



Knysna Montessori School

General School Policy Brochure

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HISTORY

Knysna Montessori School was formed in 1997 under the auspices of the BMS Trust when founder, Taddy Beyleveld, extended her Pre-school and introduced Montessori Methodology and Philosophy to a group of 6-9 year students. As the students grew older, parents wanted continued Montessori education. The introduction of debentures in 2001, enabled the BMS Trust (Beyleveld Montessori School's Trust) to purchase the buildings from Taddy, and in so doing, has progressively improved the school to what it is today. The school comprises a fully-fledged Pre-school, Junior and High School and the first group of Montessori Matriculants wrote the IEB examinations at the end of 2008. Over the years the School has pioneered many aspects of education.

Vision Statement

Knysna Montessori aims to offer an inclusive and holistic education to all children based on Montessori philosophy and teaching methods in preparation for life.

Mission Statement

Knysna Montessori aim to develop the whole child so that the child strives to achieve independence, self-discipline, self-confidence, self-knowledge, decision making and problem solving abilities and as a South African and global citizen, learns to respect and tolerate others and their cultures.

Value Statement

Our commitment as teachers and parents is to endeavour to be life-long learners, consistently challenging ourselves, adapting and changing to fulfil the needs of the child and the school environment.

Our commitment as teachers and parents is to instil and uphold the values of respect encouraging good manners courtesy and grace.

THE SCHOOL SONG

With Manners, Courtesy and Grace,
All creeds and colours we embrace.
With special tools we learn our task,
Free to answer, free to ask.
As we prepare for life ahead,
We learn to lead as we are led,
To give and take from one another
Not to judge, but love each other

May we, like the free-flying Loerie
Spread our wings and spread the story
A voice for all – our chosen rule
At Knysna Montessori School

THE FOUNDERS SONG

As we continue on our way
We honour Taddy this Founder's Day
She lit the fire and fanned the flame
And made us proud to bear our name.

From pre-school to young adulthood
The principles for which she stood
Inspired by Montessori's way
Were followed through, each and every day

For where we are, where we belong
Our hearts are filled with grateful song
Our thanks for dedicated rule
At Knysna Montessori School.
©(Diniel Weston .. 6th September 2013)

THE SCHOOL'S GOVERNANCE STRUCTURE

The Knysna Montessori School is registered as an Independent School with the Western Cape Education Department (W.C.E.D), and Grade 12's are externally assessed by the Independent Examinations Board (IEB). As a leader in the South African Montessori Community, the teachers are encouraged to register with the South African Montessori Association (SAMA). Teachers are required to register with the South African council for Educators (SACE). The School is managed by the BMS Trust*, and is also registered as a non-profit. The Trustees serve on a voluntary basis and are elected from the Parent and Staff bodies at the Annual General Meeting, or at a special meeting called for such an election. There are always more parents than staff on the Board of Trustees.

* BMS Trust No IT5321/97

The Role of the Trustees

- Fiduciary Duties : Stewardship; holding in trust all the assets
- Strategic Duties : Goal-orientated direction and planning
- Duties of good faith : Performance of duties with integrity, prudence and Loyalty

STAFFING

Our teachers (called “Directresses” and “Directors”), are all qualified to teach in the environments in which they have been placed and they as educators are registered with SACE (South African Council for Educators). Our staff is aware that learning never ends and are always refreshing and updating their knowledge through on-going courses. In-house Montessori Training does take place, but traditionally qualified Preschool and Junior School teachers are encouraged to complete training and practical experience in Montessori Methodology through accredited training institutions.

ACADEMIC STAFF

Head Directress (Principal) Sonia Heaton: (Pre and Junior School)

Head Director (Principal) Gerhard Claassen: (Middle and High School)

Management Team: Head Directress: Sonia Heaton, Head Director: Gerhard Claassen, Business Manager: Leighann Campbell, Educational Consultant and Founder: Taddy Beyleveld.

Senior School Teaching Staff (12-18)

Gerhard Claassen	Physical Science, Mathematics
Dana Miles	Life Science, CAT & LO
Claire McCarthy	English HL
Marne Nigrini	Afrikaans FAL, NS, Tech, Mathematics
Kathleen Mells	Business Study, EMS, SS, Accounting
Alison Knox	Visual Art & Design
Peter Vieyra	Mathematics & CAT
Hennie Nigrini	Geography, Afrikaans FAL, Tech
Del Dearmer	Maths Lit, LO, NS, Tech
Taddy Beyleveld	Micro-businesses
James Stead	Creative Arts (Part Time)

Junior School Staff

(6-9)

Nakkie Lategan
Berny Scherag
Sonia Heaton

(9-12)

Andre Visser
Lusanda Mhlakaza
James Stead (Part time)
Linda Roux (Part time)

Johanna Phillips – Assistant
Lindi Mfanekiso – Assistant
Bradley Clack – Intern

Subjects:

Language: English, Afrikaans (FAL), Xhosa (SAL)
Mathematics
Life skills
Culture (Natural Science/Social Science/Technology)
Music/Art/Drama

Pre School Staff

Head: Tania Wentzell
Tatu Smurfit
Joey Keyser
Modi Mbonde – Assistant
Hannah Janjies – Assistant
Marlene Jantjies – Assistant
Buki Balakisi - Assistant

Sport Staff

Lusanda Mhlakaza	Marlett Watson
Marne Nigrini	Bradley Clack
Nakkie Lategan	Hennie Nigrini
Andre Visser	Berny Scherag
Oz Campbell	

Music

Diniel Weston (Part time)
Dr Phil Golson (Part time)

General and supporting staff:

Turaco Boarding House

Hostel Parent: Andre & Monique Visser

Support Staff: Bradley Clack

Catering staff: Portia Booï, Avuyile Lamani and Monica Mqolombeni

Office staff:

Receptionist: Patricia Qakamfana

Office Administrator: Liezel Brazier

Finance Administrator: Ilse Claassen

Business Manager: Leighann Campbell

Grounds Staff

Raphael Nyirenda

September Baliso

Trevor Zweni

Cleaning Staff

Tosh Tame

Gladys Msaseni

Thobeka Teke

Aftercare Staff

Barbara de Groot

Transport Staff:

Hennie & Marne Nigrini

MONTESSORI METHODOLOGY AND PHILOSOPHY

The School's environment and teaching methods are based on Montessori philosophy. Dr. Maria Montessori was Italy's first woman medical doctor and a pioneer in education in the early twentieth century. She developed an educational method to implement her philosophy and was consequently nominated as woman of the century and acclaimed as the greatest educational genius since Froebel. There are thousands of Montessori schools worldwide, and their popularity continues to grow. However, it is worth noting that the name "Montessori" was never patented and is in the public domain.

