



# Parents' Information Manual

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**A ministry of the El Shaddai Christian Church**

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## 1. Welcome

El Shaddai Christian School, a ministry of the El Shaddai Christian Church, thanks you for considering Christian education for your child. The purpose of this somewhat lengthy manual is to give you an idea of what makes El Shaddai Christian School (ESCS) unique. Broadly speaking, its uniqueness is to be found in the values of the school, the discipling programme, as well as quality academics. This manual provides a framework within which prospective parents can understand the concept of Christian education.

Please read this manual in conjunction with the following information which is found on the school's website:

- Subject Choice Form found under the link *Academic Programme*
- The *Cambridge Assessment International Examinations* website, which deals with the international curriculum followed by the High School
- Information about *Cambridge Assessment International Examinations* on the school website
- Admissions* process, including application forms and enrolment procedures, found on the school website
- Home Language Policy* on the school website (if your home language is neither English nor Afrikaans)
- Sporting and cultural* activities offered at ESCS
- Music* as an extramural and as a subject
- Uniform requirements*

## 2. Mission and Vision Statements

### 2.1 Mission Statement

We strive to disciple young people to follow Jesus, whilst providing a quality education.

### 2.2 Vision Statement

2.2.1 As a ministry of the El Shaddai Christian Church, the school seeks to operate under the lordship of Jesus Christ, through the empowering of the Holy Spirit, according to the mandate of Scripture and through prayer.

2.2.2 The school believes that God's call is to prepare pupils for their Kingdom role in society by:

- encouraging young people to walk in a meaningful relationship with Jesus Christ;
- implanting a Biblical worldview for all aspects of life;
- developing Godly character;
- providing a Biblically-integrated, quality education that enables pupils to fulfil their God-given purpose;

- evangelising and reaching out to the wider community;
- assisting those who wish to become involved or further their involvement in Christian education.

Andrew Murray summed up the vision of ESCS in providing a Christ-centred education, when he said, "All knowledge and its application should be subservient to the formation of character, the training of the will, and the drawing out of the nobler qualities of one's being. Mere acquisition of knowledge avails little if it leaves the man himself, the inward man, undeveloped".

### 3. Statement of Faith

As a ministry of the El Shaddai Christian Church, the school has adopted the same Statement of Faith as the church.

The El Shaddai Christian School (ESCS), a ministry of the El Shaddai Christian Church, acknowledges the Scriptures as its ultimate standard. The Scriptures are inspired by God and useful for teaching, correcting, rebuking and giving instruction for right living. (2 Tim. 3:16).

Below is a summarised statement outlining particular interpretations of scripture in specific areas. The Elders of El Shaddai Christian Church retain the final authority regarding the interpretation of the Scriptures. These are the interpretations we recognise at ESCC. These interpretations may be clarified, altered or added as the Holy Spirit gives understanding.

#### 3.1 God

We believe in a loving God who is personal, Spirit, infinite, eternal, present in every place and Lord of all.

#### 3.2 Trinity

We believe that the Trinity is the unity of the Godhead in whom there are three persons - the Father, the Son and the Holy Spirit who are of one substance, equal in power and glory.

#### 3.3 Creation and the fall

We believe God created man in His own image. (Gen 1:27) Adam, the "first man", was created by God and he represents all mankind. He sinned and thus incurred the penalty of spiritual and physical death. As a result, all mankind are subject to death, inherit a sinful nature and are estranged from God. All sin proceeds from this fall and no man is able to deliver himself from sinfulness.

#### 3.4 Jesus

We believe that Jesus is the eternal Son of God who became man and lived amongst us. He was conceived by the Holy Spirit and born to the virgin Mary. He is fully God and fully man and the mediator between God and man. We are saved by Him alone.

We believe that Jesus was anointed by the Holy Spirit to proclaim and establish the Kingdom of God amongst men, which He did by His perfect life and obedience even unto death on the cross, satisfying Divine justice and obtained for us the forgiveness of sins, reconciliation to God and the gift of eternal life.

We believe in the bodily resurrection of the Lord Jesus on the third day, His ascension to heaven, where as our High Priest He intercedes on our behalf and sits at the right hand of the Father as Head of the Church, clothed with authority and power as Lord of all.

We believe that on a day known only to God, the Lord Jesus Christ will come again from heaven with power and great glory. This is the hope of the Church for which we wait with sober watchfulness and diligence that we may be found ready at His coming.

### **3.5 Holy Spirit**

We believe in the Holy Spirit. He works freely as He wills, bringing mankind to salvation and empowerment.

We believe in the Baptism of the Holy Spirit. The Scripture teaches us that the Father never withholds the Holy Spirit from any who asks for Him. The Spirit leads us, comforts us, convicts and encourages us. He empowers believers for service and from Him flow the supernatural gifts.

### **3.6 Born again**

We believe that all who repent of their sin and receive Jesus Christ by faith are born again of the Holy Spirit and become children of God.

### **3.7 Sanctification**

We believe that without holiness no man can see God. We believe that sanctification is the process of grace, which starts when we are born again and continues throughout our lives to grow in holiness after the image of our Lord.

We believe in the biblical principles of heterosexual relationships between a man and a woman and that this is the only marriage that constitutes holy matrimony. (Gen 2:24; Eph 5:31)

### **3.8 The Church**

We believe in one Church of which Christ is the head. We believe that the Church is made up of all who have been redeemed by Jesus Christ and regenerated by the Holy Spirit. We believe that being born again with the outworking of this in personal confession and commitment to the purposes of Jesus, are essentials for partnership with the El Shaddai Christian Church. We follow the Protestant traditions following the reformed theological positions as expressed in the Apostles Creed and Nicene Creed.

