space which students are happy and fulfilled in. Issues raised by the SRC are discussed with the SRC Co-ordinator and solutions discussed together with the Principal.

The SRC members will be representatives of the student community and will be a voice for all the students. Students from the Lower Secondary classes and the IGCSE and AS and A level classes are eligible to be elected onto the SRC.



The School Management Committee (SMC)

The SMC is essentially a body of parents and staff which assists the Principal and School Management Team with the following goals:

- i. Defining the vision of Carnegie School and in particular Carnegie Hub's vision
- ii. Planning and executing the tasks required to achieve Carnegie Hub's vision
- iii. Providing a sounding board for the Management Team on issues affecting the student and parent community
- iv. Acting as mediators in conflict situations

The SMC meets once a term to discuss various issues and map a way forward.

Reports – Written

Update reports are compiled at the end of each term to document progress during the term.

Queries and Grievances

Any queries should be directed to the class teacher. 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.

Students grievance procedure

Carnegie Hub is committed to providing a safe, healthy and happy environment to all students. Of importance is that students are aware that all staff are open and willing to hear and understand a student's perspective or grievance.

If we do not know about your grievance we cannot do anything about it. We realise that it can be difficult if a student feels they have been unfairly treated and therefore the following procedure can be followed to allow students to air and resolve any grievances:

1. Every effort should be made to resolve the grievance with the member of staff through frank, informal discussions. A support student may attend the informal meeting. Be specific about your problem so the person knows exactly what your problem is
2. Be prepared to listen to the other side
3. If your grievance is not resolved to your satisfaction or you do not feel confident to approach the member of staff please approach one of the Student Representative Councillors (SRC) or the Principal.
4. If they cannot assist you or you do not feel that the matter has been resolved a meeting will be set up with the Principal to assist.
5. If your grievance concerns the Principal, then the Founder will be responsible for meeting with the Principal with you. The School Management Committee members can be brought in as neutral intermediaries.



Section 3 – 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 student, 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 student will be refused admission to this school on the grounds of race, religious belief, sexual orientation or gender identity. Where selection becomes necessary because the number of applicants exceeds the number of available places, preference will be given to siblings and children already enrolled at Carnegie Schools.

Language policy

The Language of Instruction is English.

Uniform Policy

All students 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
- Navy jeans (may not be torn or stained) High School ONLY
- 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
- Navy jeans (may not be stained or torn) High School ONLY



- 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.
- No make-up or coloured nail polish (Cutex), gel or acrylic nails are allowed. No nail extensions are allowed during school terms.
- 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.

General Neatness and Cleanliness Policy

Students are to always strive towards neatness, cleanliness and ensure good personal hygiene whilst at school. Neat, tidy and school uniform, as well as neat and clean hair and nails are expected. Appropriate make-up, jewellery and nails are expected. The meaning of appropriate used here is "within an authentic learning environment and that allows the student to participate in all required activities associated with their learning". Appropriate swimwear and sports clothing should be worn during sports. Use common sense here – if you wouldn't wear it to the gym, don't wear it to school.

Personal hygiene is of utmost importance for a healthy body, and it serves as a mark of respect for the school environment. If staff feel that these standards of respect are not being upheld, we will bring the issue up with the student concerned.

Although we accept that it can be cold in winter, students may not wear the hoods of hoodies during class time. A school beanie is acceptable.



Policy and Procedure for catching up missed work

It is recognised and accepted that students have to be absent from school due to illness and very important appointments. It is also recognised that from time to time students miss school due to booked holidays. As far as possible, booked holidays should take place within school holidays.

Students that are absent are required to catch up work that they have missed as much of the work that is introduced in class lays foundations for future concepts that are introduced.

Work that is missed must be caught up within 1 week of missing school.

If a student misses a test or assessment they will be required to do these within 2 days of missing school. The work or assessment that is missed can either be made up at home or during the homework periods on an afternoon of the week.

Homework period will be on a Thursday from 14:30-16:00. All teachers are available during this time to assist students. Students must make appointments with teachers.