Therefore, parents considering Pre and Junior School Montessori education for their child should visit the school of their choice to determine whether it meets the standards of Montessori education.

Pre and Junior School:

Montessori methodology and philosophy obviously require in-depth study, but some of the most important aspects may be very briefly summarized for parents as follows:

- Montessori focuses on **self-discipline and freedom through choice**. Freedom within the environment can only exist where rules are obeyed. The freedom given to the child is to do what is right, not what is wrong. The order

of a Montessori classroom is not the structure of a conventional classroom. The child is empowered and free to master skills at his own pace, to move and choose activities, to work alone or with others, to evolve his own patterns and rhythms and to discover what interests and satisfies him. *The child is not, however, free to disturb other children, harm equipment or act against, rather than for, the common good. Good behaviour is shown to be sensible and desirable, and self-discipline the ultimate aim.*

According to Montessori, “An individual is disciplined when he is the master of himself and when he can, as a consequence, control himself when he must follow a rule of life.

- Montessori identified **four planes of development** in children. Each plane places the emphasis on the “sensitive periods” of that plane or phase. Particularly within the 0 – 6 year phase, Montessori noted and documented “sensitive periods”. For example, the sensitive period for **order** is between 18 months and 3 - 4 years, and during this time, a child will be sensitive to order and willingly picks up his toys. An older child, who has not been taught order previously, will show a reluctance to tidy up. The concept of **order** is the foundation to Mathematics and Reading. Regular education takes little heed of these planes. In fact, in most cases it ignores the most important years from birth to six, when the child is able to absorb, with little effort, from the environment in which he lives. **Early education is vital.**
- Classes are divided into **three year vertical age groups**. This has many social and mental advantages; older children are able to reinforce their knowledge by helping younger children while the younger child has people close to his own age to emulate, and also the opportunity to learn through observation. Children learn and progress **at their own pace**, so that fast learners are not held back, and slower learners are not frustrated by their inability to keep up.
- Specially designed **Montessori Self-corrective Materials** allow the child to work independently and understand concepts in the concrete, before moving onto the abstract. These materials provide for authentic and continuous assessment and a continuing syllabus for children from the age of three to fifteen. All materials have a control of error. Subjects can be **integrated** without losing integrity, and emphasis is placed on learning through languages. Spelling and language enrichment is related to what is being taught.
- Should it be necessary for a child to leave a Montessori school, Montessori students are well equipped to adjust to other school programmes, thanks to the

desire to learn which has been carefully fostered throughout their Montessori training. The Montessori philosophy, curriculum and teaching methods we use in the Preschool and Junior School and the IEB curriculum in the Middle and High School covers all the requirements of the WCED but also provides much more.

SCHOOL UNIFORM LIST

School uniforms are obtainable from the office. Please place your order in the morning in person or via email and collect in the afternoon.

CLOTHING LIST

Description	Sizes
Short Sleeve Golf Shirt	5-16 years, S - XL
Long Sleeve Golf Shirt	5-16 years, S - XL
Shorts (boys)	5-16 years, S - L
Skorts (girls)	5-16 years, S - XL
Fleece Top	5-16 years, S - XL
Track Bottom	5-16 years, S - XXL
High School Chino shorts	28-38
High school skirts	30-36
School Swimming Cap	One size
Sports Shirts	5-16 years, S - XL
Sport Shorts	5-14 years, S-XXL
Sport Skorts	9-14 years, XS-XXL
Hockey/soccer socks	12-3, 4-7, 6-9 and 9-12
Peak/Wide Brim Hat	One size

JUNIOR AND MIDDLE SCHOOL UNIFORM

Summer:	Winter:
Boys: Blue school shorts Short sleeved navy Montessori golf shirt White or Navy takkies White socks Peak/wide brim hat (Juniors)	Boys: Navy tracksuit pants Long sleeved navy Montessori golf shirt School fleece White or navy takkies White socks
Girls: Blue skort Short sleeved navy Montessori golf shirt	Girls: Navy tracksuit pants Long sleeved navy Montessori golf shirt

White or navy takkies
 White socks
 Peak/wide brim hat (Juniors)

School fleece
 White or navy takkies
 White socks

HIGH SCHOOL UNIFORM

Summer:	Winter:
<p>Boys: Stone colour chino long or short pants (classic style) no ‘skinnies’ or cargo pants. Short sleeved white Montessori golf shirt. White socks and takkies Royal Blue Blazer (De Jagers) KMS badge available from office</p>	<p>Boys: Stone colour chino long pants (classic style) no “skinnies’ or cargo pants. Long sleeved white Montessori golf shirt Navy school fleece Black school shoes Royal Blue Blazer (De Jagers) KMS badge available from office</p>
<p>Girls: Stone coloured skirt Short sleeved white Montessori golf shirt. White sock and takkies Royal Blue Blazer (De Jagers) KMS badge available from office</p>	<p>Girls: Stone coloured Skirt Long sleeved white Montessori golf shirt Black winter tights Black school shoes Navy school fleece Royal Blue Blazer (De Jagers) KMS badge available from office</p>
<p><i>15-18 students who opt to wear the Middle School Winter Uniform in cooler weather must conform with uniform regulations.</i></p>	

OPTIONAL EXTRA (available from school on order)

- Rain jacket (Whole School)
- Soft shell jacket (Middle & High School)

Other items needed, but not obtainable from the school:

- | | |
|--|---|
| <ul style="list-style-type: none"> • White socks • Takkies (White/Navy) • High School girls and boys black shoes or white takkies • Blazer High School (De Jagers, KMS Badges available in office) | <ul style="list-style-type: none"> • Hockey Stick • Hockey/Soccer Togs • Gum guard and shin pads • Swimming costume (Black or Navy) |
|--|---|

THE SCHOOL DAY

The school office opens at 07:30am

PRESCHOOL	(18mths – 6 years)	08.15 - 14.00
JUNIOR SCHOOL	(6 – 9 years)	07.45 - 14.00
	(9 – 12 years)	07.45 - 14.00
MIDDLE SCHOOL	(12 – 15 years)	07.40 - 14.10
HIGH SCHOOL	(15 – 18 years)	07.40 - 14.10

- *Middle and High School have sport from 14:15-15:15- timetable with details are given to all students*
- *Middle and High School finish at **14.10** on Friday subject to meeting the requirements for subject sign out.*

STAGES OF DEVELOPMENT

TODDLERS (18mnth – 3 years)

The Unconscious Absorbent Mind:

The child absorbs but cannot always remember.

During this period, toddlers develop different functions related to movement and intellect – each at first separately and then in combination. This phase is also termed the "unconscious creator", in which children absorb the environment around them and construct their reality.