### **3.9 Ministry**

We believe God raises up people to equip the Church for works of service. We recognise the “Five Fold” ministries of the apostle, prophet, evangelist, pastor and teacher and believe in the “Priesthood of **ALL** believers”.

### **3.10 Evangelism**

We believe that the primary work of the Church is to finish the great commission. It is thus the privilege of every Christian to make the Great Commission the primary focus of their walk with Jesus.

### **3.11 Sacraments**

We believe that Baptism and the Lord’s Supper are the two sacraments instituted by the Lord Jesus Christ to be observed as acts of obedience, faith and as a perpetual witness to the Lordship of Jesus. We believe that the Baptism in water of a believer, in the Name of the Father, Son and Holy Spirit, is a confession of their identification with Christ in His burial and resurrection.

We believe that the Lord's Supper, in which bread and wine are given and received, is a thankful remembrance of Jesus and of His sacrificial death on the cross until He comes again.

### **3.12 Judgement and eternal life**

We believe God will judge the just and the unjust on the basis of righteousness in Christ Jesus. The righteous shall be separated from the wicked. The wicked shall go away to eternal punishment but the righteous into eternal life.

## **4. The value system which underpins the fabric of the school**

Every person has a personality and in similar vein every school has a personality. The personality or lifestyle of ESCS determines how the staff go about doing their ministry. Another way of describing the "personality" of ESCS is to examine the values.

Values are unseen but influential and can be compared to the foundation of a structure. They determine what activities go on in the school and just like a foundation, they are critical to supporting the superstructure but at the same time they are largely unseen.

The values explained below determine the direction and flow of the school's limited resources of time, energy and money:

### **Academic excellence**

The school provides an enriched Western Cape Education Department curriculum until mid-Grade 9, followed by the internationally-benchmarked Cambridge IGCSE and AS curriculum from mid-Grade 9 to 12.

### **Prayer**

We believe that prayer must be at the heart of the educating process. The staff are committed to praying regularly for your child.

### **Praise and Worship**

We are committed to worship as a school in order to invite God's presence upon our teachers and pupils. This is an essential part of growing in relationship with Jesus. Therefore, we will always attempt to start our meetings with Praise and Worship.

### **Gifts, Signs and Wonders**

We believe that these manifestations of the Holy Spirit are available to every believer. For every pupil and family linked to our school, we would encourage a lifestyle that reflects this value.

### **Outreach**

God calls His people to be active in reaching out to unbelievers, orphans, aged and the needy. Opportunities are created so that reaching out becomes a natural part of the pupils' lives.

### **Personal Growth**

Personal growth and maturity are basic values of ESCS. We believe in positive, victorious, successful Christian living through Christ's strength. While we as a school will encourage

pupils in their daily spiritual growth, we believe that pupils must find a full expression of their personal growth in their church to which they are committed.

### **Joining Hands**

We at ESCS are committed to working and communicating with both parents in helping them in their responsibility of raising their children in a Godly way. In practice this means that the school, together with the parents, are crucial partners in the education process. In other words, the school becomes an extension of the home. Together the school and home will join hands in all areas affecting the life of a child, such as spiritual growth, prayer, homework and Godly values. This partnership also extends to areas such as Parenting Evenings, support for the Cycle Race and other functions.

### **Modelling**

Pupils are led and encouraged to transform Biblical principles into practical Christian living. "Modelling" (teacher to teacher, teacher to pupil, pupil to pupil) is a key method by which Christian life skills are inculcated. How the teacher responds to her/his life situations will be transmitted to the pupils. Role models that reflect Jesus are crucial.

### **Nurturing Environment**

We will attempt to create an environment that will best release within your child all of his/her God-given potential.

### **Parental involvement**

The school whole-heartedly endorses the Biblical principle that parents are primarily responsible for the education of their children. The school joins hands with the parents in this regard. This means that parents should become involved in the following areas:

- Parenting evenings
- Discipline of their children
- Spiritual formation of their children
- Academic progress
- General support of teachers
- Cycle Race as a fundraiser
- Extramural activities
- Prayer opportunities

### **Communication**

Successful communication is one of the key factors in ensuring that a school runs smoothly. We encourage an open, two-way line of communication between teacher and parents. Communication takes place using a variety of means such as: Email letters from the school, website information, SMS, social media, telephone calls, homework books, diaries, formal appointments, informal corridor conversations and Parenting Evenings.

### **Covering**

As a ministry of the El Shaddai Christian Church, the school falls under the covering and authority of the Church. However, each family unit is covered by their own respective



church. Church membership of one of the branches of Christ's church is thus a prerequisite for covering to be effective and is, moreover, a condition for acceptance into the El Shaddai Christian School. We actively seek the approval of the Pastor of the congregation to which the family belongs before enrolling the pupil.

## **Training School**

Although this facet of the vision is in its infancy, we understand this aspect to be part of God's plan for us.

## **Class Sizes**

In order for discipling to be effective, the size of the classes will be around 20 pupils in the Primary School and 25 in the High School. There are, however, exceptions in certain subjects/grades due to operational constraints.

It is of crucial importance that the parents fully support the above value system. Otherwise, conflict is likely to result between the value system of the home and that of the school, which invariably causes confusion within the pupil. It is not our desire to cause any division between home and school - in fact, we are an extension of the home values - hence if any differences do exist, we would be more than happy to work through them before admission.

