

## PURPOSE STATEMENT

The King David Schools were established to facilitate the continuity of the South African Jewish Community through providing a meaningful and high quality Jewish and secular education in a social and cultural Jewish environment. The Schools remain committed to this objective.

King David is a national and traditional Jewish Day School in that it forms part of the Orthodox Jewish Community and adheres to Orthodoxy in its Religious teachings and practices and views Israel as central to Jewish life and to the welfare of the Jewish people, a view which it advances in its curriculum and programmes.

Furthermore, the Schools are conscious of their responsibilities toward South Africa and are committed to the advancement of civic society in this country and to the welfare of all its people.

To advance these objectives, the King David Schools aim to develop Jewish youth who are -

Ethical and humane in their attitude and conduct toward others;

Observant of their Religion and culture;

Committed to the survival of the Jewish people and to the welfare of both Israel and South Africa;

Stimulated to regard learning as a life long pursuit;

Endowed with skills and personal qualities to realise their individual potential to the fullest extent;

This last mentioned objective is fundamental to the ethos of the King David Schools - each pupil is regarded as an unique individual and is to be allowed to develop his or her potential to the fullest extent and is to be respected for his or her individuality.

These aims and objectives can only be realised in an atmosphere where the respect for all pupils and teachers is the norm. Behaviour and conduct which is disruptive or disrespectful and which precludes the Schools and their professional staff from pursuing and giving effect to these

aims, prejudices the School and all participants. Accordingly, this Code of Conduct sets out the standard of behaviour required from each pupil and the penalties for non-compliance. The object is not simply punitive, Rather, IT is to create and maintain an atmosphere where all pupils can pursue their scholastic careers in a meaningful manner.

## 2. DEFINITIONS & APPLICATION

2.1 In this Code of Conduct, the definitions in this paragraph 2 shall apply together with any other definitions referred to under specific paragraphs of the Code.

2.2 The term "misconduct" shall mean any conduct by a pupil which prejudices or interferes with the proper administration of a School or which is offensive to or interferes with the ability of any teacher or staff member to discharge his or her duties or which is prejudicial or harmful to the welfare of any other pupil/s or which is offensive to any other pupil/s or which is harmful or prejudicial to the aims and objectives of the School.

2.3 Without derogating from the generality of paragraph 2.2, "misconduct" by a pupil shall include the various acts or omissions listed in annexure "A" hereto.

2.4 The term "serious misconduct" means ongoing misconduct by a pupil notwithstanding prior disciplinary measures taken against that pupil.

2.5 Without derogating from the generality of paragraph 2.4, "serious misconduct" by a pupil shall furthermore include the various acts or omissions listed in annexure "B" hereto.

2.6 The terms -

2.6.1 "SABJE" shall mean the South African Board of Jewish Education;

2.6.2 "General Director" shall mean the General Director of the SABJE from time to time;

2.6.3 "School" shall mean each of the King David Schools.

2.7 This Code of Conduct is applicable at all the Schools and may be supplemented by any specific rules at a particular School. Such other specific rules, when advised to pupils, shall be regarded as forming part of this Code and breaches of such other rules shall be dealt with in accordance with this Code which shall mutatis mutandis apply.

## 3. MISCONDUCT

3.1 In the event that a pupil commits or is party to any act of misconduct or allows or is party to any omission which constitutes misconduct, the School, acting through either the teacher of that pupil or the grade head of the pupil/director or the Principal or Deputy or Vice Principal of the School may warn the pupil against further misconduct and/or note a demerit against that pupil's name in the records of the School.

3.2 In the event that a pupil commits or is party to any act or misconduct or allows or is party to any omission constituting misconduct after a previous warning or other disciplinary measure against such pupil, the School, acting through any one of the persons referred to in paragraph 3.1 may, having regard to the act or omission in question -

3.2.1 Issue a further warning; or

3.2.2 Internally suspend the pupil from further attendance at the School for such period and on such terms as the Principal or his or her Deputy may consider appropriate having regard to the act or omission in question.