TEACHER:

Joey Keyser

Assistant: Marlene Jantjies

CLASS:

1 x Class

Approximately 16 Children

ROUTINE:

- Indoor free play (playdough & block play)
- Ring time (songs, poems, presentations, culture)
- 1 and a half hour work cycle
- Outdoor free play
- Lunch
- Naptime
- Potty training/nappy changing

PROGRAMME:

In a nurturing, caring environment children are introduced to the rules of the classroom and playground.

The development of relationship skills is very important: getting on with self and others, learning to accept boundaries, to respect the rights of others, and to stand up for one's own rights.

Emphasis is also placed on developing language skills and encouraging independence.

Additional activities (outsourced, at an additional cost) available to this group are: ballet, big builders, and swimming (summer only).

PRE-SCHOOL (3-6yrs)**The Absorbent Mind:**

The child is able to absorb, seemingly without effort, from the environment in which he / she lives.

At this age, these youngsters are transforming into the "conscious worker". Children become absorbed in perfecting activities they only observed during the 0-3 year old age group. 80% of the child's brain is developed within the first six years of life – a time which forms the foundation for later living and learning.

The will of the child is developed through encouragement and praise, which in turn develops concentration. Using the sensitive period of repetition the child is encouraged to aim for perfection. Consequently, independence, self-confidence, and concentration are achieved. Early education is vital.

The 3-6 year olds need to learn to make a clear distinction between fantasy and reality and teachers and parents alike help them in making this distinction.

TEACHERS:

Tania Wentzell

Tatu Smurfit

Assistants: Modie Mbonde & Hilda Jantjies

CLASSES:

Seahorse Class and Loerie Class

Approximately 22 Children per age group in a 3 year age span

ROUTINE:

- Indoor free play (playdough, colouring, block building)
- Ring time (songs, poems, months, days, weather, date, culture presentations)
- 3 hour work cycle
- Outdoor free play

- Lunch (serving and washing own plates)
- Story time
- Nature walks and The Hub visits

PROGRAMME:

The children work with specially designed Montessori materials, which provide a concrete base to abstract understanding. Formalised learning of writing, reading, and numeracy also begins during this stage.

The programme is balanced with outings to places of interest. Drama is encouraged and all children take part in the annual play, as well as celebrating festival days. The playground is designed to encourage balance, large muscle co-ordination, and ball skills.

Additional activities (outsourced, at an additional cost) available to this group are: Ballet, Big builders, French and swimming (summer only).

Sport and extra-mural activities:

Developmental play and music is offered by the school during school hours. Extra mural activities include: Ballet, Big Builders, drama and swimming.

FOUNDATION PHASE (6-9yrs)

The years of moral development.

During this age, children begin to awaken to other humans and other aspects of life. The emphasis is on self-discipline and building character, including manners, courtesy, and grace. It is also a period of learning fairness and it is therefore an excellent time to teach children rules of games. They are typically "black-and-white" thinkers, with little grey area.

There is now a very clear distinction between reality and fantasy. Their intellectual curiosity is limitless. Imagination, exploration, and research are very important. This is usually taught through five great stories or timelines which are loosely connected and broadly based, helping children to form a picture of their place in the universe.

CLASSES:

2 x Register Classes

Approximately 16 children in a 3 year age span per age group

Each directress/tor is allotted a register class and specialises in one particular area – Maths, Language or Cultural subjects. In addition there is a dedicated reading teacher for this environment.

PROGRAMME:

The junior school programmes includes: Morning ring, followed by a three hour work cycle, involving Maths, English, Afrikaans and Cultural subjects.

Cultural Subjects encompass all the government learning areas, but they are presented in an integrated and holistic manner.

The 6-9 cycle continues with Music, Art, Life Skills, Xhosa and Sport.

Their work programmes are balanced with outings to places of interest.

Drama is encouraged and all children take part in the annual play, as well as celebrating festival days. Children are encouraged to play chess and other board games in the class, when work is complete.

Sport and extra-mural activities:

Great emphasis is placed on ball skills at this age. The 6-9 groups' playground is designed to encourage balance, large muscle co-ordination, and ball skills.

The junior school sports concentrate on acquiring and developing various sporting skills and takes place during school hours. We encourage all kids to participate in school sports and to further their ball skills.

Additional extra murals include Music (piano, recorder, etc.), Mountain Biking, Chess, Computer Club and various other outsourced club activities.

INTERMEDIATE PHASE (9-12yrs)

The years of critical thinking

The 9-12 age group are discovering their own enormous potential. They are at the critical thinking stage of their lives and as a matter of course they critically examine and focus on all which is presented to them. They are naturally self-involved; intent on finding out about themselves and their own positive abilities, but also learning to overcome the difficulties presented in relating socially to others. The key element at this stage is focussing on the specific.

These students are able to grasp more abstract concepts and thus fewer hands-on materials are required. However, geometry concepts and terminology appear to fascinate these critical thinkers and much of the traditional junior high school syllabus is covered during these years.

They have already learnt how to research and now tend to become more involved with in-depth exploring of topics of interest, covered in the Five Great Stories and other key timelines. Individual and group projects are discussed, researched, completed, and then shared with others during presentations. To enhance this sensitive period of critical thinking, these presentations are evaluated by the group.

Moral development at this stage continues to be fostered with debates on moral issues. These children often act without thinking. Insisting that they take responsibility for their actions is necessary. Their tendency to be socially

critical and verbally aggressive is an integrated part of their growth on their journey towards young adulthood.

CLASSES:

2 x Register Classes

Approximately 16 Children in a 3 year age span per age group.

Each directress/tor is allotted a register class and specializes in one particular area – Maths, Language or Cultural subjects.

PROGRAMME:

The junior school programmes includes: Morning ring, followed by a three hour work cycle, involving Maths, English, Afrikaans and Cultural subjects. Cultural Subjects encompass all the government learning areas, but they are presented in an integrated and holistic manner.

The 9-12's do Music, Art, Afrikaans, Life Orientation, Basic Computer Skills, Technology, and Sport.

Their work programmes are balanced with outings to places of interest.

Drama is encouraged and all children take part in the annual play, as well as celebrating festival days. Children are encouraged to play chess and other board games in the class, when work is complete.

Sport and extra-mural activities:

The 9-12 year children do sport during school hours. At this age they grow rapidly in height and often become clumsy and un-coordinated. Sport aims to rectify this. They are encouraged to play team sports and further their ball skills. Summer sports may include swimming, cricket, athletics, mini tennis and winter sports may include netball, hockey, mini tennis and soccer. Other sports and extra-mural activities which take place from the school include extra swimming, young engineers and mountain biking.

Please contact the office for further details.

MIDDLE SCHOOL (12-15yrs)

The years of establishing values and social development

These are two vitally important Montessori principles underlying all that early adolescents do:

- They learn to recognise and to establish their own values – moral, social, personal and ethical – all the values which will help them take their place as responsible contributing members of society;
- They learn social interaction and understanding.

