



**CHARACTER CODE OF  
CONDUCT AND DISCIPLINARY  
CODE**  
**(In this document referred to  
as “the Code”)**

# CHARACTER CODE OF CONDUCT AND DISCIPLINARY CODE

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PREPARED	Willem Dormehl		30/11/2024
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ACCEPTED	School leadership Team		3/11/2024
APPROVED	Executive committee		Term 1 2025
APPROVED	Student Council		Term 1 2025

DISTRIBUTION LIST					
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1	Executive committee			1	C. Cloete
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3	HOD's			3	G. Ziramba
4	Educator's			4	S. Foba
5	Student Council			5	

REVISION HISTORY			
NO	DATE	NATURE OF REVISION	NAME
1	2011 02 05	Final	C Krige
2	2014 03 02	Revised Draft 1	C Krige
3	2014 08 21	Revised Draft 2	S Barnard
4	2014 11 03	Revised Draft 3	P Brand
5	2015 01 08	Revised Draft 4	P Brand
6	2015.11.01	Revised Draft 5	W. Dormehl
7	2016 11 26	Revised Draft 6	A.K. Mashile
8	2017 11 14	Revised Draft 7	W. Dormehl
9	2018 11 13	Revised Draft 8	L. Vogel
10	2019 11 13	Revised Draft 9	L. Vogel
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12	2021 11 27	Revised Draft 11	L. Vogel
13	2022 11 08	Revised Draft 12	T. Silvey
14	2023 11 08	Revised Draft 13	W. Dormehl
15	2024 11 08	Revised Draft 14	W. Dormehl



## CHARACTER CODE OF CONDUCT AND DISCIPLINARY CODE

### 1. PURPOSE

The purpose of the Character Code of Conduct and Disciplinary Code of Doxa Deo Edendale Pre- Primary, Primary & High School is to set guidelines according to Biblical principles so that everybody involved in the School can honour God and inspire other people:

The objectives are to:

- Enable the staff of Doxa Deo Edendale Pre-Primary, Primary & High School to address any deviation from our value- and character based behaviour at the correct level as soon as possible;
- Maintain Biblical principles and create a learning environment that will enhance academic standards and that will prepare learners to impact the future.

### 2. SCOPE

This document covers the Character Code of Conduct and Disciplinary Code for Doxa Deo Edendale School.

### 3. RESPONSIBILITIES

It is the responsibility of the principal to keep this document up to date and ensure that it is distributed to all relevant role players. A copy of the Code of Conduct will be publically, digitally available on the school's website. All parents / guardians of learners and learners of Doxa Deo Edendale School, through signing the Contract Agreement of Doxa Deo Edendale School accept and agree to the content thereof.

### 4. POLICY

#### 4.1. Policy Statement

The Code of Conduct of Doxa Deo Edendale School is based on Biblical principles as reflected by the following Kingdom values from the Bible:

**Gal 5:22-23** *But the fruit of the Spirit is love, joy, peace, long-suffering, gentleness, goodness, faith, Meekness, temperance: against such there is no law.*

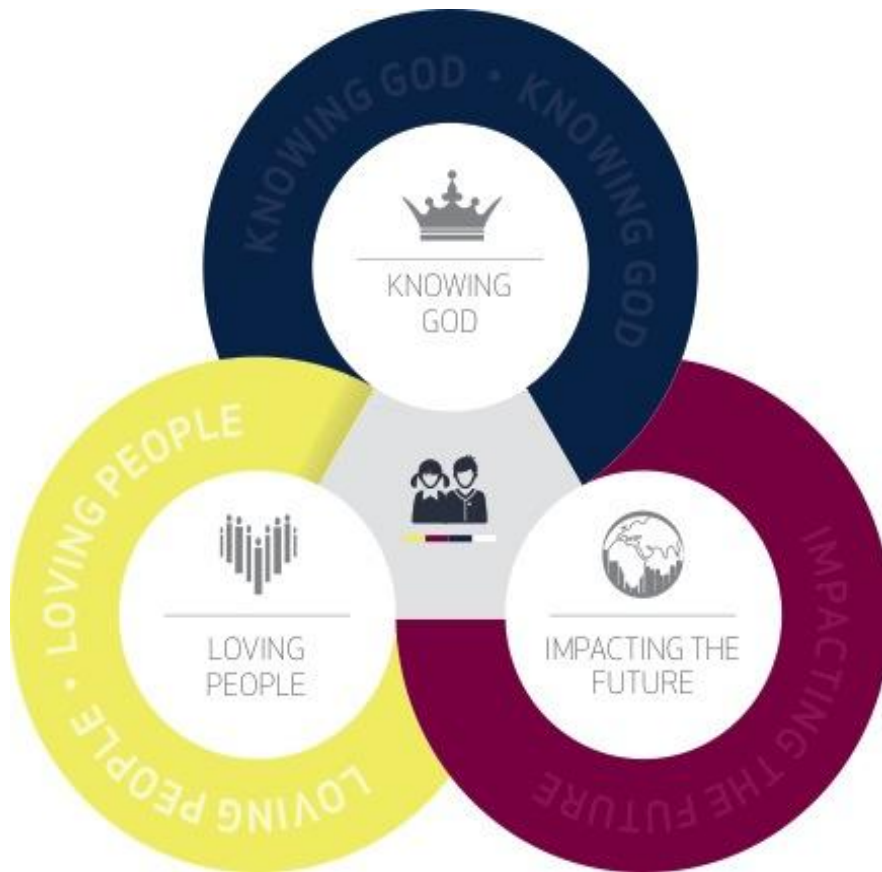
**Col 3:12 - 15** *Put on therefore, as the elect of God, holy and beloved, bowels of mercies, kindness, humbleness of mind, meekness, long-suffering; Forbearing one another, and forgiving one another, if any man have a quarrel against any: even as Christ forgave you, so also do ye. And above all these things put on charity, which is the bond of perfectness. And let the peace of God rule in your hearts, to which also ye are called in one body; and be ye thankful.*

**Eph 4:1- 3** *I therefore, the prisoner of the Lord, beseech you that ye walk worthy of the vocation wherewith ye are called, with all lowliness and meekness, with longsuffering, forbearing one another in love; endeavouring to keep the unity of the Spirit in the bond of peace.*

**Micah 6:8** He has shown you, O mortal, what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly[ a] with your God.

#### 4.2. Doxa Deo Edendale School *Values*

These following values reflect the character and lifestyle of a City Changer.



To raise, develop and empower leaders who can influence the future is one of our primary aims at Doxa Deo Edendale School. It is important to understand that leadership is made up of many different facets, and our goal is to make a significant contribution in this regard. We believe that cities can be transformed to become visible evidence of the lordship of Jesus Christ. We further believe that in order to achieve this goal it is imperative that discipline must be a cornerstone of a school. Discipline is also a differentiator between schools. We base our approach on positive discipline according to our values.

Our school's Code of Character policy is centralized around the values of Knowing God, Loving People and Impacting the Future. Our learners are acknowledged for reflecting these values and disciplined accordingly for actions which constantly contradict our value system.

One of the main aims of our school is to have an influence on the learners' worldview, as worldview determines and influences a person's values and values influence behaviour. **Discipline** supports the process of instilling a **value system** that will guide future behaviour.