3.3 In this paragraph 3 or wherever else used in this Code, the term -

3.3.1 "Demerit" means an entry in the records of the School that the pupil concerned has been warned against further acts or omissions constituting misconduct; and

3.3.2 "Internal suspension" means requiring a pupil to attend at School but suspending such pupil from attendance in normal classes or participating in normal breaks.

#### 4. SERIOUS MISCONDUCT

4.1 In the event that a pupil commits or is party to any act constituting serious misconduct or allows or is party to any omission constituting serious misconduct, the School, acting through its Principal or Deputy Principal or Vice Principal, may, having regard to the act or omission in question, summon the pupil concerned to an internal hearing or a disciplinary hearing.

4.2 An internal hearing shall be conducted in the following manner -

4.2.1 the internal hearing committee shall comprise -

4.2.1.1 the Principal or the Deputy Principal of the School (either of whom shall act as Chairperson); and

4.2.1.2 the grade supervisor/director of the pupil concerned; and

4.2.1.3 a social worker or school counsellor of the School in question;

4.2.2 the pupil charged with serious misconduct shall be given no less than 5 (five) school days written

notice of the internal hearing unless -

4.2.2.1 the internal hearing committee directs, with good cause, that a shorter period shall apply; and

4.2.2.2 There is no prejudice caused to the pupil by the shorter notice period;

4.2.3 the notice referred to in paragraph 4.2.2 shall -

4.2.3.1 contain sufficient particularity of the alleged serious misconduct to enable the pupil to identify the

incident in question and to respond thereto;

4.2.3.2 inform the pupil of the charges, the place, date and time of the hearing and the punishment which

may be imposed;

4.2.3.3 inform the pupil of his or her rights in terms of this Code;

4.2.4 at the commencement of the internal hearing, the serious misconduct alleged shall be explained

to the pupil who shall be given a full opportunity to answer the charge of serious misconduct;

4.2.5 If at the conclusion of the internal hearing, the pupil is found guilty of the charge of serious misconduct, the pupil may either be internally suspended or suspended from further attendance at the School for such period not exceeding 10 (ten) school days and on such terms as may be determined by the internal hearing committee. The internal hearing committee may impose such other punishment as is appropriate in the circumstances.

4.3 A disciplinary hearing shall be conducted in the following manner -

4.3.1 the Disciplinary Committee shall comprise -

4.3.1.1 the Principal of the School or his Deputy (either of whom shall act as Chairperson); and

4.3.1.2 another staff member of the School or a staff member of another of the King David Schools;

4.3.1.3 the social worker or school counsellor of the school in question;

4.3.1.4 if found to be appropriate, the disciplinary hearing may fully be conducted as an external hearing, conducted by any external, impartial chairperson provided by the Head of school

4.3.2 the pupil charged with serious misconduct shall be given no less than 5 (five) school days written

notice of the Disciplinary Committee unless -

4.3.2.1 the Disciplinary Committee directs, with good cause, that a shorter period shall apply; and

SERIOUS MISCONDUCT CONT.

4.3.2.2 there is no prejudice caused to the pupil by the shorter notice period;

4.3.3 the notice referred to in paragraph 4.3.2 shall -

4.3.3.1 contain sufficient particularity of the alleged serious misconduct to enable the pupil to identify the

incident in question and to respond thereto;

4.3.3.2 inform the pupil of the charges, the place date and time of the hearing and the punishment which may be imposed;

4.3.3.3 inform the pupil of his or her rights in terms of this Code;

4.3.3.4 inform the pupil that his or her parent/s or guardian/s is/are entitled to be present at the Disciplinary Committee hearing;

4.3.4 at the commencement of the Disciplinary Committee hearing, the alleged serious misconduct shall be explained to the pupil and the pupil and his or her parent/s or guardian/s shall be given a full opportunity to answer the charge of serious misconduct;

4.3.5 in the event that the pupil admits to the charge of serious misconduct, the Disciplinary Committee

shall nonetheless satisfy itself that the pupil committed the serious misconduct in question and if so satisfied shall find the pupil guilty of the serious misconduct charge. If the Disciplinary