During this age they can also become sensitive to music and poetry.

Our middle school programme prepares students for life by fostering creativity, critical thinking and collaboration. We integrate academic excellence with cultural, social, physical, life skills and mental well-being, empowering students to explore their interests, develop new skills and build lasting relationships.

Small Class Sizes:

16 -25 students per class, ensuring personalized attention and a supportive learning environment.

Hands-on Learning:

Each day begins with a unique hour of hands-on engagement, where students choose from:

- **Micro-businesses:** Entrepreneurship and innovation
- **Agripreneurship:** Sustainable farming and food systems
- **Community Service:** Maintenance and social responsibility
- **IT Skills & Coding:** Digital literacy and programming

These activities take place at our innovative outdoor classroom, "**The HUB**", where students connect theoretical knowledge with practical skills.

Academic Excellence:

We follow the Independent Examination Board (IEB) academic syllabus in the Middle & High School. Grade 9 students write the IBT (International Benchmark Test) in English and Mathematics.

Subjects:

- English
- Afrikaans
- Mathematics
- Life Orientation (*note: PE participation is a pre-requisite for all students*)
- Natural Sciences
- Social Sciences
- Economic & Management Sciences
- Technology

Creative Expression & Physical Development:

We nurture students' creativity and physical well-being through:

- **Creative Arts:** Visual arts, crafts, and design

- **Sport:** Team sports, individual fitness, and outdoor activities, with a minimum of two sessions per week.
- **Music:** Instrumental and vocal training
- **Performing Arts & Cultural evenings**
- **PE:** Collaborative PE Experience through: Out & About”
- **Clubs:** Surfing Club, Squash Club, Singing Club, Interact Club, Chess Club, Athletics Club, Drama Club
- **Community Service & Council meetings:** to promote communication skills, respect and social responsibility

HIGH SCHOOL (15-18yrs)

The years of academic independence and focus, increased social stability, awareness and maturity.

Between 15-18 years old, young individuals are transitioning into adulthood and preparing to enter society. Montessori believed that high schools should foster independence and social adaptation alongside intellectual development. To achieve this, students are encouraged to engage in community service initiatives, such as Interact, promoting social responsibility. Additionally, student-led assemblies empower young people to take ownership of their learning and leadership skills, preparing them for a successful transition into adulthood.

Key Features:

- **Small Class Sizes:** 16-25 students per class, ensuring personalized attention and a supportive learning environment.
- **Formal Uniform:** Worn from Grade 10 to promote awareness of grooming, self-esteem, and confidence.
- **Matriculation:** Our students write the final matriculation examination of the Independent Examination Boards (IEB), accepted by universities internationally.
- **Language of Instruction:** English

Programme Structure:

- **Traditional Timetable:** Students change classes according to their subject choices.
- **Balanced Programme:** Integrates academic, cultural, social, physical, and mental components, including educational outings and tours.

Subjects:

- **Compulsory Subjects:**
 - English (Home Language)

- Afrikaans (First Additional Language)
- Life Orientation (*note: PE participation is a pre-requisite for all students*)
- Mathematics or Mathematical Literacy
- **Elective Subjects:** (Students need to choose 3)
 - Physical Science
 - Life Science
 - Geography
 - Business Studies
 - Design
 - Art
 - Computer Applications Technology (CAT)
 - * Information Technology (IT) *{optional as an external subject, extra cost & may not be elected with CAT}*

Note: Own laptop is required for CAT or IT (minimum hardware specifications: i3 Processor, more than 4Gb or RAM, SSD.) Microsoft Office 365 software specification supplied by school.

Creative Expression & Physical Development:

- **Sport:** Team sports, PE, individual fitness, and outdoor activities, with a minimum of two sessions per week.
- **Clubs:** Singing club, Chess Club, Interact Club, Drama Club
- **Performing Arts & Cultural Evenings**
- **Community Service & Council meetings:** to promote communication skills, respect and social responsibility

ANNUAL TRADITIONAL FUNCTIONS

New Year Opening Ceremony and **End of Year Closing Ceremony** take place in the amphitheatre in the first and last week of each year.

During the First term, a **Family Social** and **Family Camp** takes place.

At Preschool Phase, (18mths-6yrs) **Spring Day**, the **Annual School Concert** and the **Father Christmas Celebration** are highlights on the calendar.

At Foundation Phase, (6-9yrs) **Spring Day** and the **Annual School Concert**

At Intermediate Phase, (9-12yrs) the **Annual School Play** is usually based on the cultural time-lines, and parents are encouraged to take part. **Cultural days/evenings** also take place.

At Middle School and High School Phase, **plays and entertainment evenings** are often organized by the students themselves.

The Grades 7-9's attend a leadership camp early in the First Term.

The Grade 9's traditionally go on a 3-4 day **Educational Tour**, which is partly funded from their businesses & occupations.

The Grade 10's go on a 8-10 day Montessori Mission.

Regular **educational excursions, survivor & team building camps** expose students to a wide range of experiences outside the school.

A meaningful part of school tradition is the way in which we care for others and our environment, and regular interaction takes place between our students and charity organisations, as well as work on **community projects** and visiting the aged. Our Knysna Montessori students are encouraged to make new students and visitors feel welcome.

THE ROLE OF ALL PARENTS

The Code of Conduct and Discipline has been established in order to maintain peaceful and orderly co-existence among educators, learner and parents, and rules may change over time, as the three elements work together.

For the benefit of the Learners, it is of vital importance for both Educators and Parents always to be co-operatively involved in the child's education

With this in mind, parents are asked to assist and cooperate with the following:

Administration:

- Please inform the school office of any change in personal details so that you may be reached at **ALL** times
- Call the office between 8.00 and 8.30 am if your child is ill. If he/she has a contagious condition, please keep your child at home. A doctor's certificate is required after two days of absence, if a Monday or Friday is missed, or if an important test/exam is missed.
- Medication, illness and injury – Please refer to the Administering of Medicine Policy.

Communication with educators:

- If your child regularly claims there is no homework (*Middle and High School*) check with his/her teacher. Messages will be passed onto the relevant teachers or child.

- School matters must be handled during school hours; please ring the office.
- Teachers may not be contacted on their personal cell phones nor may they use their personal phones to contact parents.
- Please make an appointment to see staff before or after school, NOT during classes. If you are unable to keep an appointment, please cancel timeously.

Parent/Teacher Discussions and Meetings:

- When school progress reports are sent out, parents are expected to attend parent/teacher discussions pertaining to their child.
- Parent Training Courses/Workshops are held in the first term of each year and periodically through the year. Parents are expected, for the sake of their children, to attend those lectures appropriate to their child's age group.

