

PRIVATE SCHOOL
SWAKOPMUND



Carpe Diem

PSS Charter

Honour Code

Pledge to Integrated Education

Eco Code

School Rules

Dress & Grooming Code

Performance & Disciplinary Code

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INTRODUCTION

Welcome to the Private School Swakopmund (hereinafter referred to as “PSS” or the “School”) Charter. This Charter sets forth the values of the School, as well as the School’s rules and regulations. It is the official PSS Policy.

VISION STATEMENT OF PSS

A world class school, teaching in accordance with internationally recognised curricula, whose students are inquisitive and confident global citizens who have embarked on a process of lifelong learning.

MISSION STATEMENT OF PSS

To provide individualised, holistic and internationally recognised education

SLOGAN

Carpe Diem

The PSS Charter is valid and binding upon teachers, staff, students as well as on parents and guardians (hereinafter referred to as “parents”) of students of this School (with the above parties hereinafter collectively referred to as “the Parties”). This document remains valid and of force until superseded by a document passed and signed off by the PSS School Board of which the Parties will be informed by public notice and which will thereafter supersede this Document.

After due consultation, the School Board has the right to approve changes and update the PSS Charter at its sole discretion. Any amendments or revisions will be communicated to the Parties. The onus is on the Parties to ensure that they are in possession of the latest version of the PSS Charter and that they familiarised themselves with any amendments made thereto.

HONOUR CODE

At the Private School Swakopmund we recognise that we are a community consisting of students, teachers, management, administrative and institutional staff, School Board members and parents.

The PSS Code of Honour calls upon all members of this community to abide by the following Code of Honour, which applies on and outside School premises and formal teaching time. As such the Parties hereto agree and are bound to:

- Foster a respect for the **dignity, rights and needs of others**, while developing a sense of responsibility for own behaviour;
- Pursue and value **honesty and integrity**, which are the roots of a healthy community;
- Value **individual and group achievement** in all aspects of life and celebrate successes of individuals as well as groups of this School Community in order to promote School pride and individual's sense of self-worth;
- Promote courteous behaviour and **working cooperatively** with others;
- Value **team spirit** and individual **commitment** to responsibilities and those of the team and commitment to this School as a whole;
- Provide a **safe, happy, non-threatening, caring environment**, which is conducive to working and learning; AND
- Love and respect Namibia as a country and to adhere to Namibian laws.

The above describe the core values of the PSS.

It is to be understood that the primary obligation to educate and socialise own children rests with the parents. Parents are in partnership with the PSS, who primarily provides academic education and fosters a positive learning environment for its students.

PLEDGE TO INTEGRATED EDUCATION

The Private School Swakopmund is a registered Cambridge International School for:

- Cambridge Primary
- Cambridge Secondary 1
- Cambridge Secondary 2 (IGCSE)
- Cambridge Advanced (AS/A Level)

The PSS has a German Stream running parallel to Cambridge Primary based on the **Baden-Württemberg Educational System** for grades 1-7 and is a registered *Deutsche Partnerschule* (PASCH school) (*Partnerschule der Zukunft*). The German language is an integral part of the PSS and is a compulsory subject for all students.

Religious Foundation

Whilst our School and School Community respects World faiths, which respect good order, peace and harmony, the School's formal teaching in ethics or religion are Christian, without trying to convert students to Christianity or to any particular Christian confession.

PSS Responsibility to Quality Education through Active & Experiential Learning

The PSS is committed to providing Quality Education to all students. Quality Education goes beyond teaching basic knowledge and skills. Its emphasis lies in learning:

- how to learn;
- how to develop new ideas and concepts together with others; AND
- from life experience.

In line with the Cambridge International and Baden-Württemberg educational philosophies, it places the main emphasis on logical, flexible and lateral thinking.

The PSS encourages self-discipline regarding study habits. Students are encouraged to take responsibility for their own progress, success and failures. The PSS encourages the students to participate in extra-curricular activities as these are an integral part of the students' holistic development.

Through dedicated teaching and a conducive, learning environment, the PSS approach to education focuses on the following core objectives:

Intellectual & Academic Excellence

At PSS we strive to have students reach and attain their full academic and social potential through the following strategies:

- inspire a **love of learning** that leads to success in the classroom, in examinations, and throughout a career;
- develop **thinking skills** and self-esteem;

- encourage intellectual engagement;
- demonstrate an understanding of subject matter leading to excellence in education; AND
- **practising teamwork** towards collaborative problem solving.

Global Citizenship

At PSS we strive to develop confident, reflective and innovative students, who are able to cope with the demands of the 21st Century through the following strategies:

- respect and act for the **environment**;
- develop a **sense of serving** through peer teaching or mentoring and become involved in developing the **greater community** of our Town, Region and Country;
- be open for **new ideas** and to accept and respect others regardless of language, culture, religion, gender or sexual orientation;
- promote **spiritual development** and inner strength through promotion of Christian values; AND
- promote international educational opportunities with schools and communities.

Health & Well-being

At PSS we support students to develop an active, well-balanced lifestyle to promote good health through the following strategies:

- learn outside the classroom through participation in **open-air-school** and other School related outings or excursions;
- promote a **healthy and balanced lifestyle** including eating habits, exercise & sport;
- develop **self-confidence** and emotional intelligence; AND
- develop life skills.

Parents Key Role in Success of Education

We recognise that Parents have a pivotal role to play in optimising the value of education provided by the School. Parents are key partners in promoting a healthy and positive school environment based on the schools Honour Code. As such the School expects and welcomes parents who:

- Support teachers and the curriculum;
- Teach respect, social skills and manners to their children (socialisation) in which they may collaborate with teachers;
- Form an active part in a healthy communication loop with the School and who actively communicate with and seek communication through official channels such as newsletters, the d6 School Communicator and any class or extraordinary meetings;
- Actively participate in School life and School events, such as, but not limited to parent evenings, AGMs or other School meetings, annual School productions and School Bazaar; AND
- Ensure that students attend School and School events regularly.

ECO CODE

The PSS recognises the importance of incorporating environmental sustainability into its curriculum, activities and facilities. In line with the PSS' pledge to integrated education it aims to equip all members of the PSS Community with environmentally-minded attitudes, knowledge and skills. The intended outcome is to reduce the School's environmental footprint.

The core guiding principles of the student-created PSS Eco Code are:

IT IS OUR RESPONSIBILITY TO:

1. Raise ecological awareness
2. Respect & protect our environment
3. Teach, learn & act for a sustainable society
4. Think about future generations

These core values are to guide behaviour and decision-making in the classroom, School grounds, School events and the School Community. They are in line with the United Nations' Sustainable Development Goals (SDGs) that includes the importance of Education for Sustainable Development (ESD) as a core component of Quality Education.

The PSS envisages acquiring and retaining the "Green Flag", an international accreditation for environmental sustainability from the Foundation for Environmental Education (FEE) Eco School Programme.

SCHOOL RULES

In order to promote a safe and productive learning environment and School Community, all students, teachers and parents are required to adhere to firstly the Honour Code of the School, which finds application in the below PSS School Rules. These Rules may be updated and amended by the School Board as the need may arise. **The School Rules** are:

1. SCHOOL FACILITIES & EQUIPMENT

Students must take care of any fixed or movable School property. Any damages to School property must be repaired or replaced at the student/parent account. Use of any school facilities after normal school hours requires the approval of the PSS Management.

1.1. STAFF ROOM & CLASSROOMS

- i. The staff room has restricted access as and when allowed by teachers and/or management.
- ii. Classrooms and subject rooms are to be locked by the teacher after use. The utilisation outside normal school hours shall be administered by those authorised to do so.
- iii. The School undertakes to keep classrooms neat, clean and well-equipped in order to create a positive atmosphere for education.
- iv. Teachers will ensure that the orderliness and interior decoration of their classrooms promotes a stimulating and interesting learning environment.
- v. Students are encouraged to take an interest in keeping their classrooms neat and tidy and in conjunction with the teacher to decorate them appropriately.

1.2. EQUIPMENT

- i. Use of office equipment, photocopy machines, telephones etc. are restricted to the teachers and administration staff only.

1.3. LIBRARY

The PSS provides a School library and promotes reading and the love for books.

- i. The students are to treat the library with respect according to the library rules.
- ii. The students have access to the library during specific class lessons and during specified breaks.

1.4.COMPUTER CENTRES

The PSS provides fully equipped computer centres for both the Primary School and the High School. The School offers computer classes from Grade 1-7 and Computer Science as an elective in High School.

- i. Students are expected to adhere to the rules of the computer centres and to ensure it is used in the correct manner.

1.5.ONLINE FACILITIES AND MOBILE PHONES FOR STUDENTS

No student except Grade 10-13 may bring to or have their mobile phones or tablets at School.

- i. Students must apply for an annual or ad hoc password to make use of the PSS student internet facility.
- ii. Students may only use the internet to aid the completion of School projects on websites deemed appropriate for such research.
- iii. Students may not use their mobile phones or tablets for recreational or private purposes during school time.
- iv. Students may not utilise their mobile phone and/or electronic devices to communicate, verbally or by text, with any outside party.
- v. Students may not make sound or audio-visual recordings during lessons without written permission from persons who are being recorded and/or filmed.
- vi. Students may not use School internet to access social media.
- vii. It is a serious transgression if students hack or attempt to hack or access any site or access any source of information not permitted or authorised to in writing by the owner or custodian of such information.
- viii. It is a serious transgression to alter the School's software or hardware or to have it infected with a virus or other programme for which a student has not received permission in writing.