## **5. Discipling Policy**

### **5.1. The Discipleship Programme in the Pre-Primary and Primary Schools**

The vision of the school is for the pupils both to know God and make Him known and to do so daily. This is based on Deut 6:5-9, through the Discipleship Programme and a Biblically integrated academic approach. The school thus partners with parents and their church covering, to raise up Godly children with a Kingdom of God mindset - "discipling disciples to make disciples who make disciples".

Each pupil is given the opportunity to have a personal relationship with Jesus both as Saviour and Lord, plus time to be able to discern and respond to Divine Truth - Jesus, through the power of the Holy Spirit and His Word, the Bible, this being the absolute authority. The Primary School provides a climate for the growth of personal relationships with the emphasis on character development, as well as an apostolic overview (outreach) at appropriate age-levels.

Pupils have a living curriculum as role models - born-again, spirit-filled staff, passionate in fulfilling their particular call of God upon their lives. They remain challenged to Biblically integrate an ever-changing academic curriculum, recognising that every subject is an opportunity for discipleship growth. Aware of their holy calling, they discipline from a training perspective, with positive affirmation and emphasis on character development. Personal growth of the learners in their care is encouraged through daily Bible reading, prayer, church attendance and when old enough, to acknowledge that God has a unique destiny for individuals, that needs to be respected and celebrated.

Weekly assemblies, an annual discipleship camp for Grade 5-6 pupils, Bible education lessons with practical application, an appreciation of the body of Christ and the overflow of the life of the El Shaddai Christian Church (the school is a ministry of the El Shaddai Christian Church), make school attendance vibrant for both pupils and staff. Parents in

particular, deeply appreciate an environment whereby their precious children are free to develop a Christian Biblical Worldview, enabling them to begin their life's journey with a firm foundation to begin to realise their God-given potential as disciples bringing the rule and reign of the Kingdom of God to earth.

## 5.2 The Discipleship Programme in the High School

The following strategies are in place in the High School to achieve the mission and vision of the school:

- Register teachers provide loving guidance to individuals during the school year. Daily register periods, breaks and DFL (Discipleship for Life) periods provide an opportunity for pupils and the register teachers to raise questions, discuss problems and fears, encourage one another, and pray together.
- Thought-provoking presentations are presented at weekly assemblies. Topics at assembly are covered in an age-appropriate manner and address relevant issues encountered by the young people of today. The emphasis is on being real and also providing the fun and excitement that youngsters need.

In the High School, assembly themes are covered in a three-year cycle:

	<b>YEAR 1 (Focus on relationships)</b>	<b>YEAR 2 (Focus on instilling a Biblical world view)</b>	<b>YEAR 3 (Focus on providing answers to tough questions)</b>
<b>Term 1</b>	Relationship with God	Where do we come from?	Questions regarding my personal walk of faith
<b>Term 2</b>	Relationship with myself	What went wrong (sin)?	Questions about the church
<b>Term 3</b>	Relationship with others	How can we fix it?	Questions from unbelievers
<b>Term 4</b>	Relationship with the world	How now shall we live?	Questions regarding issues in and around Durbanville

The aim of these assemblies is to:

- create opportunities where pupils can have God encounters;
- create a sense of value, purpose and destiny and through this, developing a Kingdom mindset that permeates beyond their time at school;
- give them answers to contemporary issues raised by unbelievers;
- guide the pupils to have the courage to speak and act according to Biblical values.

The assembly topics are reinforced in comprehensive discussions in the Discipleship for Life lessons. Bible knowledge is also expanded during Discipleship for Life lessons in Grades 7 to 9.

- ❑ Biblical integration in the academic, sports and cultural programmes is achieved by teaching and coaching from a Biblical perspective (God’s intended plan) in mind.
- ❑ Outreach programmes create platforms for pupils to serve the wider community. These outreaches sensitise the pupils to the needs of the lost, the marginalised and the poor and in doing so allow them to look beyond their own needs. These opportunities can take various forms:
  - a weekly outreach in or near Durbanville (Grades 11-12);
  - an end-of-term, termly experience in a local community (Grades 7-10);
  - when offered, a short-term international experience co-ordinated by the covering church, El Shaddai Christian Church. This is one of the many benefits of being a ministry of the El Shaddai Christian Church.
- ❑ Annual camps are organised for the junior high and senior high phases. The primary aim of these camps is to foster a relationship with God. The secondary aims are to develop Godly character and leadership, and to foster healthy relationships among pupils and with staff.
- ❑ Discipling reports are issued twice per year in June and December.

## 6. Academic Policy

### 6.1 Values

The academic standards of El Shaddai Christian School should be such that:

- ❑ wherever possible the standards will be internationally benchmarked;
- ❑ pupils should be readily accepted for further studies (University, University of Technology, College, etc.);
- ❑ Grade 1-9 pupils should be able to transfer from a Christian school to a state school (if the need arises) and vice versa.
- ❑ The curriculum will be taught from a Biblical perspective.

### 6.2 Grades 00-9

The school provides at least the National Curriculum as followed by state schools. However, this is the minimum! In most grades at ESCS the state syllabus is vastly enriched, especially in the core subjects of Languages and Mathematics, in order to provide a solid foundation for the Cambridge Assessment International Examinations suite of qualifications followed in Grade 9-12. Furthermore, the Primary School uses the state curriculum as the basis from which to teach the “Character Qualities of God” which is the basis of Biblical integration in the classroom. Olympiads, benchmarking exercises, reading laboratories, specialised phonics programmes, enrichment subjects and more are used to provide a quality education.