Arrival & Departure Procedures:

- For security reasons - The office **MUST** be notified in writing in advance if someone other than a parent collects a child.
- If your child cycles/walks/drives to and from school, then the office must be notified in writing.
- Arrival: School starts at 07:40 for Seniors and 07:45 for Juniors. In order to encourage self-confidence, independence and responsibility we ask all children to be dropped at the front entrance and make their way to class. Preschool children are escorted by an assistant if needed.
- Departure: School ends at 2pm for Preschool and Juniors and 2:10pm for Seniors. Parents may collect their child/ren from the classroom or playground.
- Aftercare starts at 2:15pm. Any child/ren not collected by then will be sent to aftercare. Parents are to sign out their child on the aftercare register.
- Preschool children may be collected from 12.15pm and 2pm, but this carries no reduction in fees.
- A child needs to be at school for a minimum of 4 hours to be marked present

Pre and Junior School Classroom Procedure:

- Please do not allow your child to bring toys to school. Preschool children may have show and tell items. Consult the relevant handbook for details.
- If you find toys or equipment in your child's bag, please see that they are returned. Montessori equipment is expensive and difficult to replace, and often one missing part can render the material useless.

- Items of clothing or stationery which do not belong to your child can be returned to the office. The items will be given to the correct person.

Pre and Junior School Meals and Friday Tuck-day:

- Friday is tuck day. Parents are required to provide tuck for the class about twice a year. This tuck is then sold to the children for R5.00 and the money is used to buy new reading books or resources for the school. You will be notified in the newsletter a week ahead of your child's tuck day. Please give your child the correct amount of money and not R50 and R100 notes. Tuck is a time for child and parent to together bake a savoury or sweet treat.
- All children have either school lunch (see School Fee Structure, Optional Extras), or a packed lunch box from home containing healthy food – no junk food, cool drinks, chips or sweets are permitted. Should your child forget to bring lunch, a school lunch will be provided, for which you will be billed.
- For birthdays, your child may supply a cake for the class. No 'invitation only' parties may be held at school, but the Friday Market Field is available for birthday parties after school, by arrangement with the office.

General:

- Please check the website, School Admin App, notice boards and newsletter to remind or clarify information.
- Communication to parents comprises of emails, WhatsApp and School Admin App.
- Please send photographs and information of your child's extra mural achievements and activities to the office.
- Please never criticise or undermine an educator or the school in front of your child – it can have a very negative effect.
- If at any time you feel that your child has been treated unfairly, or you have an issue to discuss, please first approach the Educator or Coach, and then if necessary, arrange to see the Principal.
- Lice; we check for lice on the first day of every term. Any child with live nits or lice will be sent home for treatment until completely clear. A clinic certificate of clearance is required to be handed in to the school office before your child may return.

ADVERTISING AND PUBLIC RELATIONS

Both in-house and external advertising are used to promote the school and its activities. Occasionally newsworthy photographs and coverage of school activities and achievements are submitted to our local media. Should you have any objection your child/children being involved in this, please let the office know. We also have a school Facebook Page and Webpage, www.knynsamontessori.co.za which is overseen and updated regularly by our staff, and all parents are cordially invited to support this.

As a matter of the utmost importance, we urge all parents to be aware of the social networking sites being used by their children.

PARENT FUNDRAISING AND INVOLVEMENT

We rely on volunteer parents to provide support to the school by co-ordinating fundraising projects, assisting where possible with general upkeep of the buildings and grounds and input into the co-curriculum programme. We have a **Parents Event Committee** (PEC). A representative from each phase will meet with the principals and other parent representatives once a term to work in assisting the school with events and maintaining open channels of communication with all parents.

THE FRIDAY MARKET

This is our own supper and craft market, and our main source of fundraising. All school parents are expected to do no more than two bar duties per year as their contribution to fundraising which involves serving drinks at our Friday Market bar from 5:00pm – 8:00pm on a Friday evening. Duty roster is emailed out during July/August just before the start of the new market season. If for any reason you are unable to attend your allotted duty, please notify the office, or find a replacement. If you have to miss your duty, a fee is applicable in order to pay for a staff member to stand in for you.

The Friday Market is our main annual fundraiser, but should we be raising funds for something specific, we will inform you and ask for your support

IN CONCLUSION

We are above all, a happy school, and we extend a warm welcome to you and your child/ren as new members of our Knysna Montessori School.

You are most welcome to discuss or query any aspect of the information contained in this Brochure. Should you wish to do so, please do not hesitate to contact the office and make

an appointment to see Head Directress: Sonia Heaton (Pre and Junior School) or Head Director: Gerhard Claassen (Middle and High School)

TURACO BOARDING HOUSE REQUIREMENTS AND RULES

PLEASE REFER TO TURACO HOUSE POLICY DOCUMENT- Available from the office

SCHOOL CONTACT DETAILS

4 Narnia Lane
Welbedacht
Knysna
6571

P.O. Box 2237
Knysna
6570

Website: www.knysnamontessori.co.za
Email: admissions@knysnamontessori.co.za
Telephone : 044 382 5316 or 044 382 0554
WhatsApp: 072 696 5184

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GENERAL SCHOOL POLICIES

QUALITY MANAGEMENT SYSTEM POLICY

- At the heart of the Quality Management System is the concept of continuous improvement for the child, for the teacher, for management and for our school.
- The school has policies in place to cover all facets of school activities
- Policies related to the Trustee Management, will be approved and reviewed by Trustees
- Policies pertaining to School Management are drawn up by the school Management Team and approved by the Trustees.
- The Management Team consists of the Preschool/Junior principal and the Middle and High School Principal, Business Manager and Educational Consultant (Founder)
- All policies are reviewed by the Trustees in the fourth Term and by the Management Team in the First Term of each year and updated where necessary.
- Where the Management Team feels it is necessary a new policy may be created or an old one reviewed and updated during the year, but appropriate parties must be issued with this policy in writing. The policy must be signed and dated correctly.

POLICY ON ADMISSIONS

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

- Preference may be given to siblings, except where this is not in the best interests of the child.
- Preference may be given to applicants who have previously attended a Montessori School.
- Preference may be given to children of past pupils of this school.
- Preference may be given to applicants to whom this school is the nearest school, provided that the application is submitted in time.
- The capacity of the school to provide an acceptable quality of education to the applicant: this provision applies particularly to applicants with

special needs and barriers to learning. We aim to not exceed 10% in any one phase.

- Parents are informed that there is a 2-week settling in period, during which time both parties may decide whether the school is suitable. Fees and deposits paid upfront would be proportionately reimbursed. Thereafter a period of one term notice must be given in writing within 5 days of the school term.
- In accordance with Montessori philosophy students in the Preschool and Junior School are placed in mixed age-groups which span a three-year period. i.e. 3-6 years (which includes the Grade R student), 6-9 years (which includes the Grade 1 student) and the 9-12 years. Our Junior School ends in Grade 6, after which Middle School (12-15 years) and High School (15-18 years) follow the IEB curriculum.