#### 4.3. CHARACTER CODE OF CONDUCT AND DISCIPLINARY CODE

To ensure that the associated values will be internalised and exercised they are explained as follows:

4.3.1. *Knowing God (To be in an intimate relationship with God)*

Value	Reflections of Value	Actions that reflect	Actions that contradict
<b>KNOWING GOD</b>	<b>Love</b>	Positive attitude, contentment	Negative attitude, Ungrateful
		Gratitude	Actions driven by jealousy
		Mercy, grace	Holds grudges / unforgiveness
		Eagerness for praise, worship, prayer and a study of the Bible	Obstructing or disrupting praise, worship, prayer and a study of the Bible
		Expressing spiritual gifts for guidance and support	Shows disrespect towards others spiritual gifts
		Sharing testimony	Shows disrespect towards others experiences
		Encourages others	Discourages or distracts others Swearing/rude language
		Gives to others in need	Don't respect others needs
		Gives others opportunity to win	Bad loser
	Reflections of Value	Actions that reflect	Actions that contradict
	<b>Integrity</b>	Truthfulness, honesty, humility and diligence	Lying, Cheating, Stealing, Brags/boasts
		Processes information with integrity	Plagiarism/Copying others work/Allow others to copy their work
		Respects own body	Smoking/in company of a peer smoking
		Withstands peer pressure Stand up for what you believe in	Drinking alcohol/in company of a peer drinking alcohol
		Healthy values regarding sexuality and respects own and others' bodies in this regard Shows self-control	Inappropriate sexual relations / behaviour / Pornography – any form/involvement disrespects own and others' bodies
		Represents school and family with dignity and pride	Dressing inappropriately or present self against school rules
		Makes school proud	Tarnishing school name

**4.3.2. Loving People (An intimate relationship with God will positively impact loving relationships with people)**

Value	Reflections of Value	Actions that reflect	Actions that contradict
<b>LOVING PEOPLE</b>	<b>Compassion</b>	Shows Generosity	Does not share
		Makes people feel welcome	Makes people/guests feel uncomfortable
		Shows Kindness	Offensive remarks/behaviour
		Talks through issues	Fighting - physical
		Resolves conflict	Instigating conflict and fighting
		Accepts everyone for who they are	Teasing, name calling
		Sees and acknowledge the best in other people	Gossiping
		Body language reflects acceptance	Negative body language/actions towards another
		Servant hood	Refusal to serve
		Positive role player in resolving bullying	Neutral/Negative bystander with bullying
	Include children who are left out	Any form of negative exclusion	
	<b>Reflections of Value</b>	<b>Actions that reflect</b>	<b>Actions that contradict</b>
	<b>Respect</b>	Uses the Lord's name in prayer	Use the Lord's name in vain
		Respects staff	Disrespects staff
		Shows obedience	Not obeying rules, or following instructions
		Complies with authority, rules and regulations	Rebellious behaviour
		Greets staff and adults	Not greeting staff and adults
		Adheres to IT policy	Not following IT policy
		Shows consideration	Disruptive behaviour
		Influences others positively	Influences others negatively
Respects parents and visitors		Disrespect parents or visitors	
Respects all cultures		Racist actions/remarks/comments	
Intentionally includes all groups in school related functions or activities	Purposeful exclusion of specific groups for school related functions or activities		

**4.3.3. Impacting the Future (Knowing God and loving people will have an impact on the future)**

Value	Reflections of Value	Actions that reflect	Actions that contradict
IMPACTING THE FUTURE	Stewardship	Getting involved in actions that have no personal gain - service	Negative towards outreach or fundraising incentives
		Picking up papers or helping to clean an area	Littering
		Looks after own property and others	Losing possessions
		Shows respect for property	Damaging property
		Protects victims	Hiding property/pranking others
		Sets a good example	Sets a bad example
		Portrays strong values	Portrays poor values
	Reflections of Value	Actions that reflect	Actions that contradict
	Responsibility	Have a clear knowledge of own personal talents and calling and is involved in those areas	Neglects to make use of talents
		Shows progression in extra mural or academics	Work deteriorates
		Achievements according to ability / potential	Not achieving full potential
		Adhering to due dates	Not adhering to due dates
		Perseveres	Gives up before completing
		Fulfils commitments	Failing to fulfil commitments
		Faithful school attendance	To be absent from class without permission
Completes unfinished work		Not doing/completing homework	
Catches up work missed		Not catching up work missed	
Studies diligently		Not studying for tests	
Corrects incorrect answers		Not doing corrections	
Is organized		Leaving books at home	
Shows loyalty to team		Missing sport practice or match	
Punctuality	Late for school, after break or activities		

**4.4. Commitment & Applicability**

The Code is applicable to all learners involved in ***Doxa Deo Edendale School***.

The Code is not to be seen as a means to punish unacceptable behaviour, but as a guideline towards positive behaviour in the following way:

- Highlight misbehaviour as early as possible to rectify the problem.
- Identify the specific value that is relevant.
- Maintain a high standard of consistent discipline.
- Protect fellow learners and staff from harmful actions.
- Enable partnership between Doxa Deo Edendale School, learners and parents in the raising and education of learners to efficient adulthood.
- Model Christian values and what a relationship with God and other Christians look like.

We expect parents / guardians and staff members to respect the Code and to positively influence and guide learners to adhere to and apply this Code by:

- Actively demonstrating the values and reflecting the actions as stated in the Code.
- Working in close collaboration and in agreement when dealing with any issue regarding the application of the Code.

#### 4.5. Policy Implementation

This policy will be implemented by the principal of the school.

### 5. SPECIFIC RULES

#### 5.1. Dress Code

School uniforms are prescribed from Grade RRR-12.

The school uniform is available from the school uniform shop.

### HIGH SCHOOL

No	Season	Boys / Girls	Item
1	Summer	Boys	Blue and white pinstripe short sleeve shirt Khaki trousers (Long or Short <b>and no skinny pants</b> ) Blazer required for Gr 7-12 Black belt worn with trousers Black school shoes Khaki school socks Maroon and navy school Jersey or Pullover
2	Summer	Girls	Blue and white pinstripe short sleeve blouse Blazer required for Gr 7-12 Khaki skirt Black school shoes Maroon and navy school Jersey or Pullover White short socks <b>Long pants = ??</b>
3	Winter	Boys	Blue and white pinstripe long sleeve shirt Khaki trousers ( <b>Long or Short and no skinny pants</b> ) Blazer required for Gr 7-12 Black belt worn with trousers Khaki school socks Black school shoes Maroon and navy school Jersey or Pullover Navy Scarf Navy Gloves Beanies worn badge forward (Allowed in class <b>from May to August</b> ) <b>Caps and Hats in school colours only worn badge / cap forward</b>
4	Winter	Girls	Blue and white pinstripe long sleeve blouse Black school shoes Navy school socks or navy tights with skirt / khaki socks with khaki trousers

			Khaki trousers (Long) or Khaki skirt
			Maroon and navy school Jersey or Pullover
			Navy Scarf
			Navy Gloves
			Beanies worn badge forward (Allowed in class <b>from May to August</b> )
			<b>Caps and Hats in school colours only worn badge / cap forward</b>
5	Winter / Summer	Boys / Girls	Tracksuit Top - Can be worn in place of blazer Tracksuit Top & Pants - <b>Sport days only</b> . Worn only with sport clothes.
6	Winter / Summer	Boys / Girls	School cap - Worn badge forward (not allowed in class) <b>ONLY ON SPORT DAYS</b>
7	Sport Uniform	Boys / Girls	To be worn at sport events and on practise days.