### 6.3 Grades 9 - 12

The School is busy preparing the pupils to write the Cambridge Assessment International Examinations, set by the University of Cambridge. Pupils are prepared to write:

- IGCSE (written at the end of Grade 10 and mid-way through Grade 11);
- AS level examinations (written at the end of Grade 12).

A combination of AS and IGCSE subjects enable pupils to enter South African universities and other tertiary institutions. Refer to the school website for more details in this regard.

In addition to knowledge (content], the academic programme focuses on application as well as understanding, with the emphasis on application in everyday life. Pupils are thus encouraged to take responsibility for their education, to acquire the necessary skills to make a success of their chosen careers and to be able to cope with the demands that increasing and continual change will impose upon them. Visit the Cambridge Assessment website for further information.

#### **6.4 Subject choice**

Please refer to our subject choice forms on the ESCS website.

#### **6.5 Language of instruction**

English and Afrikaans are the two Languages of instruction from Grades 0 to 5. Separate English and Afrikaans classes are provided in these grades. In Grade 6, pupils are transitioned to English as the single medium of instruction. It is thus a bridging year. Thereafter, from Grades 7 - 12, English is the medium of instruction in the High School in order to prepare pupils for the Cambridge Assessment suite of examinations.

#### **6.6 Afrikaans pupils at El Shaddai Christian School**

It is the desire of the school to offer affordable Christian education in the Tygerberg region. The Afrikaans Department was launched in 1991. To date, parental response has been cautiously optimistic. We continue to grow. Classes are still small, with an approximate ratio of 10 pupils to a teacher. Ideally, we would aim at a ratio of between 16 and 20 pupils to one teacher. From the beginning, we have been enriched by the vibrant participation of the Afrikaans-speaking pupils and parents in the life of our school. In many ways, they have provided the essential core around which most of the school life revolves. To date  $\pm 30\%$  of the school speaks Afrikaans as its home language.

As a result of the decision to write the Cambridge Assessment International suite of examinations, which are written in English, Afrikaans is only offered as a medium of instruction by Afrikaans-speaking teachers from Grades 00/0 - 5. Complementing the above, English as a subject receives high priority. In many ways, because of social interaction with English home language pupils during school, break times and extramural activities, the Afrikaans pupils rapidly become fully bilingual at an early age.

Owing to our structured English programme for English second language speakers, the pupils are ready by Grade 6 to transition to English as a medium of instruction. Grade 6, therefore, becomes a bridging class, but additional support is given wherever necessary. Afrikaans Home Language is still offered as a subject to Grade 12 and our English-speaking pupils, who are ready for the challenge, join them.

### **7. Admission Policy**

A number of factors need to be taken into consideration before a pupil is admitted to the El Shaddai Christian School. These include:

- 7.1 Parents are encouraged to submit a fully-completed application form before 30 April in the year preceding admission to ESCS. This will enable parents to be part of the first round of acceptances process. Please read the admissions process as found on the application form on the school website and, in particular, the document titled “Enrolment Procedures”.
- 7.2 The need for a prospective family and prospective pupil to be firmly based in a local church. This includes actively participating in the life of that church (e.g. cell group membership).
- 7.3 Parents need to have accepted Jesus Christ as their Lord and Saviour.
- 7.4 The need to subscribe fully to the value system of the School.
- 7.5 The need to subscribe fully to the Code of Conduct of the School.
- 7.6 We believe in the Biblical principle of heterosexual relationships and that this is the only marriage that constitutes holy matrimony. As a result, ESCS cannot accept applications from parents who do not subscribe to this lifestyle. (Gen 2:24; Eph 5:31).
- 7.7 Prospective pupils are required to attend school for a day in order to be evaluated by the staff. These diagnostic tests enable the school to place pupils in the correct grade. In some cases, admission may be refused because the type of education offered at ESCS (essentially academic), may not be in the best interests of prospective pupils who may be experiencing severe learning disabilities. More specialised educational facilities are required for such pupils and are available locally.
- 7.8 Gr 00 is the first grade offered by ESCS. Pupils need to already have turned 4 years of age by the 1<sup>st</sup> January of the Grade 00 year, i.e. will be 4 turning 5 in the Grade 00 year. Grade 00 is the “feeder” grade for Grade 0, followed by Grade 1, etc. It is therefore advisable to enrol for Grade 00 in order to be assured of a space in Grade 0 and thereafter Grade 1.
- 7.9 Pupils who are part of the Grade 00/0 classes do not have to re-register for Grade 1. This is an automatic procedure. However, pupils wishing to continue their education at ESCS in Grade 8 are subject to a review process.
- 7.10 Legislation (S.A. Schools Act of 1996) requires that parents must enrol pupils in Grade One “from the first day of the year in which such pupil reaches the age of 7 years until the last day of the year in which such pupil reaches the age of 15 years or the ninth grade, whichever occurs first”.
- 7.11 Please note the Home Language Policy Document on the website regarding the admission of all pupils who do not use English or Afrikaans as their home language but nevertheless wish to pursue English as their medium of instruction (e.g. French, Portuguese, Asians, Xhosa, Zulu, etc.).

## 8. Discipline Policy

### 8.1 General statements about discipline

- Discipline is what is done FOR a pupil and not what is done TO him/her.
- ESCS operates on the Biblical premise that proper discipline is an expression of love. (Proverbs 3:12, 13:24, 22:15, 23:13, 29:15)
- At ESCS, discipline recognises the dignity of the child at all times, yet our endeavour is to be firm, consistent, fair and tempered with love, good judgement and understanding.