Committee is of the opinion that the pupil did not commit the act or omission constituting serious misconduct, it shall find the pupil not guilty despite the admission;

4.3.6 in the event that the pupil denies the charge of serious misconduct, the Chairperson of the Disciplinary Committee shall cause a thorough examination of the allegations to be made to ascertain whether or not the pupil committed the act or omission constituting the alleged serious

misconduct which may include the calling of witnesses or the presentation of any other evidence;

4.3.7 the pupil or his or her parent/s or guardian/s shall be entitled to question any witness and to examine any evidence presented by the Principal or other staff member/s. The pupil concerned and/or his or her parent/s or guardian/s may call other witnesses or present evidence to rebut the charge of serious misconduct;

4.3.8 after presentation of all the evidence, the pupil or his or her parent/s or guardian/s may address

the Disciplinary Committee which shall be entitled to adjourn the hearing for a period not exceeding two days in order to consider its verdict.

4.4 in the event that the pupil is found guilty of the charge of serious misconduct, the Disciplinary Committee may -

4.4.1 recommend a probation period for the monitoring of the pupil's behaviour subject to the condition

that if no improvement takes place within a specified period, the pupil be expelled; or

4.4.2 recommend steps to facilitate the rehabilitation of the pupil on the basis that if the pupil not follow

such instructions for rehabilitation, or if such steps do not result in rehabilitation within a specified period, the pupil be expelled; or

4.4.3 recommend that the pupil be suspended from attendance at the School for a period not exceeding 10 (ten) school days and subject to such terms as may be imposed by the Disciplinary Committee; or

4.4.4 recommend that the pupil be expelled.

SERIOUS MISCONDUCT CONT.

4.5 if expulsion is recommended by the Disciplinary Committee, such recommendation shall be forwarded to the General Director of the SABJE who may, after considering the matter, expel the pupil from the School on written notice to such pupil which written notice shall inform the pupil and his or her parent/s or guardian/s of the pupil's right of appeal in terms of paragraph 5.

4.6 No legal representation shall be allowed at any internal hearing or disciplinary hearing.

4.7 Proceedings of an internal hearing or a disciplinary hearing shall be recorded by the taking of

minutes or in such other satisfactory manner as may be directed by the Chairperson of an internal hearing or Disciplinary Hearing.

4. The purpose of this paragraph 4 is to ensure fair procedure in respect of any internal hearing or disciplinary hearing. Accordingly, notwithstanding the specific provisions of this paragraph 4, each internal or disciplinary hearing shall be conducted in a manner which is procedurally fair and which affords a pupil a full opportunity to present his or her defense and contentions. Such fair procedure shall be achieved by adherence to the provisions of this paragraph 4 or in such other manner as may in any particular circumstances be fair and reasonable.

#### 5. APPEAL

5.1 If a pupil is expelled, such pupil shall have the right to appeal the expulsion in accordance with this paragraph 5. Pending an appeal, the Disciplinary Committee which recommended the expulsion shall be entitled to direct that the pupil be suspended from attendance at the School pending the outcome of the appeal.

5.2 The appeal shall lie to the Chairman of the SABJE and two other members of the executive of the SABJE. The Chairman may delegate such responsibility to another Board member.

5.3 If a pupil and his or her parent/s or guardian/s wish to appeal an expulsion, they shall do so by written notice addressed to the Chairman of the SABJE within three days of receiving notice of the expulsion failing which the right to appeal shall lapse. The written notice referred to in this paragraph 5.3 shall specify the grounds of the appeal.

5.4 The Chairman of the SABJE shall expeditiously arrange an appeal hearing and shall inform the General Director, the Principal of the School and the members of the Disciplinary Committee which recommended the expulsion of the lodging of the appeal and provide each with a copy of the notice of appeal.

5.5 The Chairman of the SABJE shall convene the appeal hearing within 5 (five) days of the receipt of the notice of appeal or within such shorter period as may be appropriate in the circumstances and which does not prejudice the pupil, the purpose being to dispose of an appeal expeditiously.