1.6.SCHOOL BOOKS & MATERIALS

Students are responsible for the care of their text and library books, as well as all School items or facilities entrusted to them, which they may use or frequent.

- i. **School bags:** Students should carry their books in a bag that is designed to be strong enough and of suitable shape and size so as to protect and maintain their books.
 - a. The school bags are to be ergonomically suitable for students' backs and posture.
 - b. School bags with inappropriate or offensive slogans and logos printed on them are NOT permitted.
- ii. **Books** should be treated with respect and, if lost or returned in poor condition, the cost of the replacement book will be charged for.
 - a. All exercise and textbooks must be covered in protective plastic.

- b. It is the student's responsibility to ensure that textbooks or workbooks issued to them are kept neat and in such a condition so as to be able to pass this on to the next class in the next year.
- c. The decision about how books have been kept will be at the School's sole discretion. Parents and/or students must inform the School within 5 school days from issuing a text book that it has not been kept well.

1.7. LOCKERS

School lockers are available to High School students upon application. Lockers will be awarded per grade seniority of a student and first to the students in the same grade who lodged the written application first with the Secretary of the Secondary Phase.

- i. Students will be notified in writing that a numbered locker was available to them and their parents will be required to co-sign the terms of use in the School Locker Conditions and Agreement.
- ii. Rental and use will be for an entire academic year and payments must be made in advance for the year. Should a student wish to continue using the locker, in a following academic year, they need to give an indication by 1 September of the year preceding the use.

1.8. NOTICE BOARDS

Notice boards are made available. Students are encouraged to make use of this facility.

- i. Approval to display any material on the School's notice boards must be obtained from the responsible teacher or administration staff member.

2. SAFETY, HEALTH & ENVIRONMENTAL MATTERS

The PSS is committed to provide facilities and to implement rules in order to provide a safer and healthier environment.

2.1. SAFETY

PSS does safety risk assessments and develops action plans to mitigate the most important risks. Part of this mitigation is to set rules to reduce the probability of such risks occurring.

- i. Staff and students must participate in regular safety and emergency drills.
- ii. Students must adhere to safety warnings whether given in writing or verbally.
- iii. Students may not tamper with or use safety facilities or equipment of the School, without being given permission to do so or in an improper manner.
- iv. Students may not climb onto or through safety railings or any structure which is not a designated climbing or play structure.
- v. Students must use pedestrian and scholar patrol crossings at all times.

- vi. Cyclists, motor cyclists and drivers of vehicles may not drive or cycle on School premises and must adhere to traffic rules en route to and from School.
- vii. Students must act in the interest of their own and others' safety whilst travelling on any form of School or School contracted transport.
- viii. The use of bicycles, rollerblades, skateboards etc. on the school premises is strictly prohibited.
 - a. Bicycles are to be stored in an orderly manner in the designated bicycle area during school time.
 - b. It is recommended and advisable that bicycles are locked at all times.
 - c. Bicycles are stored and kept on the school grounds at your own risk. The school cannot be held responsible for bicycles stored and kept on school grounds.

2.2. PERSONAL CONDUCT

Students may not perform any of the following acts:

- i. Bullying, *hazing*, intimidating, threatening, fighting, assaulting, accosting others or committing any form of aggression.

Hazing: any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate.

- ii. Steal or unlawfully remove property of another person or party, including that of a fellow student, teacher, member of the public or the School.
- iii. Vandalise or purposefully deface, destroy or damage any other person or party's property.
- iv. Engage in unruly behaviour, which disturbs their peers, teachers or others.
- v. Physically and/or verbally abusing another person.
- vi. Use profanity, vulgar language, or obscene gestures whatever the circumstances.
- vii. Possess, view, show or distribute any form of pornographic material, which includes sending of lewd messages to or about other persons or sexting (meaning the sending or forwarding of messages with sexual content on or through social media). Students are expected to delete such messages from their phones or tablets if received.
- viii. Refuse lawful and reasonable instructions or directives issued by staff of the School.

2.3. HEALTH & HYGIENE

- i. Students and staff who have been injured whilst on School premises must report to either of the School Secretaries or teachers on duty during break time or a student's class teacher, who must write a report of such incident and file this with the School Director.

- ii. Students who are ill or injured during the day must report to their Phase Head, who assess the seriousness thereof and may authorise that their parents may come and collect them or actually take more drastic action where this is required.
- iii. Students are expected to behave with restraint and consideration in the toilet area and keep the toilets clean and hygienic.
- iv. Students, teachers and staff must report any safety or health risks, which they may be aware of on School grounds or when on an excursion or travelling on any School business.
- v. Students, parents, teachers and staff of the School must report incidents of infectious diseases or conditions, which may exist amongst students or employees or parents of the School.
- vi. No student may smoke or use any smoking devices, or use and/or be under the influence of alcohol or any drugs. Such conduct is forbidden on School grounds or on transport arranged by the School or during any School or School related event.
- vii. Where drug testing is concerned, please refer to section 2.4 below.

2.4. APPROACH TO DRUGS AND ALCOHOL AT THE SCHOOL.

- i. It is unlawful for a person under the age of 18 to use alcohol and use of drugs which are not registered as lawful drugs with the Pharmaceutical Board of the Health Professions Council of Namibia, are unlawful and possession, using or supplying/selling such drugs (hereinafter referred to as “drugs”), is against the law.
- ii. Students must take note that in instances, effects or adverse influences of drugs may prevail well after the time of the use of such substances. In these instances, users will be deemed to be under the influence of drugs, and that the effects can still influence behaviour or judgement in some way or other.
- iii. Due to the fact that drug use is unlawful and that its use has potentially long- term effects on the brain and judgement functions of students, this goes against the very nature of the intentions and Mission of the School.
- iv. The School may require students to be subjected to drug tests to determine whether or not a student has traces of drugs or alcohol in their bloodstream.
- v. Persons taking such tests must be trained to take such samples and must preferably be professional health care workers; i.e. an enrolled or registered nurse or a medical doctor.
- vi. Such Health Practitioners shall in all instances guard the dignity of such students and will conduct tests in a professional manner.
- vii. Where students are to be tested, students’ parents will be notified that their child was tested and will also be notified of the test result.
- viii. Should parents object to having their child/ren be subjected to drug tests, they will be required to motivate their decision to the School Board within 2 (two) days of such refusal. The School Board may determine the action to be taken under such situations.
- ix. In general, the approach to self-reported drug use or dependency at the PSS will be remedial in nature in order to assist a student to discontinue the use of drugs.

- x. Where a student is tested positive for a second time, disciplinary action will be taken in accordance with the process set out in the relevant action below.
- xi. Dealing in drugs (supplying, selling, or encouraging the use of drugs) will result in expulsion, subject to fair procedure being used.
- xii. The School will in addition to disciplinary procedures, initiate criminal proceedings against a student found guilty of supplying or selling drugs to others.

2.5. ENVIRONMENT

In accordance with the Eco Code and the schools' formal environmental awareness programme, the following rules apply to proper environmental management of the School. These need to be upheld and adhered to by all teachers, students and stakeholders.

2.5.1. Waste management

- i. The School regards littering in and off the School premises as an offence. Students are expected to take interest in the School grounds and to do their part in keeping them litter free.
- ii. In line with the Swakopmund Municipality recycling programme, "orange bins" are to be used correctly to recycle as much as possible. Non-recyclables are to be placed in black bins.
- iii. Students and staff must apply the 5 Rs (Refuse, Reduce, Reuse, Recycle and Rot) to manage their waste. Special planning should be done for waste management during and after school events such as cake sales, bazaar and sports days.

2.5.2. Energy & Water

- i. Water and electricity are to be used sparingly.
- ii. Lights and appliances are to be switched off when not in use.
- iii. Water taps are to be properly closed after use.

2.5.3. School yard, plants & animals

- i. The school yard is to be used with care.
- ii. Plants, such as trees and bushes, and animals, such as birds and insects, are not to be harmed.

3. ACADEMIC CONDUCT

Students are expected to take responsibility for their own learning.

3.1. GENERAL RULES

- i. Students and teachers are expected to be punctual for lessons.
- ii. The chewing of gum is not permitted when in School uniform or at School functions unless authorised by a teacher, for example during a test or examination.
- iii. Should a teacher not have arrived within 5 minutes of a lesson, the class captain or any other student is to inform the school secretary immediately thereof or to look for and call the teacher in question.
- iv. Students and teachers must adhere to the school day hours (spread-over) and the timetable. A student may not leave School Premises or classes without express permission from the Phase Head within the specific phase.
- v. Plagiarism is considered as academic dishonesty or fraud, as the student in question is misrepresenting the truth for own benefit in submitting another's work as if it were his/her own work.
- vi. Cheating during a test or an examination is deemed to be dishonest.

3.2. NOTETAKING

- i. It is a student's responsibility to keep neat and presentable notebooks.
- ii. Students are expected to keep up-to-date notes and to glue in any notes or tests as per teacher's instruction or as commonly practised.

3.3. HOMEWORK

- i. Students must recognise that homework is not an additional extra but is regarded as an integral learning element.
- ii. Homework is to practice and apply knowledge and competencies gained. In addition, it inculcates sound work ethics.
- iii. Students are encouraged to keep a homework diary at all levels in the School. The aim of such a diary is to encourage students to plan homework requirements, including projects and tests or examinations.
- iv. Students are expected to have homework ready as per teacher instruction and in addition should also do revision of work done and preparations for work to be done on a daily basis.

3.4. CLASS TESTS

- i. The aim of class tests is to assist the teacher in identifying knowledge and competency gaps and to provide the student the forum for regular and sustained revision. Such tests also provide the teacher with insight into areas of his or her own teaching, which may need re-assessment.