- ❑ Discipline forms an integral part of our Discipleship program
  - It not only consists of correction and encouragement into growth. Teachers uphold a disciplined environment that is conducive to learning. Parents, pupils and ESCS staff are in partnership in supporting and upholding the policy of the school.
- ❑ ESCS is not a corrective institution; consequently, we ask that a child not be enrolled with the idea that the school will reform him/her.
- ❑ Pupils are expected to uphold the Code of Conduct both in and outside of school, this includes your online presence.
- ❑ By the time pupils enter Grade 7 of their schooling, we trust that pupils will start exercising their own self-discipline strategies so that external disciplinary measures are no longer the dominant form of correction.

## 8.2 Code of Conduct for pupils

### Expectations

ESCS's expectations are based upon Jesus' words in Matthew 22:37-39:

*"You shall love the Lord your God with all your heart, with all your soul and with all your mind. This is the first and great commandment. And the second is like it: You shall love your neighbour as yourself."*

**"You shall love the Lord your God with all your heart, with all your soul and with all your mind."**

- ❑ We only worship God, as represented in the Trinity. This is more important than power or possessions. We take time to focus upon God, participate in worshipping Him and learning His Word.
- ❑ Because God's name is Holy, we do not use His name in swearing and cursing. We speak to Him and about Him in a loving way.
- ❑ We would expect no profanity, obscenity in word or action, or dishonour to the Word of God or His creation.
- ❑ We teach submission to the authority of parents, teachers and others whom God has placed over us. We honour our parents and we require pupils to display courtesy, respect and obedience to staff and pupil leaders.

**"You shall love your neighbour"**

- ❑ We expect love to our neighbours to be:
  - ❑ **Truthful** - As discerning communicators we will always tell the truth in a loving way.
  - ❑ **Honest** - As ethical influencers, we respect our own belongings and those of others. We need to be true to our word.

- ❑ **Kind** - As authentic agents of reconciliation and compassionate leaders our thoughts, words and actions must be free from hatred or hurting others, Instead, we expect consideration, compassion, empathy, tolerance, friendliness and forgiveness.
- ❑ **Respectful** - We show respect to all our staff members, pupil leaders, peers and younger children. Respect includes: greeting adults; greeting visitors to the school; being punctual for all lessons, assemblies and school events; helping and serving others; acknowledging that each person's talents and giftings are unique in accordance with God's plans and provisions. This may also include offering the appropriate apologies when necessary.
- ❑ **Pure** - Our thoughts, words and actions should be clean, allowing no sexual impurity or swearing.
- ❑ **Contented** - As diligent stewards, we are thankful to God in all circumstances for all He has given to us and we seek to be good stewards of facilities and property.

#### **“Love yourself”**

- ❑ We recognise that our bodies are temples of the Holy Spirit and in doing so, we desire to remain sexually pure, we refrain from any form of substance abuse and we strive to respect our physical bodies.
- ❑ We show self-respect by:
  - wearing our uniform correctly;
  - maintaining a high standard of work in our studies; submitting our class work, homework and assignments timeously;
  - having the required books and stationery in class;
  - participating in all aspects of school with a good attitude.

#### **Unacceptable behaviour that could lead to a disciplinary enquiry, and thereafter possible suspension or expulsion**

The school takes a progressive and corrective approach to discipline through disciplining and teacher/parent meetings.

Pupils should be aware that the following behaviours are regarded as serious misdemeanours that could immediately result in a disciplinary enquiry. Depending on the findings of the disciplinary enquiry by the school, the pupil may be suspended and even expelled by the School Board.

- ❑ Wilful damage to school or church property.
- ❑ Possession, use, transmission or visible evidence of narcotics or unauthorised drugs, dangerous weapons, alcohol, cigarettes, vapes or intoxicants of any kind.
- ❑ Possession, use, transmission or visible evidence of pornographic, satanic or abusive and offensive material of any kind.
- ❑ Dishonesty, including cheating in tests or exams.

- ❑ Bullying, fighting, physical or verbal assault, victimization or intimidation, including gender or racial harassment, physically or online - constitutes abuse.
- ❑ Theft or possession of stolen property, including test or examination papers prior to writing tests or examinations.
- ❑ Immoral behaviour or profanity, physically and/or online.
- ❑ Insubordination and disrespect to those in authority.
- ❑ Incitement to riot or cause disruption to the educational process.
- ❑ Disregard of legitimate instructions/requests by those in authority.
- ❑ Communicating, promoting or transmitting via electronic means (e.g. social media and others) of any material which may result in the school or staff experiencing reputational damage.

The process to be followed in the case of the above:

- ❑ A preliminary investigation will be made by the school to determine whether a case exists or not;
- ❑ If there is enough evidence to proceed further, the pupil and/or pupil's parents will be informed in writing of charges brought against him/her;
- ❑ The pupil will be suspended from the school from the time charges have been laid until a hearing takes place;
- ❑ Enough time to allow for adequate further investigation and preparation for the hearing will be given (at least two days);
- ❑ The pupil has the right to be represented or assisted;
- ❑ The matter will be heard by a committee appointed to the task by the School Board. Members of the school staff shall not be included, although they may be called upon to give testimony. The school will be given the opportunity to present evidence of misconduct. The pupil will be given the opportunity to present his/her case;
- ❑ At all times the pupil will be treated with dignity;
- ❑ The parents and pupil will be informed in writing and timeously of the decision, the reason for the decision and the penalty imposed.