			<b><u>PRE-SCHOOL</u></b>
1	Summer	Preschool	Wear the uniform Monday – Thursday (Other arrangement for Friday)
		Boys/Girls	Blue shorts & maroon golf shirt
			Girls – White takkies with white school socks Boys – White takkies with blue school socks
			Maroon and navy school Jersey or Pullover
	Winter		Tracksuit same as the rest of the school.
			Girls – White takkies with white school socks Boys – White takkies with blue school socks
	Swimming	Boys	Navy / black swimming shorts in plain blue
			Swimming Cap (Compulsory)
	Swimming	Girls	Plain navy or black full costume
			Swimming Cap (Compulsory)
			<b><u>PRIMARY SCHOOL</u></b>
2	Summer	Gr 1-3	Maroon golf shirt
		Boys	Khaki shorts / Blue sport short
			Navy blue school socks
			Black school shoes – to be worn with khaki shorts Takkies – to be worn with blue sport short
			Maroon and navy school Jersey or Pullover
			Tracksuit top
3	Summer	Gr 1-3	Maroon golf shirt
		Girls	Skort / Blue sport short
			Short white socks
			Black school shoes – to be worn with skorts Takkies – to be worn with blue sport short
			Maroon and navy school Jersey or Pullover
			Tracksuit top

4	Summer	Gr 4-6	Maroon golf shirt
		Boys	Khaki shorts / khaki trousers
			Navy school socks
			Black school shoes
			Maroon and navy school Jersey or Pullover
			Blazer optional only for Grade 6
			Tracksuit top
5	Summer	Gr 4-6	Maroon golf shirt
		Girls	Skirt with hot pants underneath
			White short socks
			Maroon and navy school Jersey or Pullover
			Black school shoes
			Blazer optional only for Grade 6
			Tracksuit top
			<b>WINTER</b>
6	Winter	Gr 1-3	1. Maroon golf shirt
		Boys	Khaki trousers
			Navy blue socks for boys/ white socks for girls
			White tekkies
			Jersey / tracksuit top
			<b>OR</b>
			2. Tracksuit
			Jersey
			Maroon golf shirt
			Navy socks
			Black school shoes or Takkies
7	Winter	Gr 1-3	1. Maroon golf shirt
		Girls	Skort / khaki trousers
			Navy school socks or navy tights
			Black school shoes
			Jersey / tracksuit top
			<b>OR</b>
			2. Tracksuit
			Jersey
			Maroon golf shirt
			Navy blue socks
			Black school shoes / Takkies
8	Winter	Gr 4-6	1. Khaki trousers
		Boys	Navy blue school socks
			Maroon golf shirt
			Jersey / tracksuit top
			Blazer optional only for Grade 6
			Black school shoes
			<b>OR</b>
			2. Tracksuit

			Jerseys - <b>only under</b> tracksuit top
			Navy socks
			Black school shoes - no tekkies
9	Winter	Gr 4-6	1. Skirt with hot pants / khaki trousers
		Girls	Navy school socks or navy tights with skirt /trousers
			Maroon golf shirt
			Jersey
			Blazer optional only for Grade 6
			<b>OR</b>
			2. Tracksuit
			Jerseys - <b>only under</b> tracksuit top
			Navy socks
			Black school shoes - no tekkies
10	Summer &	Gr 1-6	Navy blue raincoat on rainy days (optional)
	Winter	Boys &	Beanies: Navy Blue worn <b>only</b> outside class / - no ear muffs
		Girls	Navy blue scarves: worn in and out of class
			Navy blue gloves: worn outside class
			<b>SPORT WEAR</b>
	PT/ Sport events		Maroon golf shirt
			Blue shorts
			Tracksuit with golf shirt in Winter
	Athletics	Gr 1-6	Navy and maroon vest and navy shorts
	Team	Boys	Tekkies: pre-dominantly white or black sport tekkies
			Short white socks
			Tracksuit
		Gr 1- 6	Navy and maroon vest and navy shorts
		Girls	Tekkies: pre-dominantly white or black sport tekkies
			Short white socks
			Tracksuit
	Soccer	Gr 1- 6	Maroon golf shirt
		Boys	Sport shorts in blue
			Soccer Togs
	Swimming	Boys	Navy / black swimming shorts in plain blue
			Swimming Cap (Compulsory)
			Team: only speedo and Navy Blue Swimming Cap
	Swimming	Girls	Plain navy or black full costume
			Swimming Cap (Compulsory)
			Team: only speedo and Navy Blue Swimming Cap
	Netball	Gr 1-6	Sport shirt with short sleeves with skort
		Girls	1st Team to be advised

	Cross	Gr 1-6	Navy and maroon vest and navy shorts
	country	Boys	Tekkies: pre-dominantly white or black sport tekkies
			Short white socks
			Tracksuit
		Gr 1-6	Navy and maroon vest and navy shorts
		Girls	Tekkies: pre-dominantly white or black sport tekkies
			Short white socks
			Tracksuit

No stitching down of the seams to make trousers / tracksuit pants skinny / tight fitting. Skirts hems and trousers are not allowed to be shortened

## 5.2. Appearance

***(All appearance misconducts will result in either a warning or in extreme cases detention or suspension from school. Immediate action on the side of the learner after the warning must be taken)***

### 5.2.1. Girls

#### 5.2.1.1. Hairstyles & Caps

- If girls have hair touching their collars, it must be tied up with plain white, navy or maroon elastics or clips **BLACK AS WELL**
- No colouring or bleaching of hair will be allowed.
- No coloured hair extensions
- No **excessive hairstyles (SPECIFY)** that will draw unnecessary attention.
- No half styles (Where half is neat and half is braided)
- No beads will be allowed – **3 PER STRING**
- Only navy blue caps (**ONLY SPORT DAYS**) can be worn but not in class
- Only navy blue beanies can be worn during the winter season (**MAY TO AUGUST**), but not in class

#### 5.2.1.2. Nails

- No nail polish is allowed.
- Nails must be short (**NOT GOING OVER THE END OF NAILBED**) and neat.

#### 5.2.1.3. Jewellery, Accessories & make-up

- No jewellery or accessories(including):
  - tongue-studs or body-piercing.
  - bangles, traditional bands, armbands, rings or necklaces.
  - The use of makeup is not permitted. This includes lip gloss (**CLEAR/NO COLOUR**) and coloured, shiny lip ice, eyebrow pencil, eye liner or mascara.
  - tooth decoration.
  - body art or tattoos
  - No cuts may be shaved into the eyebrows
  - Only prescribed glasses that are unembellished may be worn. – **FRAMES NOT GOING OVER EYEBROW LINE**
  - No artistic/comic contact lenses
  - Earrings (only the following will be allowed):
    - Plain gold or silver studs / small rings (sleepers) **and only in the lower part of the ear lobe / ONE EARING PER EAR**

- Watches may be worn. No stones, pearls or embellishments are allowed. No fancy watches or **smart watches. (?)**