- ii. It is expected that the students prepare themselves adequately for these tests. As a rule of thumb, the minimum performance (pass rate) required in any test is 45%, unless otherwise indicated.

3.5.PROJECTS & ASSIGNMENTS

Projects and assignments are an important learning tool and demonstrate students' understanding through application.

- i. Students must complete projects assigned to them and adhere to due dates given.
- ii. Students must participate in groups to whom they have been assigned.
- iii. Parents are encouraged to support but are not permitted to execute any part of a School project on his/her child's behalf.

3.6.ACADEMIC COACHING

The School has a policy of not leaving any student behind and therefore offers Academic coaching to students who do not meet a pass mark in any particular subject as indicated on a report card of a student.

- i. High School students who fail any subject will be required to attend Academic coaching sessions in the afternoons with either teachers or with senior students or mentors/tutors.
- ii. Students must do specially assigned work similar to homework given.
- iii. Students must attend at least 90% of the determined sessions.
- iv. The students who are being coached in accordance with the Academic coaching programme will have their performance and progress monitored.
- v. Parents will be informed and are required to attend meetings with teachers or Management of the School.

3.7.EXAMINATIONS

The PSS offers a minimum of one set of examinations per year for students from Grade 8-13.

- i. Students are expected to prepare themselves well in advance for these examinations and develop well-organised revision timetables and study habits.
- ii. Students are provided lessons on studying and examination skills during "learn technique" and "ethics" lessons.
- iii. Students may be required to study at School during examination times.

4. VISITORS

4.1. STUDENTS

- i. Visiting children may attend classes at the PSS by prior arrangement with the Phase Head within the specific phase.
- ii. A visiting student will be charged a daily rate for a visit longer than five days but is limited to 3 months. Thereafter a proper application of registration becomes necessary.
- iii. Parents must complete the required documents and sign the necessary indemnities and cautionary comments (medical conditions or same).
- iv. Foreign students must show proof of having obtained or applied for a study permit to study in Namibia.
- v. All visiting students must comply with all rules and regulations applicable to students who attend PSS.

4.2. TEACHERS

- v. Teachers, who would like to visit the School, must seek permission from the School Director to do so.
- vi. Where non-Namibian teachers wish to do an internship, or perform work for a longer period of time, they must apply for a work visa or work permit as the case may be through the Ministry of Home Affairs and submit proof of approval before being permitted to engage in such work at the PSS.
- vii. Teachers who work or perform internships or who visit the PSS must comply with all rules, which apply and are applicable in such a situation as for PSS teachers. Where they are uncertain of the rules, they will be required to make certain or obtain explicit permission from any person in Management.

4.3. MEMBERS OF THE PUBLIC

- i. Members of the public who visit the School must report at the School Secretary before entering the School.
- ii. No member of the public is allowed to approach or visit any of the students during School or break time without the express permission from a School Secretary or Management, where a School Secretary may be uncertain.
- iii. Members of the Public may be subject to a search of pockets or bags where any suspicion exists.
- iv. The right of admission in all instances vests with the School.

5. SPORTS

Whilst the School recognises and celebrates all sports achievements, it furthers and gives special recognition to School Sport, as this fosters School Spirit and provides recognition to individuals and teams within the School's social context.

5.1. SPORTS BEHAVIOUR IN OR OUTSIDE THE SCHOOL

- i. Good sportsmanship, especially in the face of defeat, is considered to be an essential element of the PSS Charter. At our School we see this element as more important than to win.
- ii. Behaviour should not inhibit other students from enjoying themselves or taking part.
- iii. Students are expected to cooperate with the sport teacher or sport coach in the given activity.

5.2. SCHOOL SPORTS TEAMS

- i. Students are expected to arrive punctually and regularly at sport matches and practices.
- ii. Students are expected to treat opponents and the referee/umpire respectfully and regard the referee/umpire's decisions as final. Should they be dissatisfied with a referee decision, which has had a material impact on the outcome of the game, they must bring this to the attention of their coach, who will decide whether or not an appeal is warranted and to whom to direct the appeal.
- iii. The School will not tolerate any verbal abuse, vulgarity or bad language on, at or off the playing field or facility. Students are expected to behave with control and dignity on or at any sport playing field or facility.
- iv. Fighting will be treated in a very serious light. Language and communication should always be appropriate and controlled.

5.3. PSS SUPPORTERS' CODE

- i. The School encourages **supporters** such as family of players, friends of the School or teachers of the School to identify them by wearing a Supporter's tops or jackets and/or a PSS scarf and/or beanie.
- ii. **Students** supporting any of the School's sports teams are expected to either wear a School track suit or School Uniform, whereas special sport shirts (PSS NAPSO) will be allowed if worn with the track suit.
- iii. Supporters of our school will in all instances be **bound by principles** of good sports conduct set out above.

5.4.PARENT CONDUCT

We value enthusiastic parent support of our participating students and teams. The following rules apply to parents so as to limit confusion and make the experience a positive one for children.

- i. Parents whose children participate in an event are expected to bring them to the sports venues at the prearranged time, as this provides them with time to focus on the game or tournament together with teammates as well as their coach.
- ii. The decision of a team's coach on inclusion, strategy and tactics and individuals' instructions during the games must be respected and will not be open for debate.
- iii. Parents may not undermine the authority of teachers or coaches in any way as to cause conflict or any difference of opinion between teachers, parents and children as this will confuse team members and will detract from a harmonious and focussed team spirit.
- iv. Parents represent the School in their capacity as Supporters and are required to adhere to elements of good sportsmanship set out in the PSS Supporter's Code.
- v. In the event that a parent continues to transgress the above rules, the coach and/or supervising teacher will warn such parent(s). Should the parent fail to adhere to such instructions, the coach and/or the teacher may exclude their child/ren from the team for the duration of a game or if this persists, for the duration of a tournament. The coach or teacher has the right to refer such a matter to the School Director and/or the School Board.

6. PHYSICAL EDUCATION

Physical Education lessons are compulsory up until and including Grade 10, unless a written medical reason prevents such activity.

6.1.CURRICULUM

- i. Physical Education is mainly derived from the Cambridge physical education curriculum.
- ii. Variations as needed are done according to a revised plan, which is submitted to the Sport & Physical Education Coordinator and covered during sports lessons.

6.2.DEUTSCHES SPORTABZEICHEN

- i. The School provides preparation and measurement of performance in order to be measured and graded according to the German Sports Badge criteria and standards.
- ii. Competencies evaluated in terms of the German Sports Badge system are practised especially during and evaluated at the end of the Second Term of a year.
- iii. Badges are awarded at the end of the School Year.

7. RULES REGULATING PARENTS OF STUDENTS OF THE SCHOOL

Parents of students of this School are required to subscribe to the letter and spirit of the PSS Charter and agree to adhere to these principles.

7.1. CO-OPERATION

- i. In order to fulfil the School's obligations, it requires parent co-operation.
- ii. Without detracting from any specific obligations contained in School Policies or Procedures, a parent and a student are required to: fulfil their respective obligations under these terms and conditions and to maintain a courteous and constructive relationship with School staff and School Board.

7.2. NORMAL CONTRACT NOTICE PERIOD

- i. Parents have the right to cancel the Contract with the School at any time, for any reason, provided that parents give the School two months' written notice of this intention before the withdrawal of their child/ren from the School.
- ii. Similarly, the School Board has the right to cancel this Contract at any time, for any reason, provided that it gives parents a two month's written notice of its decision to terminate this contract.
- iii. At the end of the notice period, the parents in question will be required to withdraw their child/ren from the School, and the School will refund to them any amount of any fees pre-paid for a period after the end of the notice period, less anything owing to the School by the parents.

7.3. MATERIAL BREACH

- i. In the event that there is a serious or continuous material breach of the PSS Charter, the School has the right to terminate the contract between it and the parents of one or more students.
- ii. ***A material breach is considered to exist where parents or its child/ren (as the case may be):***
 - a. fail to uphold the Policies and/or Rules of the School; AND/OR
 - b. act in such a way that a parent and/or the child become seriously and unreasonably uncooperative with the School and in the opinion of the Head and/or School Board, the parent or the child's behaviour negatively affects the child's or other children's progress at the School, the well-being of School staff, or brings the School into disrepute.
- iii. The School may cancel the contract between it and parents immediately and has no obligation to return any deposit or pre-paid fees to the parents if either or both the parents are in material breach of any parent obligations and have not (in the case of a breach which is capable of remedy) remedied the material breach within twenty (20) business days of a notice from the School requiring the parents to remedy such breach.

- iv. The School Director in cooperation with the School Board may in his/her discretion require parents to remove or may suspend or expel a student if such student's parents' behaviour and/or conduct is in the reasonable opinion of the School Director and School Board so unreasonable as to affect or likely to affect the progress of the parents' child or any other students at the School or the well-being of the School Staff or to bring the School into disrepute.
- v. This will have the effect that the parents are excluded from being members of the Private School Swakopmund Association, which means that they will have to look for another school for their children.
- vi. This step is drastic and is taken by the School Board after considering the facts at its disposal. A simple majority (50% plus one vote) of the School Board will be necessary to make such a decision. Such a decision will be final and binding and no appeal will be allowed or correspondence entered into.
- vii. This is without prejudice to the School's other remedies.

DRESS & GROOMING CODE

1. RULES ON THE SCHOOL'S DRESS CODE

PSS is proud of its uniform. The uniform instils a sense of personal pride in its students and is representative of the unity within the “family” at our School. It reduces competition in dress amongst the students and fosters a sense of belonging.