**Please note:**

**The ESCS School Board reserves the right to add to, or delete from this document, with due notification of change.**



### 8.3 What is expected from the parents when your child has been disciplined

If your child does come home complaining about school policy or discipline, please follow this procedure:

- Give the staff the benefit of the doubt until you have all the facts.
- Realise that your child's reporting is emotionally-biased and may not include all the information.
- Realise that the school has reasons for its Code of Conduct and that they are enforced without partiality.
- Support the staff at all times. Do not offer any comment before you have called for the facts from the staff. In this way, unprofitable discussions with third parties are avoided. (James 3, Galatians 5:15)
- Approach the relevant staff member/senior staff member so that you may be fully apprised of the situation from the school's perspective.
- Co-operate with the staff in discipline matters.
- Always talk to leadership about your problems.

### 8.4 Discipline techniques used at ESCS

Various systems are used according to the nature of the incident and the developmental stage of the pupils. In all of the below systems, the underlying value lies in communicating with the parents regarding issues of discipline.

The systems used includes:

**Incidents and Consequences**

<b>Level 1</b>	<b>Handled by:</b>	<b>Potential action taken:</b>
<p>Incidents occurring on campus before and after school, during instructional time, class transitions, breaks and assembly periods. This also includes all extra-curricular activities like sports practices, culture clubs, school camps, sports tours, etc.</p> <ul style="list-style-type: none"> <li>● Specific issues related to classroom management</li> <li>● Homework/assignments/projects not completed or handed in on time / not having all books at school</li> <li>● Permissionless use of school resources and facilities (staying in during break time, playing with technology, eating food in school hall, accessing Streams, etc.)</li> <li>● Disrespect and disturbances (e.g. shouting) in the vicinity of orderly environments (classrooms, assemblies and offices)</li> <li>● Running in corridors and walkways</li> <li>● Littering</li> <li>● Late for school and general tardiness</li> <li>● Dress code violations (including the display of tattoos)</li> <li>● Inappropriate and improper use of bathrooms</li> <li>● Inappropriate or unauthorised use of technology (cell phones, smart watches, etc.) during school time</li> </ul>	<ol style="list-style-type: none"> <li>1. Grade 12 Leadership Team</li> <li>2. Teachers</li> </ol>	<p>Meeting with pupil</p> <ol style="list-style-type: none"> <li>1. Verbal reprimand (documented to ensure paper trail - Notification)</li> <li>2. Potential community service with an accumulation of notifications that are in line with the offence.</li> </ol>

## Incidents and Consequences

Level 2	Handled by:	Potential action taken:
<ul style="list-style-type: none"> <li>● Repetition of LEVEL 1 incidents where disciplinary action taken by the Gr. 12 Leadership Team and/or teacher is deemed ineffective</li> <li>● Disrespectful/defiant behaviour towards a teacher</li> <li>● Lying, stealing and cheating in tests or exams</li> <li>● Truancy and leaving school without permission/signing out</li> <li>● Disruptive behaviour interrupting education (classroom, sportsfield, etc.)</li> <li>● Engaging in excessive displays of affection</li> <li>● Disrespect towards another person's property (vandalism)</li> <li>● Physical and/or online bullying, intimidation, verbal assault, use of profanities and abusive language</li> <li>● Fighting and/or physical injury to another person</li> <li>● Forgery/signing of homework diaries/indemnity forms/tests etc.</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher</li> <li>2. Phase Head or Discipleship Head</li> <li>3. Deputy Principal</li> </ol>	<ol style="list-style-type: none"> <li>1. Meeting with pupil</li> <li>2. Create a paper trail to track the timeline and frequency of offences</li> <li>3. Written notification to parents requiring parent feedback</li> <li>4. Meeting with parents</li> <li>5. Daily report (grade specific)</li> <li>6. Warning Letter</li> <li>7. Potential community service with an accumulation of notifications. In line with the offence.</li> <li>8. The in-school suspension (behavioural contracts and/or pupil reflection report with the hope of minimal loss of instructional time)</li> </ol>

### Incidents and Consequences

Level 3	Handled by:	Potential action taken:
<ul style="list-style-type: none"> <li>● Repetition of LEVEL 2 offences where disciplinary action taken by phase leaders and deputies is deemed to be ineffective.</li> <li>● Physical and/or online harassment, discrimination and victimisation (e.g. race, gender)</li> <li>● Physical and/or online sexual abuse and/or sexual harassment</li> <li>● Possession, use and/or distribution of narcotics or unauthorised drugs, tobacco, vaping, alcohol, weapons, firecrackers, matches, lighters, etc.</li> <li>● Possession, use and/or distribution of pornographic, abusive, offensive or satanic material</li> <li>● Communicating, promoting or transmitting via electronic means (e.g. social media and others) any material which may result in the school or staff experiencing reputational damage.</li> <li>● Any action that brings the name of ESCS into disrepute.</li> <li>● Physical abuse and or insubordination and disrespect of teachers as well as those in authority</li> </ul>	<ol style="list-style-type: none"> <li>1. Headmaster</li> <li>2. School Board</li> </ol>	<ol style="list-style-type: none"> <li>1. Out-of-school suspension (school attendance, sport, culture, extra-mural activities, camps, tours, etc.)</li> <li>2. Denial/loss of leadership position</li> <li>3. Referral to School Board (<b>Formal Disciplinary enquiry which may result in termination of enrolment</b>)</li> </ol>

## 9. Sport, Culture, School Life, Leadership Team and Extra-curricular Music

### 9.1 Sport

Sport is an integral part of the child's development; it is a vehicle for social acceptance in any community and as many of us have been witness to in South Africa, a powerful tool for integration and unity. It is thus considered an essential life skill.