## 5.2.2. Boys

### 5.2.2.1. Hairstyles & Caps

- Boys' hair must be kept neat and short (short, neat cut). It is not allowed to touch eyebrows, ears or collars.
- Must not draw attention e.g. No peroxide or bleached hair, no dreadlocks, no extensions, no dyes, no under cuts, no patterns shaved into hair styles etc. An even cut is prescribed. **(BRADED / NO LOOSE DREADLOCK/BRADED)**
- No gel is allowed.
- Hair must be combed flat.
- Plaited hair is allowed in the **High School only if it is flat against the head and does not hang in the face of touch the collar.**
- Sideburns are to be no lower than the centre of the ear hole.
- Learners are expected to be clean-shaven at all times. No facial hair / **MOUSTASCHE/BEARDS** are allowed.
- Only navy blue caps can be worn but not in class.
- Only navy blue beanies can be worn during the winter season, **but the ears should be open.**

### 5.2.2.2. Jewellery, Accessories & make-up

- No jewellery or accessories(including):
  - tongue-studs or body-piercing.
  - bangles, traditional bands, rings or necklaces.
  - fancy watches or **smart watches. (EXCEPT EXAMS)**
  - tooth decoration.
  - body art, tattoos (**Should not show**) or make-up.
  - No cuts may be shaved into the eyebrows
  - Only prescribed glasses that are unembellished may be worn.
  - No artistic/comic contact lenses.
  - No earrings allowed – **this includes civvies days**

## 5.2.3. General

### 5.2.3.1. School bags

- Any backpack that can fit an A4 book, lunch box and an extra set of clothes is allowed in the Pre-School.
- A standard school bag with divisions (any bag in which work- and textbooks will fold, is not acceptable) are prescribed for the Primary School (Gr 1-6). Caddi's (any colour) are allowed in Gr 4-6 only. **(maybe grade 7 as well)**
- Carry bags or briefcases designed for the purpose of carrying books to be used in the High School, tog bags are not designed for books
- No writing or graffiti on bag.
- Must be clearly labelled with the owner's name.

### 5.2.3.2. Civvies Days

On occasion, learners are given the privilege of wearing civvies to school. Learners are to be neatly dressed and tastefully dressed promoting the values

of Doxa Deo Edendale School, and items of clothing bearing liquor, cigarette or political advertising, or bad or suggestive language, are not acceptable. If dress is not acceptable, learners will be sent to the office to collect appropriate clothing from lost property and this should be returned the next school day. Failing to do so will result in behaviour detention/s. No makeup is permitted on Civvies Days. Normal rules for hairstyles also counts for Civvies days.

### **5.3. Absenteeism**

Learners shall attend school for the full school day. A Learner may not be absent from class or leave the school premises during school hours without the permission of an HOD or School Principal. On returning to school the day after absence, the learner is to give the register teacher a written note, from his parents or guardian in this regard. If a learner is absent for more than two consecutive days, it would be appreciated if the parent or guardian contacts the school via email or letter to advise the circumstances. Absenteeism of hostel learners should be reported by the guardians to the register teachers and parents should be notified. Should a learner miss an exam or a test which forms part of the formal assessment programme of the school, a doctor's certificate is necessary. The marks for this test will be obtained through a re-write or term marks. This decision will be taken by either the HOD of the specific department or the School Principal. If a child misses any class assessments without a valid excuse or permission from the school, no further opportunities will be given to complete the assessment.

If assignments are not handed in on time the learner will receive a first non-compliance of SBA letter and given a second chance to hand in the task on the following school day. Should the learner fail to hand in on the following day, a final submission letter agreeing on the task to be handed in on the following school day will be issued and no marks will be awarded after this. This signed letter will be filed as evidence in the learner's portfolio subject and personal file. If assessments (tests or examinations) are missed without notification or doctor's letter, teachers do not need to arrange another opportunity for catching up the assessment and learner will be given zero.

### **5.4. Forbidden Articles at the School**

- Articles that can distract students like portable radios, CD players, MP3 players, etc.
- Dangerous objects such as matches, cigarette lighters, knives, ammunition, weapons, elastics, fire-works, etc.
- Cell phones, earphones and tablets may only be used in class with the permission of a teacher that is present. If not adhering to these rules, these items will be confiscated and kept at the office. These items will be kept at the office for a period of one week. With a second offence, the office secretaries will inform the parents to collect the confiscated items. The school take no responsibility for any loss or damage to any of these devices.
- Pets.
- Alcoholic beverages, cigarettes, drugs or pornography.
- Valuable articles (e.g. Tablet, computer, cell-phone) and money brought to school are done at own risk.
- Articles that do not reflect the values of Doxa Deo Edendale School, like certain card games, etc.

## **6. COMPUTER RULES**

Refer to detailed policy document on Computers.

## 7. DISCIPLINARY CODE

### 7.1. *Disciplinary measures*

The levels of disciplinary measures are as follows:

- A teacher can warn a learner or give a specific assignment to rectify wrong behaviour once.
- If behaviour continues or is repeated, demerit points can be given.
- A Concrete discipline system/chart is used in the Pre-school. Instant positive discipline measures are followed as in a “time-out” session for the learner.
- Parents will be contacted by the Principal or the Phase HOD Discipline if a serious transgression occurred
- Parents will be contacted by **or on behalf of** the Principal or the phase HOD Discipline who will either issue a detention letter **and/** or a disciplinary report, once **15** demerit points have been accumulated.
- A record of learner’s merits and demerits will be attached to the school report at the end of each term.
- Learners will attend detention classes. Detention will be administered **twice a term every 2<sup>nd</sup> -on a** Friday from 13h15 – 15h15 or as necessary. During detention class extra work, catch-up on class work, study time, time-out and community service will be given.
- If High School learners do not attend the detention classes they will be suspended with immediate effect pending a hearing. Primary School learners will have their times made up in breaks.
- A disciplinary discussion meeting or hearing with parents will be arranged for serious violations or when a learner is heading for a **3<sup>rd</sup> 4<sup>th</sup>** detention class or 45 de-merit points.
- Disciplinary committee may recommend
  - compulsory professional help
  - compulsory counselling
  - an appropriate fine
  - community service
  - replacement or reparation of damaged property
  - suspension from a specific class or school day for a maximum period of 1 week
  - expulsion after a hearing
  - any other appropriate measure
- Grade 5, 10 or 11 learners who receive **-15 <** demerits or any level 3 transgressions may be denied the privilege of leadership in Grade 6, 11 and 12.
- Grade 6, 11 and 12 learners who receive **-15 <** demerits or any level 3 transgression may be demoted from leadership and may be asked not to attend the end of year farewell functions.
- The following levels below are basic guidelines, however each transgression which takes place is looked at individually and categorised according to the teacher, HOD’s discipline or Principal’s own discretion.

## **7.2. LEVEL 1 or 2**

### **Warning forms**

#### **Examples but not limited to:**

- Class work or homework started but incomplete
- Corrections not done
- Test not signed
- Using incorrect stationary
- Books not covered
- Doing other work in class
- School uniform does not comply
- Appropriate book not in class
- Eating in class
- Give work to be copied
- Harmful remarks
- Gossiping about someone
- Late for school or class
- Appearance not according to the values of the school
- Revealing cell phone
- Excluding someone from an activity or group
- Bad behaviour in class (disruptive)
- Lying
- Rude language/swearing
- Homework not done
- Bullying
- Fighting
- Name calling
- Cheating (Not including examinations)
- Littering
- Continuous level 1 offences
- Copies work from someone else
- Disrespectful towards staff member or adult
- Hides property/pranking
- IT policy dishonoured

## **7.3. LEVEL 3**

**Personal disciplinary discussion or hearing with parents to determine necessary actions to be applied. Any of the sanctions or punishments listed under 7.1 can be applied as an outcome of a disciplinary discussion or hearing. Other possible outcomes can also include community service, public apology, replacement of goods damaged etc.**

#### **Examples but not limited to:**

- Any serious level 1 or 2 offence
- Forgery / falsification of documents
- Cheating in test / task / examination
- Pornographic material
- Gambling
- Being under the influence, in possession or present where drugs are used
- Being in possession of forbidden objects at school
- Damaging property of school or any other person / vandalism
- Immoral behaviour
- Unauthorized programs on the learner's computer

- Smoking or being present when smoking or having cigarettes in possession
- Bullying (personal harm/fighting)
- Stealing
- Consuming or bringing alcohol onto the school premises

#### 7.4. **Intervention Policy**

The **goal** of the Intervention Policy is: To guide a learner towards appropriate behaviour as expected from a Doxa Deo Edendale ambassador.