As such the following rules apply:

- i. School Uniforms must be worn properly and in totality.
- ii. All items of clothing and personal items must be marked clearly, with both the student's name and surname.
- iii. Formal, informal and sportswear may not be combined or interchanged.
- iv. School Uniform Portions of PSS School Uniform are never to be worn with casual clothing.
- v. School Sports Uniform is to be worn at all PSS Physical Education classes or sports events, internal, or external to the PSS. This rule applies to Participants as well as Student supporters.
- vi. Formal School Uniform is to be worn during all formal School functions and/or cultural events, internal or external to the PSS. This rule applies to Participants as well as Student supporters.
- vii. During designated informal school days, events, outings, fundraisers, birthdays for primary school students, informal wear is permitted; unless otherwise specified.
- viii. **Medical alert bracelets are allowed and encouraged.**

2. SCHOOL UNIFORM

2.1. GRADE RR - 2 UNIFORM

Girls	Boys
PSS tracksuit with logo PSS sport shirt with logo PSS skort/shorts with logo Red PSS Eco-fleece jacket with logo (optional) Black PSS winter jacket with logo (optional) Sport shoes Plain white/grey sport socks	PSS tracksuit with logo PSS sport shirt with logo PSS shorts with logo Red PSS Eco-fleece jacket with logo (optional) Black PSS winter jacket with logo (optional) Sport shoes Plain white/grey sport socks

2.2. GRADE 3-7 UNIFORM

Girls	Boys
Formal wear: White school blouse with PSS logo on pocket Grey school pants or skirt (no skirt pants) Red PSS Eco-fleece jacket with logo White socks or black stockings Black school shoes Informal wear: Red PSS golf shirt with logo Grey school pants or skirt (no skirt pants) Red PSS Eco-fleece jacket with logo Black PSS winter jacket with logo (optional) White socks or black stockings Black school shoes Sport: PSS tracksuit with logo PSS sport shirt with logo PSS skort/shorts with logo Black/white/grey sport shoes Plain white sport socks Accessories: PSS cap with logo/ PSS wide brim hat with logo PSS scarf / PSS beanie both with logo/ PSS gloves Plain red/black/grey/white hair accessories	Formal wear: White school shirt with PSS logo on pocket Grey school pants Red PSS Eco-fleece jacket with logo Grey socks Black school shoes Informal wear: Red PSS golf shirt with logo Grey school pants Red PSS Eco-fleece jacket with logo Black PSS winter jacket with logo (optional) Grey socks Black school shoes Sport: PSS tracksuit with logo PSS sport shirt with logo PSS shorts with logo Black/white/grey sport shoes Plain white sport socks Accessories: PSS cap with logo/PSS wide brim hat with logo PSS scarf/PSS beanie both with logo/ PSS gloves

2.3. GRADE 8 - 10 UNIFORM

Girls	Boys
Formal wear: White school blouse with PSS logo on pocket grey school pants or skirt (no skirt pants) Black PSS cardigan with logo Black PSS blazer with PSS logo PSS tie with logo White socks or black stockings Black school shoes Informal wear: Red PSS golf shirt with logo Grey school pants or skirt (no skirt pants) Red PSS Eco-fleece jacket with logo (Optional) White socks or black stockings Black school shoes	Formal wear: White school shirt with PSS logo on pocket grey long school pants Black PSS V-neck jersey with logo Black PSS blazer with PSS logo PSS tie with logo Grey socks Black school shoes Informal wear: Red PSS golf shirt with logo Grey school pants Red PSS Eco-fleece jacket with logo (Optional) Grey socks Black school shoes

Sport: PSS tracksuit with logo PSS sport shirt with logo PSS skort/shorts with logo Black/white/grey sport shoes Plain white sport socks Accessories: PSS cap with logo/PSS wide brim hat with logo PSS scarf/PSS beanie both with logo/ PSS gloves Plain red/black/grey/white hair accessories	Sport: PSS tracksuit with logo PSS sport shirt with logo PSS shorts with logo Black/white/grey sport shoes Plain white sport socks Accessories: PSS cap with logo/PSS wide brim hat with logo PSS scarf/PSS beanie both with logo/ PSS gloves
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2.4. GRADE 11 - 12 UNIFORM

Girls	Boys
Formal wear: White school blouse with PSS logo on pocket Grey school pants or skirt (no skirt pants) Black PSS cardigan with logo Black blazer with PSS logo PSS tie White socks or black stockings Black school shoes Sport: (Optional) PSS tracksuit with logo PSS sport shirt with logo PSS skort/shorts with logo Black/white/grey sport shoes Plain white sport socks Accessories: PSS cap with logo / PSS wide brim hat with logo PSS scarf/PSS beanie both with logo/ PSS gloves Plain red/black/grey/white hair accessories	Formal wear: White school shirt with PSS logo on pocket Grey long school pants Black PSS V-neck jersey with logo Black blazer with PSS logo PSS tie Grey socks Black school shoes Sport: (Optional) PSS tracksuit with logo PSS sport shirt with logo PSS shorts with logo Black/white/grey sport shoes Plain white sport socks Accessories: PSS cap with logo/PSS wide brim hat with logo PSS scarf/PSS beanie both with logo/ PSS gloves Plain red/black/grey/white hair accessories

2.5. GRADE 13 UNIFORM

Girls and Boys
Grade 13 students will be required to wear formal Senior student school uniform during formal occasions such as a prize giving, a farewell event or external exams. During normal school days, this group of students may wear smart jeans and a Grade 13 Golf-shirt.

3. HAIR AND GROOMING

3.1. GRADE R – 7

Girls	Boys
<ol style="list-style-type: none"> 1. Hair must be tied back if their hair touches the lower edge of their collar. Afro hair must be neatly tied up. Box braids are allowed but it has to be tied up into a ponytail or bun. No afro puff style allowed. No colouring of hair is permitted. 2. Grade R – 4 students may only wear 1 pair of small studs or sleeper in each ear and a wristwatch. 3. Grade 5 – 7 students may wear one small bracelet or armband (no charm bracelets) on days that they do not have sports. 	<ol style="list-style-type: none"> 1. Hair to be kept clean, neatly combed and presentable at all times. 2. Hair to be kept short at all times. Hair may not touch the collar of the shirt or the ears; it also should be short on the top. No undercutting or any other extreme hairstyles are allowed. No cornrows or afro puff styles allowed. No colouring of hair is permitted. 3. Boys may only wear a wrist watch.

3.2. GRADE 8 – 10

Girls	Boys
<ol style="list-style-type: none"> 1. Hair must be tied back if their hair touches the lower edge of their collar. Afro hair must be neatly tied up. Box braids are allowed but it has to be tied up into a ponytail or bun. No afro puff style allowed. No colouring of hair is permitted. 2. Only clear nail polish may be worn when wearing School Uniform. 3. No make-up is allowed when wearing a School Uniform. 4. A student may wear 1 necklace, 1 pair of small studs or sleeper in each ear, 1 bracelet, 1 ring and 1 wristwatch. Jewellery is to be tasteful and unobtrusive. 	<ol style="list-style-type: none"> 1. Hair to be kept clean, neatly combed and presentable at all times. 2. <u>Grade 8 and 9 boys</u> should keep their hair short at all times. Hair may not touch the collar of the shirt or the ears; it also should be short on the top. No undercutting or any other extreme hairstyles are allowed. No cornrows or afro puff styles allowed. No colouring of hair is permitted. 3. <u>Grade 10</u> boys are allowed to wear their hair slightly longer. It should however be neat and not hang in the face. Cornrows are allowed, small, medium or large – either twisted, up style or plaited or neatly tied back. Afro puff has to be kept together with red or black tie back. No colouring of hair is permitted. 4. Boys may only wear a wrist watch. 5. Boys' nails to be short, clean and unpainted.

3.3. GRADE 11 - 12

Girls	Boys
<ol style="list-style-type: none"> 1. Hair may be worn loose, except during formal occasions. Hair may not hang in the eyes or cover the face of a student. Cornrows are allowed, small, medium or large, either twisted, up-style or plaited or neatly tied back. Afro puff has to be kept together with red or black tie back. 2. Hair colour may not be conspicuously different from natural colour. 3. No exotic fashion trends at the sole discretion of the School are allowed, whenever students are at School. 	<ol style="list-style-type: none"> 1. Students have the privilege of having longer hair, however if the hair touches the lower edge of the collar it must be tied up in a man bun with the appropriately coloured hair accessories. 2. Hair colour may not be conspicuously different from natural colour. 3. Hair may at no time hang in front of the student's eyes. 4. No exotic hairstyle or hairstyles depicting any cult or belief are allowed, such as, but not limited to styles usually worn by "Skinheads", "Punks" and "Rastafarians". 5. Students are cleanly shaved or waxed, no beards or moustaches are allowed. 6. Sideburns may not extend beyond the middle of the ear.

4. GENERAL HIGH SCHOOL DRESS CODE

- i. Students are expected to be neat and tidy at all times. Pride in the School uniform and appearance reflects an overall respect for the School and for themselves.
- ii. All rules apply whenever students are at School or attend School events or in other ways represent the School and at all times while wearing the School Uniform.
- iii. The length of the School skirt may not be shorter than 8 cm above the knee.
- iv. No woven or knitted type jerseys are allowed.
- v. Approval must be received to wear any other sweaters designed for an interest group of the School.
- vi. Accessories are to be in the School colours only, for example:
- vii. Belts to be black or grey.
- viii. Hair accessories to be natural hair colours, black, red, white or grey only.
- ix. No visible tattoos or body piercing may be displayed during School times or during School events.
- x. The School Board, Management, Teachers or Student Representatives reserves the right to request a student (of either gender) to change his/her hair style if it is considered inappropriate on the grounds of untidiness or because the hair style is offensive to the School's image.