Sporting activities become important areas where the character qualities of God that have been taught in the classroom at ESCS can be refined and tested. It is also a means of identifying and developing leadership potential, witnessing to the local community, marketing the school and integrating the school with the surrounding state schools. Furthermore it provides a platform for pupils to display their God-given physical talents and bring honour to Him through their choice of sporting codes and activities. Pupils are strongly encouraged to involve themselves in the sporting activities at ESCS, to bring a greater sense of balance and “all-roundedness” to their lives.

See website for an example of a termly programme.

### 9.2 Culture

The heart of culture in ESCS is to treasure (revere), uplift (restore) and share (reveal) God's creativity and beauty, especially through the Performing Arts. We encourage the pupils to bring honour to God, expand His kingdom through cultural activities and to create an excitement in all the different departments.

In the Pre-Primary, Primary and High School the annual Honouring Night is the highlight of the year where the school brings honour to God through the Performing Arts. The pupils also participate in Eisteddfods and a variety of concerts throughout the year.

#### 9.2.1 Primary School Culture

There is a wide variety of cultural activities to choose from, for example Drama, Dance, Music, Choir, Chess, Craft Club (Pottery, Mosaic, Cooking and Baking), Eazy Stitch (Needlework) and Junior Production Crew.

#### 9.2.2 High School Culture

We encourage each pupil in the High School to participate in at least one cultural activity per year. The aim is for pupils to prioritize academics and discipleship, but to still have time for sport, culture and school life events.

There are many cultural activities in our balanced programme of extra-mural activities to choose from: Drama, Dance, Vocals, Music, Cooking, Hospitality, Production Crew, Film, Photography, Debating, Toastmasters, Chess, Social Media Club and the Worship Band.

### 9.3 School Life

School Life portfolio seeks to connect pupils, parents and teachers beyond the sporting and cultural activities. It does so through various events and celebrations that encourage cross grade and cross school interaction in order to create an atmosphere of camaraderie and unity, while fostering a happy school. Participation in such events is key as it allows pupils to give expression to their creativity, enlarge their friendship circles and indeed learn in an environment that goes beyond the classroom or extracurricular programme.

Activities include: Cycle Race pupil involvement, outings, camps, termly events that encourage wider school community interaction, Appreciation Day, civvies days, trading days, High School Dances, Founders Day celebrations, and the like.

In the High School, the Leadership Team is responsible for the facilitation of most of the events as this encourages leadership development and peer-centric role-modelling as is age appropriate.

#### **9.4 Leadership in High School**

Pupils are given many opportunities to exercise their leadership abilities from opportunities to speak and contribute during assembly to more formal roles such as class duties, being elected to represent the class at the Student Forum and sport captains.

In Grade 12, the Leadership Team functions on a portfolio system that seeks to be more inclusive as each student will be given the opportunity to have specific roles to perform.

The Leadership Team will consist of the Head Boy and Head Girl and the portfolio heads. This team is appointed based on votes by pupils and staff. The other members of the Grade 12 class have the opportunity to be co-opted onto portfolios and to work alongside the Leadership Team Portfolio Head within that area of influence.

#### **9.5 Extra-curricular music**

Introduction to music (Grade 00/0/1), piano, recorder and voice training are offered within the school day in the Primary School. Thereafter, (Grades 7- 12) music can either be taken as a full academic subject or tuition can continue for a fee as an extramural in the afternoons.

Refer to the music department and website for more details.

### **10. Financial Policy**

- 10.1 The application fee is R600 on inquiry and submission of the application form and R3 800 on successful application.
- 10.2 School fees are payable in 11 equal, monthly instalments, in advance, from 1 February to 1 December [no fees for January] and will be indicated on statements sent out each month by email.
- 10.3 All new parents to ESCS are strongly encouraged to be on debit order, which is the cheapest method of paying monthly. A discount can also be obtained by paying fees in advance for the year. Similarly fees can be paid by families using EFT, Credit Card or Cash options but this will incur an administrative charge.
- 10.4 Tuition may be suspended if the school fees are in arrears; as per Statement of Agreement (part of the Application Form).
- 10.5 Please see the "Finance" section on the school website for specific details of the fee structures, discounts, administrative charges and the debit order form.
- 10.6 Teachers do not handle fees at all.
- 10.7 All enquiries are to be directed to the Bursar.

## 11. General

### 11.1 Textbooks

- Textbook and stationery lists are available on the school website and are updated each year.
- Parents are strongly encouraged to buy and sell books amongst themselves.
- The school will, however, set aside a venue, day and time at the end of the year for those parents who have not managed to buy or sell their books privately. On that specific day, further buying and selling can take place. The school will thus act as a “facilitator”, bringing the buyers and sellers together.
- The school will sell new textbooks from the school bookshop on specified days at the end of the year for those who would prefer their children to have new books or for those who were unable to find suitable second-hand ones.
- Textbooks are thus the property of the parent and not the school.

### 11.2 Uniform and appearance

- Refer to the website for a detailed list of requirements or ask at reception for a Uniform and Appearance List:

### 11.3 School terms

The School follows the Western Cape Education Department school calendar, with minor changes for the holiday between the third and fourth term, which are determined by the dates set by Cambridge Assessment for the start of our Matric examinations.