**This Policy is in alignment with the Anti-Discriminatory Policy*

ENROLMENT PROCEDURE

1. When parents first visit the school, an application pack containing School policy Brochure, Application Form, School Fees and relevant phase information is issued. These documents are also accessible and available on the school website.
2. Parents should return the completed Application Form with the supporting documentation to the School Administration Staff at the office.
3. If the class is at full capacity the parent will be informed and the applicant will be added to the waiting list.
4. The deposit is payable on receipt of a letter of acceptance in order to ensure the child's position at the school is secured.

UNIFORM POLICY

Pupils must look neat at all times. Please see that your child wears full school uniform and sports kit **ONLY**

Junior & Middle School uniforms (Year 1 – Year 9) are obtainable from the office. Please place your order in the morning at the office and collect in the afternoon.

High School Uniforms (Year 10-12) are obtainable from the office. High School students who opt to wear the Middle School Winter Uniform in cooler weather must conform to the uniform regulations.

Sport Uniform and Kit: It is compulsory for all students to wear the school uniform kit. List and details are available from the office.

Junior School Bags (Year 1-6): A branded KMS school backpack is compulsory for the Junior School (6-9 years and 9-12 years) A swimming/sport bag is compulsory. Both are available at the school office at the beginning of each year.

- Jewellery: One wristwatch and one set of plain gold or silver studs, one in each earlobe, may be worn. Special written permission must be obtained from the office for the wearing of a discreet religious symbol. No other body piercings or tattoos are permitted.
- Hair/Braids: Must be neat and not hanging in the eyes. Hair/Braids touching or longer than collar is to be tied back with hair accessories in plain school colours. Extreme haircuts and dyeing or colouring hair is discouraged.
- Hats: Most parents are well aware of the damage over-exposure to the sun can cause. Please see that your child has adequate protection from the sun during break, at sport and in aftercare (if applicable), in the form of a good sun block and a school hat or cap which is brought to school on a daily basis during the summer. School hats and caps are available from the office.
- Footwear: Please see relevant Phase list below.

All clothing and footwear must be clearly marked with initial and surname. We are unable to return unmarked items, and after a term in lost property, they will be donated to the uniform storeroom or a charity organization. Other Items which are compulsory but not obtainable from the office (unless indicated):

Junior School & Middle School:

Takkies: White/Navy

Rain Jacket (/Navy)

Socks: White/Navy

Gum Boots (Middle School)

High School:

Girls and Boys: Black school shoe - winter

Girls and Boys: White takkies - summer

Girls socks and tights: Summer white socks- Winter black stockings

Boys socks: white socks – summer black socks - winter

Blazer (Royal Blue York High School available at De Jagers in George)

KMS Badge available from office.

Sport Kit:

Junior Winter:

Standard Sport uniform- available from the office

Hockey Stick

Hockey socks (royal blue and white stripe)- available from the office

Gum guard and shin pads

Soccer Togs

Soccer socks (royal blue and white stripe)- available from the office

Netball- Sport uniform- Girls- available from the office

Junior Summer:

Athletics- Sport uniform- available from the office

Swimming- Navy Blue or black and swimming cap -

Cricket- Boys White shorts purchased at sport shops- sport uniform top available from office.

Middle and High School Summer and Winter:

Relevant Sport Kit available from the office.

RELIGION POLICY

Knysna Montessori School has chosen to use **scientific time lines** and to research all religions on a broad basis, celebrating various religious holidays to promote cross-cultural tolerance. We believe religious instruction is the responsibility of the parent and begins at home.

POLICY ON DISCIPLINE

Hostel, classroom and playground rules are formulated by Staff, with the participation of the children where appropriate. Consequences for the violation of rules are put in place at the same time, so that all are aware of both rules and consequences. This discipline exists for the express benefit and protection of all the students, in order to ensure respect towards others, and safety and security within the school environment.

Every child attending the school is expected to know and abide by the rules.

Disciplinary Procedure

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

1. Inappropriate behaviour needs to be identified and addressed proactively. A peace table is held to deal with first time offenders and counseling given.
2. If behaviour is repeated, one-to-one counseling with the Principal coupled with a warning of consequences of a repetition of unacceptable behaviour.
3. Continued inappropriate behaviour will be reported to parents and a black mark issued to the student. Counselling would be recommended.
4. If the behaviour is repeated, a second black mark will be issued, a Parental interview will be called and behaviour modification will be

outlined. Professional counseling, regular report backs, and a positive improvement in behaviour will be required if the learners to remain in the school.

5. If the behaviour does not improve, three black marks in any one year will result in dismissal from the school.

Appeals & Grievances Procedure:

At Knysna Montessori School staff members are expected to set an example by showing respect for the individuality of each and every child. Students should feel that staff are friendly and approachable.

- In the 3-6 year and 6-9 year phases, appeals and grievances of students should be dealt with promptly by the teacher in charge. To facilitate this, a peace table, with the rules of the peace table displayed on it, should be available in each phase area.
- Phase council meetings are held weekly in the intermediate, junior high and high school phases. Council meetings serve as a forum for students and staff to voice their issues, appeals and grievances. The students have turns to lead council meeting and the format is:
 - Brag session
 - Issues
 - Apologies
 - Thank you's
 - Business of the week

During issues no names are mentioned – only grievances and expressions of feelings aroused by these grievances.

- In the Middle and High School phases an accountability system is in place. This system is not a punitive measure, but importantly teaches the student that every action has a consequence.

“Young people must have enough freedom to allow them to act on individual initiative. But in order that individual action should be free and useful at the same time it must be restricted within certain limits and rules that give the necessary guidance. These rules and restrictions must be those of the whole institution, not forced on separate individuals as though they had no sense of responsibility and were incapable of conforming of their own free will to necessary regulations. The rules must be just those that are necessary and sufficient to maintain order and ensure progress.” Maria Montessori From Childhood to Adolescence

second edition transcribed by Lindsay van den Berg 2006.

- Should grievances not be heard, the phase teacher or Phase Head should be approached before going directly to the Principal.
- The Principal has, within reason, an open door policy for students, staff and parents. Grievances are dealt with promptly in a kind and friendly manner.