Measures of intervention will set in as soon as a learner received the **first detention letter** and a **disciplinary white report (15 demerits)** handed out at detention class, so that there is no doubt about the seriousness with which the school regards his/her behavioural problems.

**TAKE NOTE:** A behaviour report can be requested at any stage deemed necessary and merits / detention cannot cancel demerits.

- 15-25 demerits = First detention and white report
  - 26-35 demerits = Second detention, First disciplinary discussion (Child and HOD Discipline or Principal) and blue report
  - 36-50 demerits = Third detention, Second disciplinary discussion (Child, Parent and Principal) and First red report
  - 51< demerits = Forth detention, First disciplinary hearing or Third disciplinary discussion with no return letter and Second red report
  - 60< demerits= Third disciplinary hearing and expulsion
- 
- ~~5x demerits = detention and white report~~
  - ~~10x demerits = detention, disciplinary discussion and blue report~~
  - ~~15x demerits = detention, disciplinary discussion and first red report~~
  - ~~20x demerits = detention, disciplinary hearing and second red report~~
  - ~~25x demerits = detention, second disciplinary hearing and third red report~~
  - ~~30x demerits= disciplinary hearing and expulsion~~

A zero tolerance policy will be followed regarding any unlawful substances. Being found in possession of it will constitute to immediate expulsion.

#### 7.4.1. Measures of intervention and procedures:

##### **Intervention 1: Carrying a Disciplinary White Report and Detention**

###### Reason:

A student tends to behave unacceptably by accumulating **15** demerits or any time deemed necessary.

###### Procedure:

- The student receives a **Disciplinary White Report / Detention letter** from the HOD Discipline.  
(This **Disciplinary White Report** must be signed daily by all his/her teachers and parents/guardians)
- Duration: One cycle of 5 days.

##### **Intervention 2: Carrying a Disciplinary Blue Report and 2<sup>nd</sup> Detention**

###### Reason:

A student tends to behave unacceptably by accumulating **25<** demerits or any time deemed necessary.

###### Procedure:

- The student receives a **Disciplinary Blue Report / Detention letter** from the HOD Discipline.  
(This **Disciplinary Blue Report** must be signed daily by all his/her teachers, HOD and parents/guardians)
- Duration: One cycle of 5 days.

##### **Intervention 3: Disciplinary Discussion, Disciplinary Red Report and 3<sup>rd</sup> Detention**

###### Reason:

When a student receives **35<** demerits.

OR

Another serious transgression that can lead to suspension.

###### Procedure:

- The Principal or HOD discipline arranges a meeting with student, parents and teachers involved.
- This meeting with the Disciplinary Committee will take place at school.
- A recommendation will be made.
- The student receives a **First Disciplinary Red Report / Detention letter** from the HOD Discipline or Principal.  
(This **First Disciplinary Red Report** must be signed daily by all his/her teachers, HOD and parents/guardians and returned to the Principal at the end of the week)

#### **Intervention 4: Disciplinary Discussion, Disciplinary Red Report and 3<sup>rd</sup> Detention**

Reason:

When a student receives **50<** demerits.

OR

Another serious transgression that can lead to suspension.

Procedure:

- The Principal or HOD discipline arranges a meeting with student, parents and teachers involved.
- This meeting with the Disciplinary Committee will take place at school.
- A recommendation will be made.
- The student receives a **Second Disciplinary Red Report / Detention letter** from the HOD Discipline or Principal.  
(This **Second Disciplinary Red Report** must be signed daily by all his/her teachers, HOD and parents/guardians and returned to the Principal at the end of the week)

#### **Intervention 5: Temporary suspension**

Reason:

When a student commits a serious offence or continuous other offences.

Procedure:

- The principal or HOD discipline arranges an immediate disciplinary discussion with the learner.
- The principal suspends the learner for a specific number of days should the learners action have caused or would reasonably pose a danger to the school or any person at the school.
- Take note: During this time of suspension your child is responsible to keep up to date with all tests, tasks and if necessary, he will be allowed to write the tests in the morning and will then have to leave the school premises directly afterwards.
- The learner takes responsibility for catching up on all homework assignments.
- Important: The chairperson of the disciplinary discussion will record every measure of intervention that had been applied.

### **Intervention 6: Disciplinary Hearing**

Reason:

When a student commits a serious offence or continuous other offences.

Procedure:

- The Principal or HOD Discipline arranges an immediate disciplinary hearing with the Disciplinary Committee.
- If deemed necessary the Principal or HOD Discipline can arrange a suspension of the student for a specific number of days awaiting the disciplinary hearing.
- Take note: During this time of suspension your child is responsible to keep up to date with all tests, tasks and if necessary, he will be allowed to write the tests in the morning and will then have to leave the school premises directly afterwards.
- The learner takes responsibility for catching up on all homework assignments.
- The principal or HOD discipline arranges a meeting with student, parents and teachers involved.
- A recommendation will be made. This could be an expulsion from school or intervention measure/s.
- The hearing procedures will be followed
- The disciplinary cycle processes will be adhered to.

## **8. Learners referred to the School Care Program for Disciplinary misconducts**

8.1. Learners who, during a hearing are referred to the School Care Program will receive a bi-weekly feedback report. After a period of 8 weeks, based on the feedback reports, a final decision will be taken whether or not the school will continue the contract with such a learner.

## **9. Disciplinary measures for positive behaviour**

### **9.1. Merit points are rewarded when:**

- Out of the ordinary good behaviour continuous or is repeated.
- It is arranged beforehand as a matter of motivation, for instance special attendance at a function.
- Merit points will never cancel out demerit points.
- Merit points should not be seen as bribes to get learners to do what is expected of them as normal good behaviour. It is rather to encourage them to be more sensitive to the need of their surroundings and friends and to motivate a culture of excellence and respect for God's creation.

### **9.2. Procedures for merit points:**

- If good behaviour continues or is repeated, teachers will assign merit points on the admin system.
- When learners have accumulated 6 merit points they will be called to the front at assembly and their good behaviour will be acknowledged and may wear civvies on Friday.
- In July each year, the most number of merits per class is announced and they are given a prize.
- Learners who have accumulated 30 merits or more at the end of the year will receive a special conduct award at the end of the year at the crowning events.