### 11.4 School starting/closing times (as from 1 Jan 2019)

Grade	Start	Close
Grade 00/0	08:00	13:00
Grades 1 – 3	07:45	13:30
Grades 4 – 6	07:45	14:10
Grades 7 - 12	07:45	14:50 (Monday – Thursday) 14:10 (Friday)

Pupils can be dropped at school from 07:15 onwards. The bell for the Primary School and High School will ring at 07:45. Primary School pupils should line up, while High School pupils should be in their home classrooms by 07:45, ready to be ticked off on the register.

### 11.5 House system

The School has three houses: Timothy (Yellow), Joshua (Blue) and David (Red). Inter-house competitions are held in most sporting and cultural events. Siblings are placed in the same house. House T-shirts are available from the Uniform Shop.

## 11.6 Sickness/absenteeism from school

- The sick bay is available for emergencies.
- Please do not send sick children to school.
- Whenever a pupil is taken ill at school, parents will be telephoned to collect him/her.
- If your child is kept at home for ill-health, please phone school to advise or forward a note to the class teacher upon his/her return or email one of the secretaries at reception.
- It is not in the best educational interests to be unnecessarily absent from school. Extended weekends and the like, result in an educational backlog that is rarely caught up.

## 11.7 Assemblies

Parents are encouraged to join the pupils at assembly. Assemblies for each teaching phase are held once per week on a designated day. Please ask reception for more details.

## 11.8 Aftercare

- In-house "Kiddies care" facility runs during period 8 for Grades 1 to 3 from 13:30 to 14:10 and for the Pre-Primary from 13:00 to 14:10. A nominal fee is charged.
- The Sherpa After-care facility is available before and after school. For the times and costs see: <http://www.escs.org.za/after-care-sherpa-escs.html>

## 11.9 LSEN Policy (Learners with special education needs)

Please take note of the school's LSEN Policy found on the "Admissions" page on our website.

## 11.10 Cycle Race as a fundraiser

The school holds one annual fundraising event namely the Durbanville 99er Cycle Race, which at present is the third largest cycle race in the Western Cape. This event requires large amounts of manpower in order to be run successfully. To this end, the school requires that all parents at the very least, commit themselves on race day to the organising of the race. The application form has more details of how parents are required to commit themselves to the organising of the race.

## 11.11 Pupils leaving school during school hours

No pupil may leave the School without permission - the form requesting permission is available from reception if it is absolutely necessary for a pupil to leave the school during the school day.

## 11.12 Cell phones

If pupils bring cell phones to school:

- the school does not accept any responsibility for their safety;
- they must be switched off during classes.



If cell phones cause any disturbance in class, they will initially be confiscated for five working days.

### **11.13 The School's Constitution**

The Constitution is available upon request from the school office. Please contact the Secretaries.

### **11.14 The School Board**

As a ministry of the El Shaddai Christian Church, the eldership has constituted a School Board (consisting of appointed parents, teachers and the elders of the El Shaddai Christian Church, who are ex officio members) to run the affairs of the School. Policy formulation, financial controls and the like are the responsibility of the Board. In essence, they are the custodians of the School's vision and mandate to raise children in the ways of the Lord. See our school website for the names of the current school board.

### **11.15 Streams Café**

You will find Streams Café alongside the hall (accessible only from the parking lot). Streams Café ([www.streamscafe.co.za](http://www.streamscafe.co.za)) is owned and operated by the El Shaddai Christian Church as a ministry and, aside from being open to the general public, is also available to parents. Business hours are from 7.30 am to 3.30 pm weekdays.

Streams Café does not form part of the school facilities and it is not a school cafeteria, lounge or waiting area for pupils. Accordingly, school regulations and etiquette apply to pupil access into Streams Café. See the school website for details.

### **11.16 Complaints? Issues? Things are not going as well as expected? What now?**

When the school has not met your expectations for whatever reason, we encourage parents to seek clarity from the school. The cardinal rule is to separate the issue from the relationship. We understand that at times this can be difficult as parents can become emotionally involved. However, if we can focus upon the issue at hand, an acceptable outcome is more likely to materialise.

Wherever possible, please solve the issue at the lowest level possible and please take a relational approach. Contacting the class teacher, subject teacher, sports or cultural coach normally does this. Often a simple explanation is all that is required to clarify an issue and to aid communication.

Should the explanation not be satisfactory, please take it to the next level, which is the Phase-head, Subject-head, Sports' or Cultural Officer. Thereafter it escalates to Executive level and one of the Executive team will handle the issue and give you a written response. If all else fails; there is always the Headmaster, who will do his best to resolve the issue. The school board will also in extreme cases act in a mediating capacity in an attempt to find an amicable solution. In the end, their decision is final.

The school at all levels follows an open door policy and appreciates feedback when it has not met the parents' expectations.

### **11.17 Indemnity Clause**

I hereby give permission for my son/daughter to participate in school activities, including excursions and tours organised by the El Shaddai Christian School for as long as he/she is a pupil of the school. I understand and accept that all such activities, tours or excursions will be undertaken at my child's own risk. I will not hold the Western Cape Education Department, the School Board, the Headmaster or the staff members responsible for any claims in connection with any casualty, loss or damage of property or injury to the person of my child that may occur during such activities, tour or excursion, **including the use of equipment, such as the Pre-primary and Primary School jungle gyms.**

I accept that the headmaster and the staff members will at all times do their utmost to ensure the safety and welfare of my child and will do what is reasonable within given circumstances.