5.6 At the appeal hearing, the pupil and his or her parent/s or guardian/s and the Principal of the

School concerned shall be entitled to address the Chairman of the SABJE and the other members of the appeal panel.

5.7 After considering the appeal, the Chairman of the SABJE shall either -

5.7.1 dismiss the appeal; or

5.7.2 impose on the pupil a lesser punishment; or

5.7.3 allow the appeal, and shall forthwith notify the pupil and his or her parent/s or guardian/s of the

decision.

5.8 The decision of the Chairman of the SABJE shall be final.

APPEAL CONT.

5.9 The provisions of paragraph 4.6 of this Code shall mutatis mutandis apply to an appeal hearing.

5.10 No legal representation shall be allowed at any appeal in terms of this paragraph 5.

5.11 An appeal hearing shall be recorded by the taking of minutes or in such other satisfactory manner

as may be directed by the Chairman of the SABJE.

ANNEXURE A TO KING DAVID SCHOOL'S CODE OF CONDUCT

ACTS OR OMISSIONS CONSTITUTING MISCONDUCT

1. Consistent misbehaviour or lack of co-operation and applications to studies including late arrival at

classes, failure to complete homework and failure to have required books, or any other school requirements available, or misbehaviour.

2. Not attending a lesson, or failing to attend School for a complete day or the major portion of a day without a good reason or prior permission from the school.

3. Failure to comply with a School's uniform or other dress requirements.

ANNEXURE B TO KING DAVID SCHOOL'S CODE OF CONDUCT

ACTS OR OMISSIONS CONSTITUTING SERIOUS MISCONDUCT

1. Being found guilty of misconduct after having been found guilty of the same or similar misconduct on

two previous occasions in the preceding two terms of School.



2. Any act of dishonesty or cheating.
3. Disrupting a class or threatening or frustrating teaching in a class.
4. Vandalising School property in any way.
5. Smoking or drinking alcohol on School premises or during any School activity or in public places when  
in full or partial School uniform or being in possession of any tobacco products or alcohol on School premises or during any School activity.
6. Being in possession of or distributing pornographic material.
7. Displaying insolence or disrespect to a teacher or any other member of staff.
8. Bullying, peer abuse or victimization, or any form of initiation.
9. Any act or omission which could result in criminal prosecution.
10. Being found in possession of drugs or dealing or trafficking in drugs or handing drugs to another pupil  
under any circumstances, be it at school or off school grounds.
11. Being in possession of a dangerous weapon whilst at School or during any School activity.
12. Engaging in any act of public indecency or sexually harassing another pupil or member of staff.
13. Intimidating or attempting to intimidate any person involved in a disciplinary or internal hearing.
14. In any way disrupting the proper functioning of the School.

#### ACTS OR OMISSIONS CONSTITUTING SERIOUS MISCONDUCT CONT.

15. Any act / or omission that would cause the school to be brought into disrepute.

Following investigation, schools will use their discretion, whether any particular act is deemed to be an act of serious misconduct as per Annexure B.

16. Transmission of any information, messages or the like via cellphone / or computer to any technology

that is offensive or harmful to any other individual or the school.

#### ANTI-BULLYING POLICY

##### 1. AIMS

We the educators, learners, and parents of the King David Schools aim to:

provide guidelines of how to deal with bullying / peer abuse

provide a safe and secure learning environment

promote a caring atmosphere where empathy and concern for others is valued

ensure respect for each other and each others property

protect children against bullying / peer abuse

provide the freedom to report bullying / peer abuse

provide support for victims, bullies and parents and educators

## 2. DEFINITION OF BULLYING

Bullying is regarded as serious misconduct in terms of the code of conduct relating to the King David

Schools. Bullying is an intentional behaviour, which adversely affects another person emotionally and or

physically.