PERFORMANCE AND DISCIPLINARY CODE

1. INTRODUCTION

1.1. POLICY STATEMENT AND OBJECTIVES

Private School Swakopmund wants to ensure that it has a fair and just process that can be applied when student work performance or behaviour is unacceptable and does not comply with the Honour Code, as well as, the School Rules and any other part of the PSS Charter.

The objectives of the Performance and Disciplinary Code, hereafter referred to as this "Procedure" are to:

- i. be aligned with the provisions of the Namibian Constitution as well as the Education Act of Namibia;
- xi. formulate rules, regulations and guidelines to enable the School to maintain a harmonious and efficient School community where misconduct is addressed and corrected in a consistent and fair manner; AND
- xii. to inform students of values and behaviour to aspire to, as well as, the action that can be taken against them should they transgress these values, rules and regulations.

1.2. SCOPE

This Procedure applies to all PSS students, whereas provision is made to differentiate between the developmental stages of students.

1.3. AREAS

The Performance and Disciplinary Code is a guideline, which may be deviated from when circumstances warrant it, and, it is justifiable to do so. The School recognises that there are three possible areas to address and recognises that each one needs to be dealt with in a specific manner in order to correct such behaviour.

These areas are:

- i. Poor Performance: deliberately not doing homework, performing poorly in tests and in general not meeting set performance standards of the School or teachers, who teach such students.
- ii. Off-task behaviour: behaviour which does not necessarily disrupt the School or class situation, which includes behaviour such as daydreaming, doodling or talking.
- iii. Misconduct: behaviour that interferes with the orderly running of the School community, i.e. classroom teaching, the rights of others, own or others' safety, health and property, bringing the good name of the School Community into disrepute or unlawful behaviour, and any other behaviour which the School may deem to be of such a nature that it warrants disciplinary steps.

1.4. GUIDING PRINCIPLES

This Procedure provides that different procedures apply in respect of the different categories. A teacher should have regard for learning or concentration challenges or disorders such as ADD, ADHD, dyslexia, dyscalculia or any other condition, which could affect a student and therefore blameworthiness.

The School must have regard for the age of the student involved as well as the seriousness or the effect of the matter at hand. The duration of potential schooling will have an effect before any drastic action is taken. On the other hand, the safety and dignity and the extent of the violation of the Honour Code plus the good order of the School and academic progress of the Student/s will be considered.

2. POOR PERFORMANCE CODE

2.1. BACKGROUND

Poor Performance must be distinguished from misconduct, and a separate procedure applies.

Poor performance is loosely described as performance which significantly deviates from the performance, which a student has previously achieved in one or more subjects and which a student is able to achieve and which a student was historically able to achieve if compared to peers, should the student have attended this School. (Statistical procedures may be used: deviations from student's own norms may be calculated with T-Scores, using standard deviations and deviations from set midpoints). When opting for a Poor Performance Process, comparisons may be made where a student has been performing per subject relative to his/her peers (class).

The School takes cognisance of the fact that a lack of performance might be a symptom of a variety and a combination of causes and may not necessarily only have a blameworthy origin such as rebelliousness or laziness. As such this process should be dealt with the necessary circumspect and with a view of **helping a student to regain previous levels of performance**, compared to peers.

2.2. POOR PERFORMANCE PROCESS

Where a teacher of a subject becomes aware of a student's poor performance, the following process should be followed, which process step may be chaired by the most senior person in the Phase or the School, as the case may be. In some instances, another member of Management or the School Board may be designated to chair a hearing, which shall be at the School Director's discretion:

STEP 1: Informal Counselling Meeting: Teacher meets with the student to ascertain what the cause is of the deviation from the student's own standard of performance. If possible, teacher and student should agree on a line of action in order to remedy this under-performance.

STEP 2: First Formal Counselling Meeting: Should the student NOT improve within a set period OR should the student IMPROVE, the Teacher and specific Phase Head will meet with the student for encouragement or to evaluate steps of assistance and to refine strategy of the student and the School. Some of the steps could be to have the student participate in the academic coaching system presented by the School.

STEP 3: Serious Formal Counselling Meeting: Should the student NOT improve within a further set period OR should the student IMPROVE, additional role players as well as the student will meet with the student to refine the strategy of the student and the School.

STEP 4: Formal Hearing: Should the student NOT improve after the above steps; more concerted steps need to be taken and considered. This is done in the presence of a number of role players who could contribute to improving a student's academic performance.

The Chairperson of a poor performance meeting should consider:

- i. whether or not the student failed to meet reasonably set performance standards;
AND
- iv. if the student did not meet performance standards, whether or not:
- v. the student was aware, or could reasonably be expected to have been aware, of the required performance standard;
- vi. the student was given a fair opportunity to meet the required performance standard; AND
- vii. what appropriate steps should be utilised to remedy a student's performance defects.

2.3. FUNCTIONS WHEN DEALING WITH POOR ACADEMIC PERFORMANCE

The following list indicates the duties delegated where students perform poorly:

PARTY TO PLAY A ROLE	INFORMAL COUNSELLING MEETING	FIRST FORMAL COUNSELLING MEETING	SERIOUS COUNSELLING MEETING	FORMAL HEARING
Teacher	√	√	√	(√)
Phase Head	Only if directly involved as teacher	√	√	√
Student's Parents	-	To be notified	√	√
Educational or Counselling Psychologist*	-	Can be notified at Phase Head discretion	√ Assessment required and should be part of the process	Assessment required and should be part of the process
Phase Head and School Director	-	-	Inform or involve as per discussion	√

*Appointed by the School

2.3.1. Informal Counselling Meeting

Where a student's standard of work is unsatisfactory, the student's teacher will:

- i. meet with the student,
- ii. inform the student that his or her standard of performance is not satisfactory,
- iii. advise the student of the standard of performance required,
- iv. advise the student what he or she must do to attain an appropriate standard of performance,
- v. hear any explanation tendered by the student,
- vi. consider together with the student what assistance may be rendered by the School in order to facilitate improved work performance, e.g. taking part in academic coaching, additional work, reviewing specific areas of work,
- vii. advise the student that continued poor performance will result in further steps being taken, i.e. that the matter will be referred for formal counselling; AND that
- viii. the counselling session must be recorded, either by use of a tape recorder, and/or by the taking of minutes.

2.3.2. Formal Counselling Meeting

Should a student in the opinion of the teacher **continue to render unsatisfactory performance**, the student's teacher must hold a formal counselling meeting with the student as well as one or more of his/her parents in the presence of the Phase Head, during which attempts must be made to explore the reasons for the student's Poor Performance. During the meeting Phase Head must:

- i. advise the student of the standard of performance required;
- ii. advise the student of the problems being experienced with the student's performance;
- iii. advise the student what he or she must do to attain an appropriate standard of performance;
- iv. hear any explanation tendered by the student;
- v. consider together with the student what assistance may be rendered by the School and which commitments the student is willing to make in order to facilitate improved work performance;
- vi. arrange to meet with the student one month later, or any other suitable period of time, to assess whether the student's standard of performance has improved; AND
- vii. advise the student that should his or her performance fail to improve, his or her progression might be in jeopardy.

2.3.3. Serious Counselling Meeting

If the student fails to render an appropriate standard of performance after being counselled and given a further month to improve, a final counselling meeting must be held in the presence of the parents, the Phase Head and the School Director.

During the meeting Management must:

- i. advise the student of his or her Poor Performance;
- ii. ascertain whether the student was given a reasonable opportunity to improve his or her work performance to acceptable levels;
- iii. hear any explanation tendered by the student;
- iv. ascertain whether the student was given adequate assistance by the School in order to facilitate improved work performance;
- v. ascertain whether the student has complied with commitments made by him/her; AND
- vi. where appropriate refer the matter to a formal hearing or to a further period of counselling should management be of the opinion that a further period of counselling will benefit the student. In this case, the student must be advised that should his or her performance fail to improve his or her progression and continued educational career at this School will be at risk.

2.3.4. Formal Hearing

If the student has failed to rectify the Poor Performance after the above steps being taken, the student will be given an opportunity to state a case on why he or she should continue to enjoy schooling at this School.

During the hearing the chairperson must consider:

- i. the appropriate standards of performance;
- ii. whether or not the student failed to meet the performance standards;
- iii. whether the standards were reasonable;

- iv. whether the student was aware of the expected standard;
- v. whether the student was given a reasonable opportunity to meet the standard;
AND
- vi. whether or not the student complied with obligations and commitments made by him/her.

The Chairperson conducting the hearing may make any recommendation that is appropriate, including an expulsion, which must be ratified by a member of the School Board. Where expulsion is a possibility, a similar process must be followed as with a disciplinary hearing.

2.3.5. Notification of Outcome of Formal Hearing

The student and parents must be advised in writing of the outcome of the formal hearing. This decision is final.

3. DISCIPLINARY CODE

3.1. GENERAL PRINCIPLES

- i. The Disciplinary Procedure will be applied consistently and fairly to all students.
- ii. This Procedure must be read in conjunction with the Schedule of Offences at the end of this part of the PSS Charter, which serves as the guideline when considering possible sanctions in terms of this Procedure.
- iii. The School reserves the right to amend or replace this Procedure as the maintenance and enforcement of disciplinary standards are subject to changing circumstances. Students and parents will be given reasonable notice of such amendment or replacement.
- iv. The Procedure endorses the principle of corrective and/or progressive discipline.
- v. Disciplinary action shall be cumulative, except where a single incident of misconduct justifies more serious action including suspension or expulsion. Furthermore, the student's existing disciplinary record must be taken into consideration when determining the appropriate sanction.
- vi. Misconduct outside School premises and School times can, in appropriate circumstances, lead to disciplinary action being taken against a student. This may occur where the student's conduct has an effect on the continued student-teacher or student-student relationships, or could potentially bring the good name of the School Community into disrepute and where it affects the ability of the student to continue to be well integrated in the School Community or where the conduct results in the breaching of the trust relationship between the School Community and the student.