Policy on Accidental Damage

When an item belonging to the school, school student or a member of staff 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.

Safety and Security Policy

In compliance with "Regulations relating to the safety measures at independent schools (2004)"¹, Carnegie Hub is declared a drug-free and dangerous-objects free zone. A "dangerous object" is defined as:

- any explosive material or device
- any firearm or gas weapon
- 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: or
- any object that the Minister may, by notice in the Gazette, declare to be a dangerous object for the purposes of these regulations, unless such objects are used for educational purposes

To comply with the legislation and ensure the health and welfare of all students:

- no dangerous objects are allowed on school premises
- no person is allowed to carry a dangerous object on school premises
- no illegal drugs are allowed on the school premises

¹ Full legislation is available to view in the office



Under the legislation, a police official or the school Principal may undertake a search and seize of the premises, belongings and individual if they are reasonably suspected of carrying dangerous objects or drugs

Drug, Alcohol and Smoking Policy

Carnegie Hub has a zero-tolerance for drug use, possession or distribution on school property or during school activities. The policy applies to the use and distribution of any prescribed or illegal drug by a learner whilst on the Hub property 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. The use of any illegal drug is strictly forbidden.

As outlined below, a search of bags or person may be warranted under specific circumstances. If such substances are found, guardians will be contacted, and the student will be asked to leave the school premises immediately.

Please note that, although marijuana is slowly being deregulated for personal use in South Africa, our drug policy specifically includes it.

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

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

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

Alcohol may only be consumed by students who are 18 years or older at appropriate school events, with the direct permission of their guardian and the school Principal. If the student abuses such permission, it will be immediately revoked and not given again.

Smoking or vaping is not allowed by any student under the age of 18. The smoking or vaping of products containing cannabis in any form is unacceptable on school grounds. It is illegal to distribute or sell vaping or smoking products to anyone under 18. Any student found distributing or selling these products will be subject to a disciplinary process. Any student found with a vape or any tobacco products on them on school premises will also be subject to a disciplinary process as it will be assumed that they are using them on school premises.

Search Policy

As per government regulation and ISASA (Independent School's Association of South Africa) guidelines, staff reserve the right to search the bags or person of a student suspected of having or using illegal substances or dangerous objects on school grounds, or at school events. We are very aware of our students' rights to privacy and control over their property and bodies. Searches will only be undertaken where there is adequate reason to warrant it:

- A student is noticeably inebriated or under the influence of drugs during school hours
- A student is reported by another member of the Hub to be using or harboring drugs or alcohol or dangerous objects on school premises



The search policy will only be enforced in these circumstances. Disciplinary procedures will follow a search that reveals illegal drugs or dangerous objects, outlined above. Each such case will be dealt with dependant on the exact circumstances, subject to review and discussion by staff, students and guardians.

Procedures when in contravention of the Safety and Security policy and Drug, Alcohol and Smoking Policy

If a student is in contravention of either of the above policies, the following procedure will be followed:

1. The student's guardian will be contacted and a disciplinary meeting arranged. The guardian, student, Principal and Founder must be present at the meeting
2. The aim of the disciplinary meeting is to present the facts and to agree a way forward. All student's well-being (including other students in the school) is at the focus of the disciplinary meeting.
3. The way forward may include any of the following:
 - a. A requirement for drug and alcohol counselling
 - b. A final warning
 - c. Suspension
 - d. Expulsion
4. If necessary, evidence from witnesses will be included in the meeting.
5. Each case will be dealt with confidentially.

Policy on Cell Phones and other Personal Technology Devices

Carnegie Hub is not responsible for the safekeeping of student's cell phones or personal technology devices (including laptops, cameras, iPod, tablets and any other personal electronic device).

Due to the excessive use of cell phones during school hours and particularly during break time, Carnegie Hub management in consultation with the student body and parents have updated the cell phone policy which will be applicable from the 1st January 2023.

From the 1st January 2023 all students in Lower Secondary classes will be expected to hand in their cell phones first thing in the morning. The cell phones will be kept in a locked cupboard and will be returned to the students at the end of each day. A register of cell phones handed in each day will be kept. No cell phone use will be allowed by the Lower Secondary students during the school day.