Bullying has three elements:

1. A desire to hurt

2. A perpetration of hurtful behavior (physical, verbal, or relational) in a situation where there is an imbalance of power which favours the perpetrator(s)

3. The action is regarded as unjustified, typically repeated and experienced by the target as oppressive

## 3. EXAMPLES OF BULLYING

Physical includes repeatedly doing any of the following to others:

kicking, hitting, punching, pushing and tripping

taking other peoples possessions (stealing)

forcing others to do something against their will

forcing others to give up their belongings, or demanding money

damaging others property

Verbal includes repeatedly doing any of the following to others:

teasing

ridiculing / mocking

name calling

swearing

threats and rude gestures

insulting friends and or family members

spreading rumours

unpleasant phone calls, SMS's. MMS's or emails

Psychological / Relational includes repeatedly doing any of the following to others:

scaring a person

excluding someone from group activities

ganging up on a person

ignoring a person

dominating a person

#### 4. WHAT ACTION TO TAKE

What to do if you are bullied:

1. tell the bully to stop
2. walk away
3. inform a staff member and ask for help

What to do if you know someone is being bullied:

1. tell the bully to stop and that such behavior is unacceptable
2. report the incident to a staff member
3. If you witness such an incident it is your responsibility to take action.
4. Do not ignore it, offer your support.

#### 5. PROCEDURES & RESPONSES TO BULLYING

Repeated or serious cases of bullying must be reported to the principal, the class teacher or school counselor. This can be done directly or anonymously in writing.

If in writing the note can be left with the school secretary for the relevant staff member.

All investigations and reports will be treated in the strictest of confidence.

The bully/bullies and the victims will be interviewed separately in order to hear both sides

of the story. Interviews/ discussions will be recorded in writing.

Parents of the children concerned will be informed. They may be asked to attend a meeting to discuss the problem.

Severe and repeated incidents of bullying will be recorded in the learner's file.

Certain privileges may be withdrawn from the bully/bullies, for example break times, participation in school teams or other school activities. There might be other punishments imposed from time to time.

The bully may be required to do community service.

The bully may be required to attend regular counseling sessions with a school counselor or outside therapist.

The victims may also be required to attend regular counseling sessions.

Repeated or severe forms of bullying may lead to a disciplinary hearing and could result in suspension or even expulsion, as per the code of conduct.

## COMPUTER FACILITIES & THE INTERNET

### 1. ACCEPTABLE USE POLICY

It is expected that our pupils will use the computer facilities across a wide spectrum of educational aspects at

each phase of their schooling. Some of these aspects could incorporate:

General computer literacy,

Research techniques using IT resources,

Word processing,

Desk-top publishing,

Construction and the use of spreadsheets, databases and web-pages

Introduction to telecommunications

Graphical development

IT Security and

The use of programming languages.

### 2. POSSIBILITIES

2.1 There is a wide range of subject based software which can be successfully incorporated into various

subject areas.

2.2 Access to e-mail and the Internet enables students to explore thousands of libraries, databases, museums and other repositories of Information. It also affords them the ability to exchange personal communication with other Internet users around the world. Parents and learners should be aware that

some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or

potentially offensive. While the purpose of the schools Internet resources is for constructive educational

goals, and not for recreational or frivolous purposes, students may find ways to access other materials.

2.3 The school undertakes to do its best to ensure that pupils do not visit internet sites which could potentially contain illegal defamatory, inaccurate, or offensive material. Students and parents need to

be aware that it is strictly prohibited for any student, teacher, administrator or parent to access such sites using the schools IT infrastructure at any time.

2.4 As part of the schools' continuing effort to protect its learners from the potentially harmful aspects of the

Internet, while allowing them full access to the benefits that the Internet offers, state of the art security

software has been installed on the computer network.

This software has been designed and implemented to monitor the websites that are accessed using the

school's IT Infrastructure by all users on an individual basis. This software also monitors the exposure of the network to malware, spyware, adware and virus intrusion. It has been designed to protect the

system, network and servers as far as possible and thus will continually scan all directories, work that is

produced on the computer and or saved on the computers, as well as any external media that are

introduced to any part of the system by any person for material considered prohibited by the SABJE IT

policy.