The essential aim of discipline at the Knysna Montessori School is to encourage our children to discipline themselves, and we therefore, endorse and foster Montessori philosophy which states that ***an individual is disciplined when he is the master of himself, and when he can, as a result, control himself when he must follow a rule of life.***

CODE OF CONDUCT

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

<i><u>IT IS THE LEARNER'S RIGHT TO :</u></i>	<i><u>IT IS THE LEARNER'S RESPONSIBILITY TO :</u></i>
<i>Be treated with respect</i>	Treat others with respect and show courtesy at all times
<i>Attend school</i>	Attend school daily and be punctual for all classes
Express opinions verbally or in writing	Express opinions in a civil and non-confrontational manner, without the use of obscenity or personal attack.
Expect school to be a safe environment	Conform to all rules and regulations and inform staff of any infringement of rules which may endanger the safety of others.
Expect a reasonable degree of privacy regarding lockers, bags etc. & protection from inappropriate seizure thereof	To have no prohibited/illegal items on personal or school property. This may result in lawful search and/or seizure thereof.

Expect to receive fair and reasonable consequences of violation of school rules	Be familiar with all rules and regulations, and accept fair and reasonable consequences when in violation of those rules
Lay complaint about school-related personal loss, injury, misinterpretation or inequitable application of an established policy governing	Attempt to resolve problems in a courteous manner with party involved, and if not possible, take the complaint further to a staff member or school management.
Assemble peacefully learners	Assemble at appropriate time by arrangement with management, and
Participate in approved school activities off campus.	Recognise that all school rules and regulations do not apply to participants in off-campus school activities
In accordance with Montessori	Be familiar with the rules regarding
Disciplinary facilities and	Attendance and completion. Ask
Discrimination and racial, ethnic, religious, personal or sexual harassment from learners or staff	assignments, participate in all class-related activities, to the best of the learner's ability

If any student is in breach of the Code of Conduct, then a thorough investigation will take place and the Principal will determine the procedure and consequences according to the Discipline Policy. In certain circumstances a Black Mark may be issued by the Principal.

POLICY ON BULLYING

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

All learners have basic rights:

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

All learners have basic responsibilities:

- To respect the rights of others

- To allow uninterrupted learning to take place

Types of bullying:

Physical

- Inflicting physical pain of any form. Taking, using or damaging any article belonging to another without permission.
- Making/forcing another to do something against his/her will.
- Writing hurtful, damaging things about another.
- Any other physical action which may diminish the dignity of another.

Verbal

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

Psychological

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

Cyber Bullying

- This is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.
- Impersonating another or identity theft of any sort.

Procedures on dealing with bullying

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

Mentoring and discussion about the topic occurs daily in Life Orientation and Life Skills lessons.

- Bullying behaviour needs to be identified and addressed pro-actively.
- A peace table is held for first time offenders, at which counselling is given.
- Senior Students in the Middle and High School use the Council Meeting Forum to express feelings and issues.
- If behaviour is repeated, offenders are given counselling by H.O.D. / Principal coupled with a warning of the consequences of any further bullying behaviour. A full report of the offensive behaviour is given to parents and a black mark issued to the student.

- If behaviour occurs again, a second black mark will be issued, a parental interview will be called and behaviour modification will be outlined. Professional counselling, regular report back and a positive improvement in behaviour will be required if the learner is to remain in the school.
- If the behaviour does not improve, three black marks in any one year will result in dismissal from the school. This would be after due process and consultation with the School Management team and when necessary the trustees of the BMS Trust.

The Principal should have an open door policy, within reason, for students, staff and parents and grievances should be dealt with promptly in a kind and friendly manner.

POLICY ON ABSENCE FROM SCHOOL

It is the legal responsibility of the parent/care-giver to ensure that their child of compulsory school-going age is present at school for the compulsory amount of school days each year. The school, in keeping with our School ethos and day to day life, recognizes the importance of good attendance and will monitor weekly registers, frequent absences and late arrivals and correspond with the parent/care-giver to ensure they receive the necessary support to ensure their child's attendance at school and that the learner receives the full benefit of the educational programme offered at the school.

- A learner's absence from school will be recorded as authorized or unauthorized.
- If a learner is absent for 2 days or more, the school will make contact with the parent/care-giver to determine the reason for the absence. For ill-health a medical certificate is required.
- Apart from illness, no learner should be away from School without prior permission from the Principal.
- Any application for permission to be absent from School should be made in writing by the parent/caregiver to the Principal.
- Only exceptional circumstances will warrant an authorised leave of absence from School. The School will consider each application for authorised absence individually, taking into account the specific facts and circumstances, the learner's past attendance record and the relevant background behind the request.

- Term-time leave- We require parents to observe the school holidays as prescribed. Holidays during term time are to be strongly discouraged. Leave during term-time will only be authorised in exceptional circumstances, for example bereavement, serious illness, family emergency or religious observance.
- Absence which exceeds 10% of the compulsory school attendance in a school year may prevent the learner from being progressed.
- 10 consecutive days of unauthorised absence will result in the matter being reported to the District office.

Request for early release:

Parents are to notify the school in writing, requesting the early release and the reason therefore. Permission from the principal shall excuse the student. Parents are to sign out their child in the register.

- Appointments – As far as possible, parents should attempt to book medical and dental appointments outside of school hours. Where this is not possible, a note and appointment card should be sent to the school. If the learner has to leave during the school day, the learner must be signed out by the parent. The learner must attend school before and after the appointment wherever possible.
- External extra-murals- If learners attend external extra-murals, they can only be collected at the end of the school day.

Late arrivals

- Manual registers are taken at 07:45 daily and uploaded electronically during the day. Late arrivals will need to sign the late arrival register in the office detailing the reason. If no reason is given the late arrival will be recorded as unauthorized.

EXTRACT FROM ASSESSMENT POLICY

Policy on work missed through absence or negligence

- Students who miss a standardized CAPS test through ill-health or other legitimate reasons will be expected to write the test with appropriate notice. Their mark may be adjusted at the teacher's discretion.
- Students are required to hand in work on the due date to their teacher, in person or appointed person.

- Penalties will be imposed for work that is handed in after the due date. A penalty of 10% of the final mark will be deducted for each day after the due date that the work is overdue up to a maximum of three days (30%).
- Students who fail to hand in assignments or who miss tasks through absence for reasons that are not legitimate may be kept after school to complete the task.
- A student may be given 0 for a task only in instances of proven dishonesty or plagiarism.

ADMINISTERING OF MEDICATION POLICY

Consent to administer medication.

For medication to be administered at school or during school-related activities, there must be medical authorisation for the student to have that medication, and the medication must be in its original container with intact packaging.