### **9.3. Actions for which merits will be awarded:**

#### **At discretion of individual teachers:**

- Special attendance - Voluntary supporting a function
- Arranged attendance
- Helping a friend in a special way
- Helping a teacher in a special way
- Displaying a very positive attitude in a difficult situation
- Faithfully doing a duty
- Showing perseverance
- Displaying self-control in a difficult situations
- Cleaning up (beyond what is expected)
- Taking care of somebody else's possessions
- Being honest in a difficult situation
- Being kind to somebody in need
- Displaying commitment
- Gives to others in need
- Bringing back important communication on time
- 80% or more for any test
- Improved by 10% or more in a subject
- Constant effort and hard work in subject
- Constant improvement due to continuous attempts
- Promptly catches up work missed

- Participation in school extra-curricular activity = 5 merits
- Participation in Impromptu, spelling bee, public speaking = 2 merits
- On inspection days if everything is perfect = 1 merit

**ANNEXURE A: UNDERTAKING BY LEARNER AND PARENT/GUARDIAN**

To be completed and sent back to the Register Teacher:

**UNDERTAKING SIGNED BY LEARNER AND PARENT/GUARDIAN:**

I take note of the Disciplinary Code of Doxa Deo Edendale School. I acknowledge that it is just and fair, aiming to create a safe and free environment where both learning and teaching can take place unhindered.

By signing this document, I pledge to do my best to uphold the norms and values of Doxa Deo Edendale School by not only claiming to have rights, but to accept responsibility for my behaviour at all times.

\_\_\_\_\_  
**\*Name & Surname**

\_\_\_\_\_  
**\*Grade**

\_\_\_\_\_  
**\*Signed**

\_\_\_\_\_  
**\*Parent/Guardian Signature**

\_\_\_\_\_  
**Date**

**10. APPENDICES**

None

**ANNEXURE B: DISCIPLINARY CODE FOR LEARNERS:**

**Annexure B**

**LEGEND: \*ELD: EDUCATOR LEVEL DISCIPLINE**

**\*DCD: DISCIPLINARY CHAIRPERSON LEVEL DISCIPLINE**

EXPECTED STANDARD OF CONDUCT	ALLEGED MISCONDUCT OR INFRINGEMENT	RECOMMENDED MAXIMUM 1 <sup>ST</sup> INCIDENCE	DISCIPLINARY ACTION TO BE IMPOSED 2 <sup>ND</sup> OR REPEATED INCIDENCE	3 <sup>RD</sup> INCIDENCE
Learners will comply with instruction and the general rules of the school	<p>Wilful disregard of instructions</p> <p>Disrespect towards elders, educators, parents and visitors</p> <p>Hair, dress or apparel which is not in accordance with school standards</p> <p>Behaviour in public or at events which brings the school into disrepute</p> <p>Eating or drinking during class or during sporting activities when this is prohibited</p> <p>Trespassing or entering school grounds after hours or during holidays</p>	<p>ELD*: Warning /Demerit</p> <p>ELD*: Warning/Demerit</p> <p>ELD*: Warning/Demerit</p> <p>DCD: Parental contact/suspension</p> <p>ELD*: Warning/Demerit</p> <p>ELD*: Warning/Demerit</p>	<p>ELD: Detention/ Community Service</p> <p>ELD: Detention /Community Service</p> <p>ELD: Detention/ Community Service</p> <p>DCD: Expulsion</p> <p>ELD: Detention/Community Service</p> <p>ELD: Detection/ Community Service</p>	<p>DCD: Parental contact/suspension</p> <p>DCD*: Parental contact/suspension</p> <p>DCD*: Parental contact/suspension</p> <p>DCD: Parental contact/suspension</p> <p>DCD: Parental contact/suspension</p>
Learners will behave responsibly and not endanger the safety and welfare of others	<p>Dangerous horseplay</p> <p>Use of excessive force when playing games or playing games in areas where bystanders and passers-by may be injured.</p> <p>Bullying others or initiation of any sort</p>	<p>ELD: Warning /Demerit</p> <p>ELD: Warning /Demerit</p> <p>DCD: Expulsion</p>	<p>ELD: Detection/ Community Service</p> <p>ELD: Detection/ Community Service</p>	<p>DCD: Parental contact/suspension</p> <p>DCD: Parental contact/suspension</p>
Learners will behave responsibly	Fighting or the threatened	DCD: Expulsion		

and not endanger the safety and welfare of others [continued]	assault of others			
	Being in possession of a weapon or dangerous instrument on school premises or at a school event	DCD: Expulsion		
	Unhygienic personal habits and improper use of school facilities and ablutions	ELD: Counselling PLUS ELD: Warning /Demerit	ELD: Detection/ Community Service	DCD: Parental contact/ suspension
	Tampering with equipment or the property of others	ELD: Warning /Demerit	ELD: Detection/ Community Service	DCD: Parental contact/ suspension
	Riding of bicycles/skateboards etc, on school property or in areas where this is prohibited	ELD: Warning /Demerit	ELD: Detection/ Community Service	DCD: Parental contact/ suspension
	Noisy behaviour or disturbing the activities of others, disruptive behaviour	ELD: Warning /Demerit	ELD: Detection/ Community Service	DCD: Parental contact/ suspension
	Being in possession of alcoholic, hallucinogenic or dangerous substances, or disturbing, storing or consuming these at school, or during school events/trips	DCD: Expulsion		
	Being under the influence of alcoholic, hallucinogenic Or unauthorised substances, substance abuse	DCD: Expulsion		
Smoking or being in possession of cigarettes on school premises or at school events/excursions	DCD: Parental contact/suspension	DCD: Expulsion		

Learners will respect and care for the property of the school and others	Wilful damage to school property/equipment, vandalising property	ELD: Detention /Community Service	DCD: Parental contact/suspension	DCD: Expulsion
	Littering and poor housekeeping	ELD Counselling PLUS ELD: Detention/Community Service	DCD: Parental contact/suspension DCD: Parental contact/suspension	
	Improper use of school property or the property of others	ELD: Detention /Community Service	DCD: Parental contact/suspension	DCD: Expulsion
	Not taking good care of textbooks or learner aids or losing textbook/aids	ELD: Counselling PLUS ELD: Detention/ Community Service		DCD: Expulsion
Learners will maintain sound relations with others, be courteous and respect the dignity of other persons	Being in possession of pornographic material	DCD: Parental Contact/ Suspension	DCD: Expulsion	
	Swearing and use of bad language	ELD: Counselling PLUS ELD: Detention/ Community Service	DCD: Parental Contact/Suspension	DCD: Expulsion
	Verbal or insulting abuse of others	DCD: Parental Contact/ Suspension	DCD: Expulsion	
	Malicious teasing of others	ECD: Detention/ Community Service	DCD: Parental Contact/Suspension	DCD: Expulsion
	Playing of obscene or demeaning games	DCD: Parental Contact/ Suspension	DCD: Expulsion	