### 3. THE SCHOOL'S EXPECTATIONS

3.1 Students are responsible for appropriate behaviour on the school's computer facilities, just as they are

in a classroom or on any school playground.

3.2 Communications on the network are often public in nature, and general school rules for behaviour and

communications apply.

3.3 The user is personally responsible for his/her actions in accessing and utilizing the school's computer

resources.

3.4 Students should never access, keep, or send anything that they would not want their parents or teachers to see or have access to.

3.5 The use of the network is a privilege, not a right, and may be revoked if abused.

### 4. THE RULES

4.1 The school requires parents to be aware of the following specific conditions under which children have

access to computers in general, and in particular to the Internet at school.

4.2 Everyone in the school must treat computers with care, abiding by the rules of the computer laboratories and libraries which have been and will be from time to time communicated in writing and

verbally.

4.3 No pupil may change the operating system settings or any program settings or introduce any code or

change to any part of the operating system without explicit written permission of the SABJE system administrator.

4.4 No external storage device may be inserted to any part of the system / network without explicit written

permission of the SABJE system administrator or the computer teacher in charge of the laboratory or

library at that specific time.

4.5 No disks, manuals or computer equipment may be removed from any office, computer room, laboratory

or library without explicit written permission of the SABJE system administrator.

4.6 Learners may only use the facilities of the computer laboratories under the supervision of appropriate

SABJE staff members.

4.7 At the primary and high schools, teachers will provide guidance for finding information on the Web for

specific project work.

4.8 Information (text or graphics) may be printed when it is required for specific work with prior consent of

the relevant teacher. No other pictures or text, other than the pupil's own work, may be printed without

permission from a teacher.

4.9 No Web games may be played or downloaded.

4.10 Pupils may not visit any pornographic or other undesirable Internet sites. If they by chance access such

sites, they must immediately leave the site. No further exploration will be permitted.

4.11 No profane, abusive or impolite language should be used in e-mail communications.

4.12 Chat lines may not be accessed from school.

4.13 The distribution of inappropriate messages to groups or individuals is not permitted.

4.14 No web-based e-mail may be used from the school's computers (e.g. hotmail, yahoo,etc)- the only email

addresses permitted to be used on the systems are those that have been allocated to learners

and staff of SABJE schools by the SABJE IT System administrator, issued on behalf of the school

concerned.

THE RULES CONT.

4.15 Students must ensure that they log off from their workstations when they have completed their work or

wish to terminate their approved sessions.

- 4.16 Using an account owned by another user is strictly forbidden at all times.
- 4.17 All reasonable care must be taken when working with computers, printers and peripherals.
- 4.18 Unauthorised access to any network resource is strictly prohibited.
- 4.19 Degrading or disrupting system performance by wastefully using network resources will not be tolerated.
- 4.20 No software may be loaded onto any computer on the SABJE or King David School networks.
- 4.21 Learners who visit undesirable Internet sites, play games on the Internet or download, create or print unsuitable material, behave inappropriately or infringe any of the above conditions for appropriate usage, may be suspended from using the computer facilities for varying periods of time. In the case of regular Infringements, further disciplinary action will be taken, in accordance with the Code of Conduct, from time to time.

#### JEWISH PRACTICE IN KING DAVID SCHOOLS

This document serves to capture the practice of Judaism within the King David Schools. The Constitution of the South African Board of Jewish Education [SABJE] deems the King David Schools to be responsible for “establishing schools which promote Jewish Education”. Jewish Education, as defined by the Constitution means “the continuation of Jewish and Zionist Education based on traditional and customary Orthodox lines and the recognition of the centrality of the State of Israel to the Jewish People”.

In translating these objectives of the South African Board of Jewish Education into practice, one must be cognizant of the dynamic nature of the schools. As the schools strive to raise the bar in education, so too, over the years, the schools have enhanced the Judaism learnt and the practice thereof, while at all times striving to adhere to Orthodox Halacha and take guidance in this regard from the Beth Din. The purpose of this document is to avoid any misconceptions when parents enroll their children in the schools. The Admissions Form states that learners will have to keep to all curriculum requirements and this includes the study of Hebrew and Jewish Studies, as well as the practices described in this document.