Please note: Where a learner suffers from a chronic health condition or short-term illness, which requires access and regular intake of medication, the parent, guardian or caregiver has a duty to:

- notify the school, in writing, of the learner's health condition requiring medication at school and request the school administer or assist in the management of the health condition.*
- make the school aware of any relevant requests or guidelines from the medical practitioner, including potential side effects or adverse reactions.*
- provide medication in the original labelled container by the pharmacy, community health centre, medical practitioner to the school. (the label must include the learner's name, medical practitioner or pharmacy name, direction for dosage and date of prescription.)*
- ensure the medication is not out of date and that it is accompanied by an original pharmacy or doctor's label with learner's name, dosage and date of prescription.)*
- notify the school, in writing, when a dosage is required (accompanied by a pharmacy/doctor's prescription)*
- where medication is no longer required, advise the school of this in writing and collect the balance of medication from school.*
- where possible, administer all initial doses of medication at home prior to it being administered at school.*

Self-medication occurs when a learner, of an appropriate age, with the parents informed consent and permission form the school, is allowed to take

prescription and/or non-prescription medication without supervision. Self-medication applies to learners who, on evaluation by their medical practitioner and approved by the principal in consultation with the class teacher, are regarded as being capable of administering their own medication and recognising signs, symptoms, possible side-effects and adverse responses associated with their condition (*monitoring blood sugar levels and the injection of insulin for diabetes, use of inhalants such as Ventolin or Venteze for asthma, use of nebulisers, oral administering of anti-convulsant medications for epilepsy, oral administering of enzyme replacement therapy for cystic fibrosis*)

CONSENT FORMS (available from the office)

Form 1: to be completed for consent to self-medicate as laid out above.

Form 2: to be completed for consent for school to administer medication.

HIV/AIDS POLICY

- No student/staff member will be refused admission to the school on the basis of their HIV-status but will be subject to the same selection procedures as non-infected students/ staff members.
- Parents of students or staff are not required to declare their HIV-status, but are encouraged to do so, so that support can be given to the student/staff member. This information will be kept confidential by the school.
- HIV-positive students/ staff will be afforded the same privileges and be required to adhere to the same rules and regulations as other students/ staff.
- With regard to sport, any person with an open wound prior to, or sustained during, a game will be asked to leave the sports field and will be treated by the first aid team in terms of the school's normal HIV-infection prevention protocol.
- No employee will be dismissed because of his/her HIV-status, but the same sick leave benefits, and the same policies, on prolonged absenteeism or physical incapacity, as any other employee will apply.
- Each environment has a blood box and gloves for emergencies.

DRUG POLICY

Knysna Montessori School will not under any circumstances tolerate the use of alcohol or illegal drugs on school premises, or in any dress or circumstances that may identify users as Knysna Montessori School pupils. Possession, distribution and use of illegal substances is outlawed in our

country and is a punishable offence under South African Law. On application to Knysna Montessori School (for Middle – High School) you and your child will be asked to sign a drug policy form.

The aim of this policy is to encourage all students to abstain from using any drugs (other than those which are medically prescribed), including alcohol and tobacco. This document sets out the school's policy on drugs, alcohol and tobacco use. Parents or guardians of students are required to sign it as acknowledgement that they have read and understood it, and that they have agreed to abide by this policy.

The school does not tolerate:

- The use or possession of any illegal or prohibited substances
- The possession of drug-related equipment such as cigarette papers, pipes, etc.
- The use of anabolic steroids and other performance-enhancing substances
- The inappropriate use of solvents, inhalants and similar agents
- The consumption of alcohol and the smoking of tobacco.

Procedure:

Anybody found in possession of, or using, any of these substances either on school property, or when in school uniform, or when under the supervision of the school, or attending school-related functions, including sports outings and social events, will be subject to the following procedure;

- The student will first be interviewed by the school counsellor or senior member of staff to determine the nature and extent of the student's involvement. If necessary, a drug or alcohol test will be carried out.
- The student's parents will be informed of the student's involvement, and they will be required to attend a meeting at the school to discuss the matter.
- If on the basis of the interview, the school considers it necessary to refer the student to an agency for professional drug counselling or other treatment, the parents will be informed of this. The cost of such treatment shall be paid for by the student's family. In instances where parents are unable to afford treatment, the student will be referred to appropriate state health facilities or agencies.
- Disciplinary action against the student may follow if, in the opinion of the school, this is warranted by the nature of the student's involvement. This may be in the form of suspension for a time period or attendance of community service. However if the student is found to be dealing in

drugs or involving others in their use the student will be expelled from the school.

- The school understands that addiction is a medical problem and the school's staff, as far as possible, will treat this with the utmost confidentiality. Any student who asks a staff member for assistance in coping with drug use, will not be punished, but will be helped to attend appropriate counselling.

CELL PHONE AND DEVICE POLICY FOR LEARNERS

While the school acknowledges that cell phones have become an important and useful means of communication, it is also aware of the fact that their use and abuse, particularly by children, pose social, ethical and safety consequences. The school would prefer students not to have cell phones in their possession while they are at school or in school uniform.

- All learners (Junior School and Grade 7,8,9) are to hand in and sign in their phones at the start of the day to the front office. Phones will be locked away and must be signed out at the end of the day.
- Termly boarders may use their cell phones at weekends, but they must hand them in to the house parents during the week and follow the hostel cell phone rules.
- High School students (Gr 10, 11, 12) hand in phones and all smart devices at register class and receive them at home time 2.10pm
- Any violation of these rules will mean confiscation of the cell phone for minimum of 4 weeks.
- Staff cell phones must be on silent during class and when on duty with the children. Staff may only take calls during lunch hour or free periods.
- Teachers off school property/outing shall have a cell phone in case of emergency.
- Staff involved with events/tours/outings who require the children to have their phones for safety reasons, may use their discretion about cell phones because of the nature of the event. Permission must first be sought from Management.
- Technology devices are not permitted on school tours.

POLICY ON THE USE OF SCHOOL FACILITIES

Access to the school site during the academic day is restricted to students and staff of the school and to bona fide visitors, who have legitimate business reasons for visiting the school. These visitors must first report at reception, and sign the visitors register.

No person beside academic staff and office staff may enter the school grounds after school hours without permission. Any person found to be present on the school site after school hours will be considered to be trespassing and may be prosecuted.

The use of school facilities after school hours and during the school holidays is restricted to hostel students, hostel staff and staff who reside on the school property.

The amphitheatre, Friday Market Field, swimming pool and sports field may be hired for use. Specific conditions apply to the hire of these facilities:

- that there is a responsible adult present for the duration
- that the person hiring the facility agrees to pay for any damage to the property which may arise as a result of his/her use of the school's facilities
- that the person hiring the facility undertakes not to hold the school liable for any injury or prejudice that the user incurs as a consequence of using the facilities

Extra Mural Use of school facilities

- all extra mural persons approved by the school abide by the extra mural policy which they agree to and sign before commencement of the extra mural activity.

[Kindly note- that in the event of a natural disaster or pandemic certain aspects of this brochure may be amended to fall in line with current protocols or directives.]

Updated September 2024