IGCSE and AS/A level students do not have to hand their phones in. However, these students will be observed and if we see excessive use of their phones during the school day, this privilege will be revoked. Students may not access any personal social media accounts (including, but not limited to, Facebook, Instagram, Twitter, Steam, Snapchat or Tik Tok) whilst on school premises.

Guardians are responsible for ensuring the correct safeguards and controls are in place on all devices.

We have devices available for research and they can be used as required.

Students may listen to music whilst at school and whilst studying or doing academic activities. Music may not distract or disturb others. Please provide suitable earphones for this purpose.



The Internet and Acceptable Use Policy²

The Internet and Acceptable Use policy defines the meaning of “acceptable use” of the internet at Carnegie Hub. In summary, internet access use must support academic and/or work-related purposes, e-mails must be related to curriculum and appropriate language must always be used. The policy also states that the Carnegie Hub network is not a private network and gives 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. Please contact us to review this document in detail.

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.

² Full policy is available in the office



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

Policy on Equal Opportunities and Inclusive Practice

Carnegie Schools:

- Embrace all religions represented.
- Welcome students and families from all cultural, socio-economic and racial backgrounds.
- Endeavour to ensure that our resources and practices include materials which value the achievements of all.



- Welcome students with special needs, if we are able to cater for their needs.
- Aim to create a happy, safe and interesting environment, in which all students can prosper and thrive.
- Take complaints of bias, harassment or discrimination very seriously.

Attendance Policy

Students are expected to attend all scheduled contact lessons as per their timetable, unless they have a valid reason to miss class. This includes all online lessons. Students are responsible for their own punctuality and attendance. Guardians need to support them in this responsibility.

Lessons that are missed must be for a valid reason. A record is kept of attendance for every class. Issues with attendance or punctuality will be dealt with via discussion with students and guardians.

Please note that non-attendance of 25% of school days may impact a student's progression to the next stage of their education.

If you are sick:

make sure you ask your guardian to communicate via phone or email
be aware that you need to make up the work and stick to your weekly schedule.

A doctor's certificate is required when you are absent for 3 consecutive

If you miss a test or deadline:

If you excused yourself alternative plans can be made to write the test or extend the deadline

If you didn't excuse yourself, you get a "U", which means Ungraded.

If you have other things to do, such as:

save the world
go on a sports tour
have an overseas opportunity
any other exciting event

Ask yourself if you have lessons, tests or a deadline – if you do then:

Speak to your teachers to make alternative arrangements
Get your guardian to phone or email – this should be done at least a week in advance

You will need to ensure that all work is completed, as your teachers and fellows can't be expected to

Assessment is undertaken on a regular basis for all subjects. The purpose of the assessment is to ensure that students are progressing through the subject content and are on track with their goals. Assessment also ensures the content is being understood and that students can apply their knowledge. Students have the opportunity to resubmit work for re-marks and to re-take tests if they are not satisfied with their progress. Students receive continual feedback on their academic progress via Google Classroom. Guardians may access this information freely.

Where students struggle to reach their academic goals, discussion will take place between the staff, student and guardians. The aim will be to determine what is interfering with their achievement, and what can be done to remedy the situation. We believe strongly that each student will follow their own academic path, and the continual review and adjustment of academic goals is part of this flexible approach. If guardians are concerned about their child's progress, they are welcome to make an appointment with the member of staff they feel would be most helpful.

Progression from Lower Secondary to IGCSE and from IGCSE to AS level is determined by a number of factors:



1. Achievement of overall 50% in the core subjects of English, Second language and Maths
2. Achievement of an overall 55% in the subject that wish to take forward to the next level
3. Maturity and age
4. Self-discipline and independence
5. Absent days

If a student does not meet any these requirements it may be that they need a little more time in the level that they are in. Moving to the next level is not a race – it is an important decision and students must be ready to take on the increased requirements that each progressive level requires. Discussions with students and guardians will take place if a student does not meet these requirements.