## 1. THE YEARLY CYCLE

All festivals and commemorative days form an integral part of the school ambiance. The Primary School curriculum strives to teach to this cycle and all the schools put the theory into practice in different ways in an age-appropriate manner. The following days are celebrated and commemorated. More details about each will be communicated by the school before the particular day.

1. Tu B'shvat: is normally early in the year. A time when nature is celebrated with the planting of trees or other activities that connect us to nature and our Land.
2. Purim: Very little formal schooling takes place on this day as all celebrations and activities focus on Purim.
3. Pesach: The schools are always closed for Pesach. This includes Chol Hamoed, the intermediate days.
4. Sefirat HaOmer: The school keeps the mourning period from Rosh Chodesh Iyar until 3 days before Shavuot as per the South African custom. This affects the playing of music, musicals or other events which use music, in the schools.
5. Yom Hashoa, Yom Hazikaron, Yom Ha'atzmaut and Yom Yerushalayim: Ceremonies or assemblies are held for all and Yom Ha'atzmaut, Israel's day of Independence, is celebrated during the entire or most of a school day.
6. Shavuot: This is a Yom Tov, no school is conducted on these two days.

## 1. THE YEARLY CYCLE CONT.

7. The 3 weeks : This is a period of mourning during the 3rd term. There is no music, dance or plays during this time. Tuckshops do not serve meat in the 9 days before Tisha B'Av.
8. Tisha B'Av: Tuckshops close on a fast day..
9. Rosh Hashana / Yom Kippur: School is closed.
10. Sukkot: The schools do sometimes open during the Chol Hamoed (intermediate days) period.

## 2. SHABBAT

1. No school activities take place on Shabbat, nor do learners or members of staff represent the School on Shabbat (from Friday sundown until Saturday night, stars out).
2. Sport and activities end early enough on a Friday for learners to get home before Shabbat.
3. A Shabbaton is held for each Grade from Grade 6 to 11 each year. These are run by the DIJE (Department of Information Jewish Education). Encounter in Grade 11 is over an entire week.
4. Any school tour which is over a Shabbat will have Shabbat observance as part of the trip.
5. Pupils are encouraged not to have any parties or other social events on Shabbat.

### 3. KASHRUT

1. All Tuckshops and staffrooms are to be kept strictly kosher.
2. All school activities are required to only provide kosher food, i.e. food under the supervision of the Beth Din, or made in the school kitchens. (This includes parties held at school). This is also a requirement for any tours in South Africa or overseas, which are school tours.

### 4. TELIFILLAH (Prayer)

1. There is Tefillah at the start of the day throughout the schools, from Grade 1 upwards.
2. All Boys require Kippot for Tefillah.
3. All Boys and Girls require siddurim.
4. Boys over Barmitzvah are required to bring Tefillin to school and put them on during prayers.
5. Behaviour during prayers should be of an exemplary standard.

### 5. CURRICULUM

1. All learners are required to do both Hebrew and Jewish Studies until the end of Grade 9.
2. All learners have to offer either Hebrew or Jewish Studies for matric.

The choice is made at the end of Grade 9.

3. Jews of all denominations are accepted to the school and different views are respected but all lessons follow an Orthodox understanding of Judaism.

NOTE: Schools may insist on other practices - these will be made known to you from time to time.

#### 1. ACCEPTANCE OF POLICIES

This serves to confirm that I/ We have received, read and accepted the contents of:

1. The South African Board of Jewish Education Code of Conduct
2. The South African Board of Jewish Education Anti-Bullying Policy
3. The Acceptable Use Policy for computer facilities and the internet
4. The Statement of Jewish Practice.

(Please Note that the SABJE may refuse to accept a learner if this document is not signed).

I / We, the undersigned, accept the terms of the above-mentioned documents and will cooperate with the school in ensuring their implementation.