<p>Learners will maintain sound relations with others, be courteous and respect the dignity of other persons [continued]</p>	<p>Being discourteous towards educators or peers or displays of insolence or disrespect</p> <p>Racial or sexist comments or insults, harassing or victimising behaviour</p> <p>Indecency, sexual harassment or sexually explicit behaviour at school, at school events or with school colleagues</p> <p>Intimidating others or other forms of invasive behaviour</p>	<p>ELD: Counselling PLUS ELD: Detention/ Community Service</p> <p>DCD: Parental Contact/Suspension</p> <p>DCD: Expulsion</p> <p>DCD: Expulsion</p>	<p>DCD: Parental Contact/Suspension</p> <p>DCD: Expulsion</p>	<p>DCD: Expulsion</p>
<p>Learners will be punctual and observe the timekeeping practices of the school</p>	<p>Unexplained absence from classes</p> <p>Leaving the school premises without permission</p> <p>Persistent late coming</p>	<p>ELD: Warning/Demerit</p> <p>ELD: Warning/Demerit</p> <p>ELD: Warning/Demerit</p>	<p>ELD: Detention/Community Service</p> <p>ELD: Detention/Community Service</p> <p>ELD: Detention/Community Service</p>	<p>DCD: Parental Contact/Suspension</p> <p>DCD: Parental Contact/Suspension</p> <p>DCD: Parental Contact/Suspension</p>
<p>Learners will demonstrate a positive attitude towards learning and be reasonably diligent in their learning efforts</p>	<p>Refusal to complete homework assignment or projects</p> <p>Refusal to hand report/reply slips etc, to parents or to return these to the school</p> <p>Unreasonable refusal to participate in school</p>	<p>ELD: Warning/Demerit</p> <p>ELD: Warning/Demerit</p> <p>ELD: Counselling PLUS ELD: Warning/Demerit</p>	<p>ELD: Detention/Community Service</p> <p>ELD: Detention/Community Service</p> <p>ELD: Detention/Community Service</p>	<p>DCD: Parental Contact/Suspension</p> <p>DCD: Parental Contact/Suspension</p> <p>DCD: Parental Contact/Suspension</p>

Learners will behave honestly and conduct themselves with integrity	General uncooperativeness and poor application to studies, school work or assignments	ELD: Counselling PLUS ELD: Warning/Demerit	ELD: Detention/Community Service	DCD: Parental Contact/Suspension
	Cheating, copying or tampering with tests, reports or assignment	DCD: Expulsion		
	Dishonesty, lying, or unfair play	DCD: Parental Contact/Suspension		
	Possession or distribution of material which may give an unfair advantage in a test or exam	DCD: Expulsion		
	Being in possession of another person`s property, attempted theft or removing another person`s property from the premises	DCD: Expulsion		
	Bribery, fraud or attempted dishonesty	DCD: Parental Contact/Suspension		
	Forgery or the falsification of documents	DCD: Parental Contact/Suspension		

## **GUIDELINES FOR CONDUCTING A HEARING**

## **Annexure C**

The following document will serve as a guideline for educators who will be conducting a hearing at Edendale Secondary School. At the day of the hearing the chairperson must ensure that he/she is in possession of the following documentation:

### **DOCUMENTS**

1. The allegation/s against accused
2. The rights of the accused.
3. Note pad.
4. School disciplinary policy.

### **PROCEDURES**

1. All parties involved must be called into the hearing (Complainant, Accused, Student representative, Parent and Possible Interpreter).
2. The chairperson introduce him- herself.
3. The chairperson take the names of all parties involved (Name and Surname)
  - 3.a. Complainant
  - 3.b. Accused
  - 3.c. Student representative
  - 3.d. Parent
  - 3.e. Interpreter
4. The chairperson read the accused rights to him/her.
5. The chairperson asks the accused if he/she understand these rights and explain them if it is not clear to the accused. The chairperson minutes the answer to the rights.
6. The chairperson reads the expected conduct.
7. The chairperson reads the accusation/s.
8. The chairperson asks the accused if he/she understands the allegations (if not the chairperson explain it to the accused). Minute that the accused understands.
9. The chairperson asks the accused to plead on all individual charges Guilty or Not Guilty, Minute the plea).
10. If the accused plead guilty to all charges the complainant can be excused.

11. If the accused does not plead guilty to all or none of the charges the complainant is given the chance to state his/her case only on those charges that was indicated as not guilty. Witnesses can be called in to strengthen the case.
12. After the case was stated the accused or his/her representative is then given the opportunity to cross-examine the complainant and the witnesses. (If at any stage the chairperson is not clear about any of the facts he/she can ask for clarification).
13. The accused is then given the opportunity to state his/her case and witnesses can be called in to strengthen the case of the defence.
14. The complainant can cross-examine the accused and the witnesses.
15. All parties involved are then excused and the chairperson takes about 10 minutes to make a decision as to guilty or not guilty.
16. All parties involved are then called in again and the chairperson gives his her decision as to guilty or not.
17. The complainant then gets the opportunity to put forward aggravating circumstances.
18. The student representative or parent is then given the opportunity to put forward mitigating factors.
19. The chairperson will recap the whole hearing and will either give outcome immediately, and then later send the decision through in document form to be signed by the relevant people involved, or leave the verbal outcome and just send the document through for signature.

Many schools practice zero tolerance if students behave irresponsibly and compromise the controls and processes of a disciplinary code of conduct.

What should be done with the student who won't follow rules, even though you know he or she understand them perfectly?

This situation may be exasperated when one takes into account the fact that our nation's social problems, such as homelessness, poverty, substance abuse, emotional, physical and sexual abuse and neglect, are reflected in the children we find in our classrooms.

When these products of abuse, neglect, chaos and hurt present themselves at the classroom door, how are we to respond?

Do we make demands, issue threats or warnings, when we confront them?

The truth is what we cannot hurt, threaten or warn children enough to cause them to change.

They need our love the most when they least deserve it.

One constant should remain in the process of addressing any given situation: our common goal of growing children in God's love by providing every student with a safe, high caring and productive educational environment.

If our ultimate mission is to raise City Changers, who will be prepared for life through a Christ centered approach, we must strive to foster a culture which:

- Displays authenticity
- Value people
- Develop people
- Build community
- Provide leadership
- Share leadership

Within this culture, people are trusted and treated as trustworthy. They are motivated to serve the interests of each other before their own self-interest and are open to learning from each other.

Teachers and parents view each other as partners working in a spirit of collaboration.

As part of the type of love that Jesus commands us to have for one another, we choose to consider each person as a total person with needs, wants and desires and therefore strive to do unto others as we would have them do to us.

This love places a value on a reference that goes beyond best or poorest performance.

This love functions from the same frame of reference of value that God sees inherently in every human.

This love becomes for us as God's agent on earth, the motivating force of how we view every other human being.

We place the same value on each human being as God when He reached out to redeem mankind.

This value estimation is the basis of our love motivation and desire to serve every human being and to bless them without prejudice.

Loving teachers treat students as though they possess intelligence and creativity.

Loving teachers give trust to students.

Loving students reciprocate with love and performance.

Eric Fromm says: "To love means to commit oneself without guarantee, to give oneself completely in the hope that your love will produce love in the loved person. Love is an act of faith, and whoever is of little faith is also of little love"

The paradox of this type of discipline, compared to a secular perspective, is that while the teacher concentrates less on the modification of behavior and more on the process of facilitating a revelation with the student of his /her identity in Christ and God's intention with him/her, the school gains more because the students start to live from this revelation and resulting victory over poor behavior.

Instead of commanding and placing obligations on students, the teacher accompanies the student on a mutual journey, where wise counsel reveal options available to a particular student and guides him/her through a revelation of his of his/her identity and authority in Christ, to make decisions from a perspective of unmerited favor, where he/she experiences love that he/she certainly never deserved.