Health Policy

It is important to have accurate, up-to-date information about any medical condition that a student may have, to ensure their safety in the school environment. This is particularly relevant in the case of chronic conditions such as allergy, asthma or diabetes. Guardians, please complete the Medication Consent and Indemnity form for Chronic Medication³.

Sexual Behaviour in the School Environment

We do not accept any manner of sexual harassment or objectification of staff, students or other members of the Hub community. All our school members have a responsibility to approach such matters with respect for the autonomy of others. Harassment and objectification includes, but is not limited to:

- Unwanted physical contact
- Unwanted romantic overtures
- Sexual discussions or jokes that cause discomfort
- The use of power differentials to force the acceptance of sexual advances
- Offers of compensation for sex or other physical contact

Consent to touch each other (eg: hugging) is required at all times. Consent means that you ask if you may give someone a hug or touch them in any way.

If you are unsure if your behaviour could be considered harassment, you are welcome to speak to a staff member you are comfortable with. Learning the boundaries of acceptable sexual behaviour is an important part of this period of developmental growth.

If you are made to feel uncomfortable in any way due to sexual behaviour at the Hub, please bring it to the attention of the Principal. Any such concerns will be dealt with in complete confidentiality. We take allegations of harassment very seriously.

Being part of a community involves understanding that all members of the community including teachers, feel comfortable with the physical contact that students display towards one another. Physical contact such as sitting on each other's laps, stroking one another and excessive physical touch is not appropriate in an authentic learning community.

³ Appendix 2



Contravening these guidelines will result in disciplinary procedures dependant on the nature and severity of the complaint. If possible, education concerning behaviour changes will be undertaken. Where necessary, discipline would involve guardians or external enforcement.

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.

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

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.

HIV/AIDS policy

Carnegie Hub understands the importance of the HIV/Aids pandemic and the threat it could hold for the students 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.

General First Aid Policy

The school has a full regularly updated First Aid kit in the office and trained first aid members of staff.



All physical injuries that require first aid treatment are recorded in the Incident book.

Emergency Plans and Evacuation Procedures

Emergency plans will be adhered to in terms of the instructions posted in the school. All staff members are familiar with the school's fire drill procedure. These fire drills are held regularly to ensure that the students have a good understanding of the procedure. Fire extinguishers are located at designated areas in the school.

Field Trips and Transport Policy

Field trips and outings are organised from time to time and guardians may be asked to assist with lifts. An indemnity signed by a guardian is required for each outing which requires transport – either bus or private. Please ensure this is returned to the school prior to the outing. All policies contained in this handbook are applicable at all school organised events, including but not limited to social events, sporting events, outings and camps.

Sport and Physical education policy

All Lower Secondary and IGCSE (when they do not have lessons) students are expected to participate in sports and physical education activities. Physical education activities are important as a form of relaxation, "down-time" and promote community and group cohesion. We accept that many adolescents are body conscious but working through this in a safe environment will assist in the process of acceptance of who they are.

Girls who are menstruating are exempt from swimming but will be required to participate in land sports.

A register for attendance and participation in sports and physical education is kept.

In extreme heat $>35^{\circ}\text{C}$ outside sport and physical education will not go ahead. Alternative activities will be scheduled during the sport and physical education period.

Attendance at school in extreme heat

In the event that the temperature is predicted to be above 42 degrees centigrade, the Principal of the school will inform parents via email and/or whatsapp that students may remain at home and attend online schooling. Teachers will be present at school and students may attend physical school if they prefer not to be online. All students are to attend all classes either physically or online unless they are ill. The final decision for the arrangements for attendance at school in extreme heat lies with the Principal.