This Disciplinary Procedure is not a comprehensive document. The School may introduce new disciplinary rules by, for example, informing students and parents by giving due notice thereof. Furthermore, some standards of conduct are so self-evident that they need not be contained in a procedure of this nature.

The student in question must be made aware of the reasons for and understand the disciplinary action taken against him or her.

The School may appoint any competent person to assume the role of complainant, chairperson and appeal chairperson during the disciplinary process, including an independent person from outside the School.

3.2. MISCONDUCT

Where instances of misconduct occur, the School must correct such behaviour by taking appropriate disciplinary action to address the situation and to signal that such conduct is unacceptable and not in compliance with norms agreed upon by students, teachers and parents and which this School Community subscribes to.

3.3. FAIRNESS: SUBSTANTIVE AND PROCEDURAL FAIRNESS

When the School takes disciplinary action against a student, the School must ensure that there is a valid reason for taking disciplinary action and that fair procedures and processes are followed so that a fair decision is reached when taking formal disciplinary action as set out herein.

3.4. NATURE OF OFFENCES

3.4.1. Schedule 1

Where a student has committed a relatively minor violation set out in Schedule 1, the teacher involved will:

- i. make a note in the allocated place in the student's homework/monitor or google sheets to inform the parents;
- ii. inform the student of the nature of the transgression;
- iii. the student and his/her parents must sign this note to acknowledge the incident;
- iv. advise the student not to repeat the transgression; AND
- v. advise the student that a repeat minor misconduct or of a related nature will result in a written warning being issued.

A **Verbal Warning** is a documented record of the reprimand, signed by the transgressor or witness. A copy of the verbal warning is filed on the School's database.

3.4.2. Schedule 2 or More Serious Transgressions or Repeat of a Minor Transgressions

If the student commits a more serious transgression or repeats a relatively minor transgression for a third time, the student's teacher will:

- i. follow steps (i) to (iv) as set out under section 3.4.1 above;
- ii. give the student an appropriate sanction, which could include a written warning;
- iii. advise the student not to repeat the transgression; AND
- iv. advise the student that a repeat of misconduct of a similar or related nature, will result in a more serious sanction being issued.

A **Written Warning** is a documented record of the reprimand, signed by the transgressor or witness. A copy of the written warning is filed on the School's database.

3.4.3. Schedule 3 or Serious Transgressions or Continued Repeat of Minor Transgressions

If the student has committed a serious transgression or a continued repeat of a minor transgression and where the student may possibly receive a **Final Written Warning** and/or be **suspended** for a transgression, **a disciplinary hearing must be conducted**.

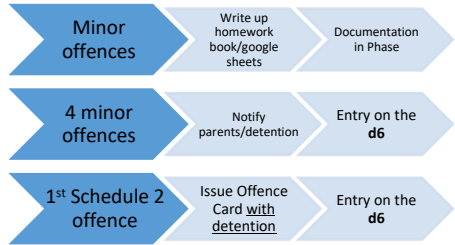

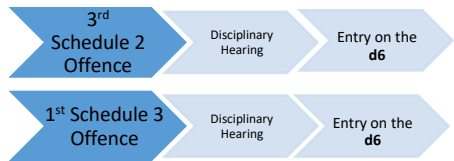

A **Final Written Warning** is a documented record of the reprimand, signed by the transgressor or witness. A copy of the final written warning is filed on the School's database.

Conduct That May Result in the Student's Expulsion:

If the student has committed a **serious transgression** OR the **continued repeat** of a minor transgression, the student may be suspended or even expelled from the School for such a transgression, **a disciplinary hearing must be conducted**.

Minutes of such a hearing shall be kept; while the School will also endeavour to have an electronic record of the proceedings.

3.5. DISCIPLINARY PROCESS FOR PRIMARY & HIGH SCHOOL STUDENTS

STAGE 1	STAGE 2	STAGE 3	STAGE 4
4 SCHEDULE 1 OFFENCES <u>OR</u> A FIRST SCHEDULE 2 OFFENCE	SECOND SCHEDULE 2 OFFENCE	THIRD SCHEDULE 2 OFFENCE <u>OR</u> FIRST SCHEDULE 3 OFFENCE	FIRST SCHEDULE 3 OFFENCE WITH AGGRAVATING ELEMENTS <u>OR</u> LESSER OFFENCE AFTER FIRST STAGE 3 TRANSGRESSION
 <p>Result after 4 Minor Offences or 1st Schedule 2 Offence in a Semester.</p> <ul style="list-style-type: none"> ● Meeting with Phase Head, who will send a letter to inform parents notifying them of misconduct and that a Written Warning has been issued and who will determine <u>one of the following sanctions</u> as being the most appropriate in such instance: <ul style="list-style-type: none"> ○ a Detention of 1 (one) hour during which the student will be assigned appropriate work; OR ○ a documented counselling with Subject Teacher or Register Teacher, Phase Head and Parent. 	 <p>Result with 2nd Schedule 2 Offence in a Semester.</p> <ul style="list-style-type: none"> ● Notice to parents notifying them of the detention for a maximum of a total of 3 hours (on a Friday), which is given with a Serious Written Warning, highlighting potential consequences of future transgressions; plus <ul style="list-style-type: none"> ➢ weekly or periodic monitoring meetings with Register Teacher or/and Phase Head scheduled until in the sole discretion of the Phase Head, the student's conduct has stabilised/improved; OR ➢ a documented counselling with Subject Teacher, Register Teacher, Phase Head and Parent. Phase Head to decide if a specialist is called in for counselling. 	 <p>Result with 3rd Schedule 2 Offence <u>or</u> 1st Schedule 3 Offence in a Semester.</p> <ul style="list-style-type: none"> ● Notice to attend a disciplinary hearing, requiring a parent to attend the hearing; ● The outcome of the hearing could be: <ul style="list-style-type: none"> ➢ Detention under supervision, for no less than a total of 6 hours given with a Comprehensive Final Warning; or ➢ Suspension <u>or</u> in-house suspension, for a maximum of 10 School days given with a Comprehensive Final Warning; ➢ AND a mandatory evaluation by a Counselling or Educational Psychologist appointed by the School, who submits a report with suggestions on how to deal with this student. ➢ This hearing is dealt with in accordance with the procedures set for a Disciplinary Hearing in the Disciplinary Code. 	 <p>Result after any STAGE 3 transgression <u>or</u> any first Schedule 3 Offence containing aggravating elements.</p> <p>This sanction is to be taken as a matter of absolute last resort, where other attempts to change behaviour has failed <u>or</u> where the transgression is of such a serious nature that it has become unbearable for the School to continue teaching such a student. Expulsion is recommended by the "Disciplinary Committee" (Chairperson, Class Teacher and Phase Head charging student made to the School Director and the Chairperson/Vice-Chairperson of the School Board plus a School Board member, who is preferably a member of the Disciplinary Work Group.</p>

4. DISCIPLINARY HEARING

Where a student may have committed a disciplinary offence warranting a disciplinary hearing, the following procedure is provided as a guideline.

In all of the above instances the chairperson must have regard for the age of the student involved as well as the seriousness or the effect of the misconduct. The duration of potential schooling will have an effect before expulsion is considered. On the other hand, the safety and dignity and the extent of the violation of the guiding values plus the good order of the School will be considered before the chairperson of the hearing pronounces the sanction.

4.1. PROCEDURES PRIOR TO THE DISCIPLINARY HEARING

Prior to the commencement of this procedure, the School is entitled to, and reserves the right to, conduct preliminary investigations prior to deciding whether to institute disciplinary proceedings against a student or not and to ascertain who else might be involved, or not. This may include questioning a or any number of witnesses or the student about his/her conduct prior to taking a decision whether or not to institute a disciplinary hearing. In this process, recordings may be used in order to record evidence as long as a witness is made aware that a recording is being made. In addition, or alternately written statements may be taken by the person investigating alleged misconduct.

Subsequent to the above, the Phase Head must:

- i. notify the student and parents in writing of the allegations as well as the date and time of the disciplinary hearing;
- v. allow the student a reasonable time of at least two calendar days to prepare a response or a defence/to prepare for the hearing;
- vi. notify the student that he or she is entitled to the assistance of a fellow student or one of his/her parents who may be present during the disciplinary hearing. The unavailability of the fellow student or the parent must not lead to undue delay in the holding and finalisation of the enquiry. In these circumstances, the student must choose another person to represent him/her, or elect not to be represented;
- vii. notify the student that he or she is entitled to the assistance of a translator in circumstances deemed to be appropriate by the Chairperson of the hearing; and
- viii. notify the student that she or he will be given an opportunity to call witnesses and to ask questions of the witnesses of the School and that the School has the same rights in this regard;
- ix. may, in a case where postponements are requested, set a final date where the matter is to be heard. Should the student and/or parent fail to attend this final date the matter may be concluded in the absence of an alleged offender.

4.2. PRECAUTIONARY SUSPENSION PENDING/DURING DISCIPLINARY HEARING

The School reserves the right to suspend a student during the period of the preliminary investigation as a precaution, or during the period from the date of the formal notice to attend a disciplinary hearing to the finalisation of the initial disciplinary hearing.