**The steps of this process will always include the following elements:**

Humility of the student --- Recognizing that their behavior is causing damage to God's plan for their life

Compassion --- The comfort of experiencing teachers moving from concern to taking action in a loving way to assist him/her

Controlled Discipline --- Meekness of both the teacher and student creates a lasting inheritance for the individuals and the school

Relationship --- Being prepared to journey with the student and establish a strong relationship, the teacher satisfies the students need to understand that he/she is the righteousness of God in Christ

Mercy --- Experiencing mercy will lead to a loyalty to the teacher and the school

Trust --- Experiencing that the teacher is pure in heart, he/she trusts the process and responds by acting and behaving from this position of faith that nothing can intimidate God's love for him/her.

Peacemaking --- Experiencing a process of reconciliation and restoration with all parties affected and concerned, the student, teacher and parent embarks on a journey where they have been established in unity of spirit.

When all is said and done, a learner will be fully exposed to the consequences of his/her action.

But the teacher chooses not to remember the incorrect behavior afterwards and the student, with a revelation of the grace of God in Christ and his practical experience of it, experiences no condemnation, but rather sees it as a practical experience of unmerited love.

The student can now choose to allow the Holy Spirit to convict him/her of their righteousness in Christ, thus enabling him/her live a victorious life in Christ.

If they discover the value that God places on them, they realizes that he/she compromised it through their behavior or actions.

Now they choose to allow God to reveal their original blueprint to them, the image of God in Christ, who now lives and dwells in them.

And as they behold Him, they changed from glory to glory and their behavior and actions align with this new mindset of who they are in Christ.

Now they allow the Holy Spirit to align their thoughts and actions with God's plan to prosper them and give them hope and a bright future.

In so doing, the teacher establishes him/herself, and the student is raised to become what we refer to in Doxa Deo as a City Changer.



## THEOLOGY

### 1. CONSIDER

Rom 6:11 Even so consider yourselves also dead to sin and your relation to it broken, but alive to God [living in unbroken fellowship with Him] in Christ Jesus.

### 2. PRESENT

Rom 6:13 And do not present your members as instruments of unrighteousness to sin, present yourselves to God as being alive from the dead, and your members as instruments of righteousness to God.

Jesus openly displays the truth of our original design.

Of God are we in Christ ...He has become unto us our wisdom and righteousness and sanctification and redemption ..."1Cor.1:30.

Wisdom --- insight into the mystery

Righteousness – a new identity of innocence

Sanctification --- the display of the new life

Redemption --- the restoration all brokenness

We are not just a sinner saved by Grace – We are Saints, Sons of God, His Workmanship, Righteous and Holy, fully Accepted in the Beloved  
*Eph 1:4-6*

*For he chose us in him before the creation of the world to be holy and blameless in his sight. In love he predestined us to be adopted as his sons through Jesus Christ, in accordance with his pleasure and will, to the praise of his glorious grace, which he has freely given us in the One he loves.*

The Circumcision of the New Covenant implies the cutting away of the Sin Nature

*Col 2:11-13*

*In him you were also circumcised, in the putting off of the sinful nature, not with a circumcision done by the hands of men but with the circumcision done by Christ, having been buried with him in baptism and raised with him through your faith in the power of God, who raised him from the dead. When you were dead in your sins and in the uncircumcision of your sinful nature, God made you alive with Christ. He forgave us all our sins,*

Our Identity and accepted is not determined by our behavior but by our birth

*2Co 5:17*

## IDENTIFICATION

Died with Christ – Gal 2 :20 “I have been crucified with Christ and I no longer live, but Christ lives in me”

Buried with Christ – Col 2:12 “having been buried with him in baptism and raised with him through your faith in the power of God, who raised him from the dead.”

Raised with Christ – Eph 2 :6 “And God raised us up with Christ and seated us with him in the heavenly realms in Christ Jesus”

*Eph 1: 4-6*

*“For he chose us in him before the creation of the world to be holy and blameless in his sight. In love he predestined us to be adopted as his sons through Jesus Christ, in accordance with his pleasure and will, to the praise of his glorious grace, which he has freely given us in the One he loves.”*

We are not just a sinner saved by Grace – We are Saints, Sons of God, His workmanship, righteous and holy, fully accepted in the Beloved

*Eph 1:4-6*

“ For he chose us in him before the creation of the world to be holy and blameless in his sight. in love he predestined us to be adopted as his sons through Jesus Christ, in accordance with his pleasure and will, to the praise of his glorious grace, which he has freely given us in the One he loves.”

We no longer live with a sense of Duty. We live with a conviction of dominion. Sin no longer has a legal hold over me.

A sinful attitude and action contradicts my new nature

*1Jn 5:18-19a*

“We know that everyone who has been born of God does not continue to sin, but the one born of God guards himself, and the evil one does not touch him. We know that we are of God”

God does not want my life to change through my concerted effort to become a better person. God determined that my life will be exchanged for a new life in His Son Jesus Christ.”

1Co1:30

“it is because of him that you are in Christ Jesus, who has become for us wisdom from God – that is, our righteousness, holiness and redemption.

3.

Association

Learned Truth must become Living Truth.

“Pursue with diligence the consequence of your association in Christ. Relocate yourself mentally! His resurrection co-raised you to the same position of authority, seated in the strength of God’s right hand.”

“Becoming affectionately acquainted with Throne Room thoughts will keep you from being distracted again by the earthly (soul-ruled) realm”

Col 3:1-2

We have become partakers of the Divine Nature

2 Peter 1:2-4

*“ Grace and peace be multiplied to you through the knowledge of God and of Jesus our Lord, according as His divine power has given to us all things that pertain to life and godliness, through the knowledge of Him who has called us to glory and virtue, through which He has given to us exceedingly great and precious promises, so that by these you might be partakers of divine nature, having escaped the corruption that is in the world through lust”*

**KEY ELEMENTS:**

- BE PUNCTUAL
- BE PREPARED
- BE RESPONSIBLE
- BE RESPECTFUL
- BE SUPPORTIVE

**DO'S**

- ✓ Arrive at your class on time. Line up outside.
- ✓ In the class, wait to be greeted before sitting down.
- ✓ Be ready to work after being greeted.
- ✓ Bring required books and stationery to every class unless told otherwise by your teacher.
- ✓ Put litter and paper scraps in the litter bin.
- ✓ Learn to listen; listen to learn.
- ✓ Follow instructions the first time they are given.
- ✓ Turn assignments in on time.
- ✓ Ask questions – there are no dumb questions or dumb answers. Raise your hand to ask a question.
- ✓ If you disagree, say so and explain your thoughts. It is good to have a mind of your own.
- ✓ Keep asking until you really understand.
- ✓ No one is perfect, but learn from your mistakes.
- ✓ Keep quiet when an adult/visitor/teacher enters the room. Stand up and greet.
- ✓ With the permission of your teacher, help those who are struggling.
- ✓ Listen to announcements made over the intercom.
- ✓ Handle textbooks/tablets with care.
- ✓ Leave desks and chairs neatly upon departure.

**DON'TS**

- × Don't wait to be told to take out what you need for the lesson.
- × Refreshments are not allowed, as it is part of break.
- × Classrooms are beverage-free.
- × Don't write/scratch on desks, chairs or walls.
- × During discussions, listen and don't talk.
- × Don't criticize people – agree or disagree with their ideas.
- × Teasing, bullying and sarcasm are not allowed.
- × Don't talk when announcements are made over the intercom.
- × Don't chew chewing gum.
- × Don't walk around without permission.
- × Don't switch your cellphone on.
- × Don't borrow.
- × Don't stand up when the bell rings at the end of the less