Discipline Policy and Procedures

The first step to achieving harmony in a community is treating others with respect. We expect all Hub students to:

- greet all those they meet politely
- use please and thank you
- talk to others with respect
- refrain from swearing and blaspheming out of respect for our diverse community
- respect different points of view
- handle conflict with dignity
- accept reasonable instructions



- use the internet appropriately

No tolerance will be given to any form of:

- mocking, discrimination and bullying⁴ (specifically including on social networks)
- the harming or destruction of school property, or that belonging to another Hub member
- taking possessions without direct permission
- viewing pornography during school or at any school related event
- lying
- rudeness
- physical fighting
- theft
- disobeying a reasonable instruction

These behaviours demonstrate a lack of respect for the environment and community of the Hub. Any student observed or reported doing any of the above will be asked to attend a meeting with the Principal and another member of staff. Other students may be called to provide further information on the incident or report. If necessary, guardians will be contacted to agree the most appropriate course of action. This may take the form of community service to the school, suspension or, in extreme circumstances, expulsion. Each such case will be dealt with depending on the exact circumstances, subject to review and discussion by staff, students and guardians.

It is understood that adolescents require guidance and boundaries when it comes to understanding appropriate social and accepted behaviour. Continual reminding and providing of consequences to enable reflection are an important part of modifying behaviour. This process also assists adolescents to develop the capacity to engage constructively in any social community and further aids towards their development. The development of self-discipline, organisation, time-management, and independence all aid in the full development of a 21st century citizen. To do this, Carnegie Hub employs a discipline procedure which has been developed in consultation with the students. This procedure will be updated on an annual basis in consultation with the students.

Discipline misconduct categories and consequences

Misconduct Category	Description of Misconduct	Number of warnings before consequence	Definite consequence	Possible consequence
1	• Arriving late for class or not attending lessons. • Leaving class without permission. • Not arriving in class with correct books and stationery.	1	Attendance at afterschool "detention" Apology to the teacher	Meeting with parents Disciplinary meeting
2	• Not completing homework,	0	Attendance at afterschool "detention"	Meeting with parents .

⁴ See Appendix 1 for definitions



Misconduct Category	Description of Misconduct	Number of warnings before consequence	Definite consequence	Possible consequence
	assignments or making up missed work		Apology to the teacher	Disciplinary meeting
3	Not completing duties.	0	Complete all duties the following day	Attendance at afterschool "detention" Meeting with parents
4	- Talking over a teacher during lessons. - Talking to classmates whilst teacher is talking. - Using a cell phone without consent during a lesson.	1	Attendance at afterschool "detention" Apology to the teacher and classmates Phone confiscated for the day.	Meeting with parents Disciplinary meeting
5	- Sexual harassment or objectification. - Using the internet inappropriately.	0	Communication with the parents Device confiscated and returned to parents to check browsing history.	Disciplinary meeting Suspension Expulsion
6	Breaking the code of conduct.	0	Attendance at afterschool "detention" Writing out the code of conduct	Community service Disciplinary meeting Suspension Expulsion
7	- Threatening a member of the school community. - Physical fighting. - Taking others belongings. - Cheating	0	Disciplinary meeting	Suspension Expulsion

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.

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 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

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.

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

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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.

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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.

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 and High 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 Student and Guardian 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 Student and Guardian Handbook



and Policies and Procedures and Declaration and Commitment. Any changes to this document will be communicated to all parents.

This Student and Guardian 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.

Summary

In closing, we expect students to take full responsibility for their time at Carnegie Hub. This includes their academic work, their behaviour and their personal growth. Carnegie Hub staff are there as guides and mentors during this exciting time of life. We encourage our young people to play their part in the creation and maintenance of the Hub.

We thrive when each member of our community adds their unique set of skills, ambitions and personality to the mix.

Diversity and respect are our strengths.



Appendix 1

Definitions of Bullying

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

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 (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.



Appendix 2

Medication Consent and Indemnity form for Chronic Medication

CARNEGIE HUB



**MEDICATION CONSENT AND INDEMNITY FORM
FOR CHRONIC MEDICATION**

I, (full names) _____

ID number: _____, the parent/guardian of:

_____, hereby give consent for the medication described below to be given to my child by the staff of CARNEGIE HUB

Name of medication: _____

What is the medication for: _____

The times the medication needs to be taken: _____

Dosage: _____

Signature: _____ Date: _____ Place: _____

Telephone: (h) _____

(w) _____

Allergies: _____



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