Precautionary Suspension may be appropriate under the following circumstances:

- i. the presence of the student on the premises could hinder the investigation or the School's preparation for the hearing;
- x. the student's presence could affect harmonious relationships or the good order of the School;
- xi. the student has access to confidential information;
- xii. the offence is of a very serious nature at the discretion of the School Director; or
- xiii. the student's suspension can be justified with other valid reasons.

The following procedure must be followed when a precautionary suspension is given to a student:

- i. the student's parents are contacted by the School Director or Phase Head and are informed of the incident as well as the School's decision; and
- ii. the student must be informed, in writing, of the suspension by completing the 'Notification of Precautionary Suspension' form.

4.3. APPOINTMENT OF CHAIRPERSON

The Chairperson of the disciplinary hearing must be a person appointed by the Disciplinary Committee and may be a person who is not a parent of any of the students of the School, especially in serious or complex cases.

The disciplinary committee will consist of the following members:

- The Chairperson
- The Initiator (Phase Head of the student)
- School Observer (Student's class/register teacher), who records the proceedings

4.4. CONDUCTING A DISCIPLINARY HEARING

Prior to conducting the disciplinary hearing, the Chairperson must ensure that:

- i. the notification form is correctly processed and that the student knows and understands the charge(s);
- ii. the student has been given at least two school days to prepare;
- iii. the student has been advised that he is entitled to be assisted by a fellow student, or member of staff to assist him/her;
- iv. if necessary, a translator is present;
- v. parents as set out above; AND
- vi. the student has been advised of his or her right to call witnesses and to question the witnesses of the School.

4.5. DUTIES OF THE CHAIRPERSON OF THE HEARING

The chairperson of the disciplinary hearing must:

- i. exercise and demonstrate impartiality when conducting the hearing;
- vii. explain the procedure to be followed to the parties;
- viii. take all reasonable steps to ensure that the hearing is conducted in an orderly manner. Conduct of a disruptive nature must not be tolerated and may lead to the exclusion from the proceedings of either of the parties, their representatives or a witness. The Chairperson shall warn such parties of such a possible exclusion. Should such behaviour persist, such party will be excluded from proceedings;
- ix. allow the School the opportunity to present a case, call witnesses to support the School's version and ask questions of any witnesses who present evidence;
- x. The Chairperson must, upon application made by parents of a student who is called to give evidence against another person, decide whether it is reasonable and fair for a student to be allowed special conditions under which such student may give evidence and if allowed, how special evidence may be given during a Disciplinary Hearing of the School.
- xi. allow the student an opportunity to state a case in response to the allegations, call witnesses to support his or her version, and ask questions of any witnesses who presents evidence, including his or her own witnesses;
- xii. if guilt has been established, elicit information on the student's personal circumstances and other mitigating or aggravating circumstances, and allow the student and the School to address the Chairperson on the sanction (which sanction is the most appropriate under these circumstances);
- xiii. advise the student of the decision and sanction, and provide brief reasons as to the outcome in writing; AND
- xiv. advise the student of his or her right to appeal against the finding of the Chairperson.

4.6. RECORDING OF PROCEEDINGS

The disciplinary proceedings must be recorded, either by use of a recorder, and/or by the taking of minutes. The appropriate forms must be completed by the Chairperson.

4.7. STUDENT'S FAILURE TO ATTEND

If the student fails to be present at the hearing, the person conducting the disciplinary hearing must postpone the disciplinary hearing to a subsequent date, and on that occasion must seek an explanation from the student and his/her parents for his/her absence. After a first postponement, the student must be notified in writing of the postponement, and what the future date of the disciplinary hearing will be. Additionally, the student will be notified that the disciplinary hearing will proceed on such a future date in the student's and/or parent's absence, should he/she fail to again attend the disciplinary hearing.

4.8.SUPPLEMENTARY DISCIPLINARY HEARING

If new evidence becomes available, which was not available at the time of the original disciplinary hearing, the School may notify the student of its intention to reopen the disciplinary hearing to deal with such additional information or evidence and to submit such evidence to scrutiny.

4.9.OUTCOME

The Chairperson must establish the student's guilt or innocence based on a balance of probability and must determine an appropriate sanction, subject to the student's right to appeal against the decision.

Where suspension or an expulsion is determined to be an appropriate sanction, the student will be expelled with effect from the date of the disciplinary hearing and/or the sanction becoming known.

4.10. NOTIFICATION OF OUTCOME

The student and parents must be advised in writing of the outcome of the disciplinary hearing, which must be done by the Chairperson of the hearing at an early date after the conclusion of the hearing.

4.11. DISCIPLINARY HEARING PENDING CRIMINAL TRIAL

Where criminal charges have been laid against a student, the Chairperson must proceed with the disciplinary hearing, as the outcome of the criminal hearing has no bearing on the disciplinary hearing of the School. The School may however at its discretion, postpone the disciplinary hearing until evidence used in the criminal matter becomes available.

If the student exercises his or her right to remain silent at the disciplinary hearing, the hearing will proceed.

Where the student is for some reason or other continually prevented from attending a hearing, a chairperson may decide to hold such hearing in a student's absence.

If the student is expelled, the School will notify the student and his/her parents in writing of his/her expulsion.

5. DISCIPLINARY MEASURES

The School endorses the concept of corrective and/or progressive discipline, and endeavours to correct student behaviour through a system of systematic disciplinary measures, as set out in paragraph (4) above.

However, at times the offence might be so serious as to warrant suspension or an expulsion for a first offence. The student's past disciplinary record shall be taken into consideration when determining the appropriate sanction.

5.1.SUSPENSION OR AN EXPULSION

The sanction of suspension or an expulsion should only be imposed where a student has committed a particularly serious transgression warranting suspension or an expulsion, or where a student commits a further offence after a final written warning has been issued.

Offences which may lead to suspension or an expulsion include forms of dishonesty, theft, aggression (such as assault), gross negligence, a serious safety breach that puts the student or other students in danger and repeated minor transgressions or selling or providing drugs to other persons or students.

It must be emphasised that the above constitute guidelines that can be departed from, depending on factors such as the seriousness of the offence, the circumstances in which it took place, the length of a student being at this School and the student's disciplinary record. It is not possible to provide a comprehensive list of such summary dismissible offences; however, these offences will include, but are not limited to the sanctions set out in the Schedule of Offences, set out in the latter part of this Procedure.

5.2.SUSPENSION

Suspension up to a maximum period of two weeks, can be utilised as a disciplinary sanction in exceptional circumstances.

This will be the case where the Chairperson, imposing discipline, feels that the sanction of suspension or an expulsion is too harsh in the circumstances, but that the sanction of a final written warning is too lenient, or has already been imposed for a lesser but repeated transgression.

In these circumstances the chairperson can consider imposing this sanction, if practicable. Suspension may be coupled with a further final written warning.

5.3.SANCTION TO BE FAIR AND CONSISTENT

To ensure consistency in application, the sanction that is imposed should always be fair, appropriate to the offence and consistent with the penalties imposed in respect to previous similar transgressions. When considering the appropriate sanction, regard must be had to the mitigating and aggravating factors of the case.

5.4.FLEXIBILITY ALLOWED

Despite the above, care should be taken to avoid rigidity, and flexibility is allowed to cater for the individual circumstances of each case, without setting a precedent for future cases.

5.5.RIGHT OF SCHOOL REVIEW

In cases where a Chairperson of a hearing has failed to exercise their duties, take all pertinent matters into consideration, has significantly deviated from School's principles, or where a potential precedent could be created, the School Director may within ten days of the outcome of the hearing appoint a **Review Committee** consisting of two members of School Management as well as a member of the School Board in order to reconsider the case on its merits.

This **Review Committee** may set aside the sanction and substitute this with an appropriate sanction. Before doing so, they may request written submissions by both parties.

5.6.APPEAL

5.6.1. Right to Appeal

In the event of suspension or an expulsion being imposed as a sanction, the student will be entitled to appeal in accordance with procedures set out below and will do so to the Chairperson of the School Board, who may delegate this to the Vice Chairperson or another person from the School Board, who may not have been the Chairperson of the Disciplinary Hearing of the case in question.

Where the School is of the opinion that the Chairperson has, for improper reasons, acquitted a guilty student or imposed a sanction that is disproportionately light to the offence committed the School will have a right of appeal. In this case, the School will be bound to the same rights and obligations as is afforded to and imposed in the student under paragraph 5.6.

5.6.2. Time Period

The appeal must be submitted by the student in writing within five school days of the student being notified of the sanction, stating in full the grounds for the appeal.

5.6.3. Person Presiding at Appeal

The Chairperson of the appeal hearing shall be a person appointed by the School for this purpose. The School may appoint a person who is not employed by the School or is not a member of the School Board, in circumstances it deems necessary. The person who presides at the appeal must be someone different from the person who presided during the disciplinary hearing, and must not have had prior involvement with the matter.

5.6.4. Conduct of Appeal

Unless procedural defects existed during the disciplinary hearing, the appeal will not consist of a rehearing of the merits of the dispute, but will be a review of the case documentation. This review will involve an examination of the record of the disciplinary hearing, together with representations made on the issues in respect of which the appeal is noted. However, should new evidence be submitted, a re-hearing of the evidence in dispute may be necessary. The initial complainant must be part of this process.

5.6.5. Notification of Outcome

The student and parents must be advised in writing by the Chairperson of the Appeal Hearing of the outcome of the appeal at the earliest possible date after concluding the hearing.

6. SCHEDULE 1 OFFENCES

MISCONDUCT	EXAMPLES OF MISCONDUCT	MISCONDUCT TRANSGRESSING WHICH VALUES
SAFETY & HOUSEKEEPING	Throwing objects (spit balls, paper aeroplanes etc.);	Helping and working cooperatively ; safe, happy, non-threatening, caring environment
DILIGENCE	Failure to bring appropriate material to classroom;	Helping and working cooperatively
	Failure to bring required School documents;	Helping and working cooperatively
	Talking excessively and off-topic during teaching time;	Helping and working cooperatively
	Sleeping (or “having eyes closed without reacting to name being called”) in class;	Helping and working cooperatively
	Failing to return the required forms to the School;	Helping and working cooperatively
	Failing to do or to complete homework as instructed by a teacher. (A student must have tried; did not understand is no excuse);	Helping and working cooperatively
NEGLIGENCE	Not serious cases of neglected care of text and/or library books and/or of any School and/or personal property	Helping and working cooperatively
DRESS CODE	Violating the dress code of the School;	Promoting School pride
	Failing to bring the correct clothes for sports periods;	Promoting School pride
SCHOOL ATTENDANCE	Arriving late for School or for class; leaving School grounds without notifying the responsible person or when not permitted to do so; Failure to produce absentee note from parent(s) or guardian(s) for being absent for less than three days or failure to produce a doctor’s certificate for being absent for more than three School days;	Promoting School pride ; helping and working cooperatively ; safe, happy, non-threatening, caring environment
LACK OF RESPECT	Less serious cases of being discourteous toward teachers and/or parents and/or School visitors;	Promoting School pride ; helping and working cooperatively ; respect for the dignity, rights and needs of other
ABUSING THE ENVIRONMENT	Littering; Harming or potentially harming the environment (could be a Schedule 2 Offence, depending on the effect of the action)	Safe, happy, non-threatening, caring environment
UNAUTHORISED POSSESSION OF DEVICES	Being in possession of or using electronic devices without permission of the teacher. (Not applicable to students of Grade 11-13).	Value individual and group achievement

7. SCHEDULE 2 OFFENCES

MISCONDUCT	EXAMPLES OF MISCONDUCT	MISCONDUCT TRANSGRESSING WHICH VALUES
DISHONESTY	Cheating or copying another student's work; allowing other students to copy work during a test or examination; forging signature; any other action where a student causes a misrepresentation of the truth	Honesty and integrity
ENDANGERING THE SAFETY OF STUDENTS, STAFF, PARENTS OR OTHER PERSONS	Serious incidents of throwing dangerous objects, which could potentially cause injury to others; engaging in conduct, which could potentially endanger or has endangered the safety of others.	Safe, happy, non-threatening, caring environment
LACK OF RESPECT	Using profanity, vulgar language or obscene gestures towards another, written or verbal. Serious cases of being discourtesy toward teachers and/or parents and/or School visitors; abusive, aggressive behaviour or language toward teachers, other students or visitors;	Respect for the dignity, rights and needs of other ; safe, happy, non-threatening, caring environment ; Respect for Namibian laws
DISRUPTING THE GOOD ORDER OF THE SCHOOL	Disrupting School or classes; engaging in misconduct, as defined by the School rules;	Promote School pride
BULLYING AND/OR INTIMIDATION	Persisting with unwanted behaviour, which threatens another, whether in a psychological or a physical manner; hazing; intimidation in that a person is threatened with potential consequences if an individual does not comply with a demand by an alleged perpetrator;	Safe, happy, non-threatening, caring environment ;
RECKLESSNESS	Recklessness in an automobile, on a bicycle or motorbike on, or in the proximity of the School grounds;	Respect for the dignity, rights and needs of other ;
DISREGARDING THE ENVIRONMENTAL SUSTAINABILITY	Harming or potentially harming the environment (seriousness depends on the effect of the action) (Lesser cases could be a Schedule 1 Offence)	Respect for the dignity, rights and needs of other ; safe, happy, non-threatening, caring environment ; Respect for Namibian laws
SCHOOL ATTENDANCE	Being absent from School for 10 or more days without notifying the School; leaving School grounds and engaging in other misconduct.	Promoting School pride ; helping and working cooperatively ; safe, happy, non-threatening, caring environment
REFUSAL TO COMPLY WITH LAWFUL INSTRUCTIONS (INSUBORDINATION)	Insubordination: Serious and public refusal to follow lawful and reasonable instructions given. A strong element of wilful challenging of authority, which affects or could affect the good order of a class or the School. <u>(This form of misconduct requires the teacher to ascertain what the reason is for such refusal.)</u>	Helping and working cooperatively ; promote School pride
BRINGING THE GOOD NAME OF THE SCHOOL INTO DISREPUTE	Any public misconduct, which brings, or which could bring the name of the School and/or School Community into disrepute or which could damage the School's reputation;	Promote School pride
WILLFUL DAMAGE TO THE SCHOOL OR SCHOOL'S PROPERTY, TEACHER PROPERTY OR OTHER'S PROPERTY	Wilful defacing, damaging of School, teacher, student or others' property.	Respect for Namibian laws; promote School pride; safe, happy, non-threatening, caring environment; respect for the dignity, rights and needs of other
REPEATED LESSER OFFENCES	2 detention offences from schedule 1 offences or repeated schedule 1 offences after action has been taken and student shows no improvement;	

8. SCHEDULE 3 OFFENCES

MISCONDUCT	EXAMPLES OF MISCONDUCT	MISCONDUCT TRANSGRESSING WHICH VALUES
UNLAWFUL DISCRIMINATION	Making racist statements or in other ways discriminating against a person's race, gender or gender orientation and/or religious confession	Respect for the dignity of others; respect for Namibian laws
BREAKING THE LAW	Committing a violation of the laws and legislation of Namibia of a serious nature;	Respect for Namibian laws
DRUG AND OR ALCOHOL RELATED RULES	Possession of tobacco or a vaping device and/or smoking/vaping on School premises or at a School-related activity; Possession and/ or being under the influence of and/ or testing positive for drugs; Possession and/or being under the influence of and/ or testing positive for being under the influence of alcohol on School premises or at a School-related activity;	Respect for Namibian laws; safe, happy, non-threatening, caring environment
POSSESSION OF WEAPONS OR DANGEROUS OBJECTS	Possession of weapons at School and at School-related activities;	Safe, happy, non-threatening, caring environment
AGGRESSION RELATED MISCONDUCT	Hazing, bullying, incitement; committing hate speech Threatening, intimidation, blackmailing, spreading false information about another person Assault or threatened assault; rape; sexual harassment; sexual abuse.	Safe, happy, non-threatening, caring environment; Respect for Namibian laws; Respect for the dignity of others;
SEXUAL MISCONDUCT	Sexting, or spreading or transmitting photographic material or drawings of a sexual or embarrassing nature about another person. Committing any sexual act on School premises or during School events or excursions Possession or online viewing or forwarding of pornographic material on School premises or during School events or excursions;	Respect for the dignity of others; safe, happy, non-threatening, caring environment; Respect for Namibian laws.
DISHONESTY	Theft; unlawful removal of another's property Fraud; Misrepresentation of the truth or omitting to reveal the true information; Copying work from another or from another source during an examination, test or other School assessment; committing plagiarism (depending on seriousness thereof);	Honesty and integrity; Respect for Namibian laws
SERIOUS LACK OF RESPECT	Serious cases of being discourteous where Schedule 2 Sanctions are found not to be proportionate to the extent of misconduct toward teachers and/or parents and/or School visitors; abusive, aggressive behaviour or language toward teachers, other students or visitors;	Respect for the dignity, rights and needs of other; safe, happy, non-threatening, caring environment; Respect for Namibian laws
DELIBERATE DAMAGE TO PROPERTY	Malicious damage to School property, or damaging property of another party (e.g. student, teacher, parent or member of the public) Vandalism of any form of nature to personal or School property.	Respect for the dignity, rights and needs of other; Respect for Namibian laws
MISCELLANEOUS	Bringing the good name of the School into disrepute; Any other serious misconduct in the opinion of the School Director and/or members of the School Board's Disciplinary Committee Accessing or changing of any School data or information without the IT Administrator or the School Director's express and/or written permission. Any offence already having led to one or two suspensions from Schedule 2.	Promote School pride Conduct which is in violation of the School's values or which brings the good name of the School into disrepute

ACKNOWLEDGEMENT OF RECEIPT OF THE PSS CHARTER

VERSION DATED: _____

Please sign and return this page to indicate that you have received and have read or will read the full contents of the Private School Swakopmund Charter including the disciplinary code and agree to abide by this Code.

The Undersigned in his/her capacity as the parent/legal guardian of _____ (names of Children to be enrolled), herewith accepts that it is a precondition of enrolment of said children as students of the Private School Swakopmund to accept and abide by the entire PSS Charter, the rules, the Disciplinary Process and any amendments made hereinafter the date of signing and to study and abide by future amendments approved and published by the School Board, who represent the Parents and are mandated to do so by the members of the Private School Swakopmund Association.

The onus remains with the parents, guardians and the student to familiarise themselves with all future updates to the PSS Charter.

I, _____ (student) and _____ (parent(s) or guardian) hereby accept the above terms and conditions for admission to the Private School Swakopmund and are bound by the Rules, Regulations and directives of the PSS CHARTER.

SIGNED AT SWAKOPMUND ON THIS _____ DAY OF _____ 20____

PARENT/GUARDIAN: NAME: _____

SIGNATURE: _____

STUDENT: NAME: _____

SIGNATURE: _____