

BAY PRIMARY SCHOOL – SGB POLICIES

POLICY: ANTI-BULLYING POLICY

The purpose of this policy

- To support other school rules, code of conduct, policies and programmes in ensuring a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere.
- To create a climate in which learners are informed, understand bullying of all kinds and are empowered to act against it.
- To assure pupils and parents that they will be supported when bullying is reported.
- To deal with bullying of any kind consistently and effectively with a zero-tolerance approach.
- To ensure that pupils, parents and staff are fully informed of bullying policy and procedures, and to foster a productive partnership.
- To make all staff and parents aware of their role in fostering knowledge and attitudes that promote respect, and in discouraging attitudes and practices that contribute to bullying, low self-confidence and esteem.

What Is Bullying?

Bullying is deliberate and ongoing aggressive, unkind or disrespectful behaviour with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying is perpetrated by an individual or group, who does not stop when asked.

Bullying can be:

- Emotional: excluding, tormenting, influencing others to dislike someone, making fool of someone, trying to dominate someone
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact, sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing, foul language, threats
- Cyber: relating to misuse of internet, email, cell phone, misuse of associated technology (eg. camera & video facilities)

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils need to be empowered so that they know how to deal with

bullying. The school has a responsibility to respond promptly and effectively to issues of bullying.

The school needs to offer assistance to pupils who are bullied, as well as discipline pupils who are bullying and support them in learning different ways of behaving.

Signs and Symptoms *

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- does not want to go to school
- finds excuses for not going to school, such as feeling sick
- is very tense, fearful and unhappy after school
- talks about hating school
- has bruises and/or scratches and/or cuts
- talks about not having any friends
- refuses to tell parent about what happens at school
- suffers from insomnia
- is nervous when another child approaches
- is afraid of meeting new people or trying new things
- becomes withdrawn anxious, or lacking in confidence
- attempts or threatens suicide or runs away
- begins to do poorly in school work, sudden drop in marks
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received
- has personal property damaged/stolen.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Rights and Responsibilities

Every Bay Primary pupil has the right to:

- be safe and learn without humiliation or fear
- feel happy and free to play with friends
- be included in class and playground activity
- be respected
- learn how to solve conflicts in a respectful way

- ask for bullying to stop and ask for help if it does not.

Every Bay Primary pupil has the responsibility to:

- be respectful and friendly to others without discrimination
- co-operate with others in school activities
- participate in the school's procedures when resolving conflicts
- report bullying behaviour.

Procedures:

A. On the playground

Learners who feel that they are being bullied may approach any of the teachers on the playground. The teachers will assist the learners by engaging in a mediation process with the learner and his "bully".

Should the bullying be of a physical kind or discriminatory then the matter will be referred to the teacher on playground duty during break OR the Headmaster before / after school.

B. In the classroom

The teachers in the classroom will deal with any kind of bullying. Should the bullying be of a kind where the learners could deal with it then they will be encouraged to go to mediation during break. If not, the teacher deals with it. Should these educators feel that the issue needs a higher authority of intervention then the HOD or Headmaster will be approached to assist.

C. On the sports field

Should an incident or incidents of bullying occur on the sports field then the coach will try and resolve them. Should he / she be unable to, he / she will refer the matter to the HOD or Headmaster.

DEALING WITH THE DISPUTANTS:

At Bay Primary we believe that all bullying incidents should be dealt with sensitively. The learners will be interviewed individually and care will be given to both the victim and the bully. The rights of both the victim and the bully will at all times be protected. The needs of both individuals will be considered and addressed.

A. THE BULLY

The Class Teacher, HOD and Headmaster need to investigate past issues and make suggestions of further intervention (i.e. school counsellor, psychologist, behaviour analyst). Meetings with parents will be scheduled for assistance in managing the learner. Recommendations to parents will be made regarding further interventions and the management of the learner at home and at school.

Should punishment be considered then the HOD or Headmaster will manage this and correspond to parents.

B. THE VICTIM

The Class Teacher, HOD and the Headmaster need to investigate the longevity of the bullying relationship. The incident will be investigated thoroughly and the needs of the victim will be considered. These needs will be communicated to the parents and together a decision will be made about the interventions that need to take place.

Should counselling be advised then the school counsellor will be approached to assist. The parents might want to seek advice from outside the school which will be their right as long as a report is sent to the school to update them on progress made.

TYPES OF BULLYING AND PEOPLE INVOLVED IN DEALING WITH IT

- **PHYSICAL (ONCE OFF)** Class teacher, teacher on playground duty, HOD and Parents

This is not normally seen as bullying (once off incident) but more a transgression of the school rules and the learners' rights and responsibilities at school.

- **PHYSICAL (OVER TIME)** Class teacher, teacher on playground duty, HOD, Headmaster, Parents (school counsellor / psychologist)
- **EMOTIONAL (verbal, social)** Teacher on playground duty, HOD, Headmaster, Parents (school counsellor / psychologist)
- **CYBER** Parents, Class teacher, HOD, Headmaster (school counsellor)

References

* Western Cape Education Department: Guidelines on Bullying (2005)

www.wced.wcape.gov.za

Kidscape: Anti-bullying Policy for Schools (Some Guidelines)

www.kidscape.org.za

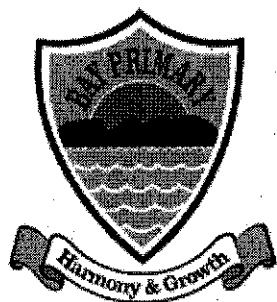
SIGNED:



CHAIRPERSON OF THE GOVERNING BODY

DATED:

03/09/2024



BAY PRIMARY SCHOOL – SGB POLICIES

POLICY: SCHOOL RULES POLICY

SCHOOL RULES

Every Bay learner should behave in a manner which will uphold the name of the school with pride. They must behave in a responsible and sensible manner and maintain a standard which is expected of Bay Primary, whether in public or in private. Any behaviour which is destructive, discourteous or dishonest will be considered a serious offence. The following guidelines and rules have the full support of the Governing Body, parents, learners and staff of Bay Primary.

1. SCHOOL DRESS CODE

1.1 Learners are required to wear the official school uniform as stipulated by the Governing Body. The school uniform must be worn with pride and should be clean and presentable at all times. Shoes must be polished and all items of clothing should be clearly marked.

1.2 When wearing the school uniform, learners should not:

- Place their hands in their pockets.
- Display jewellery except if permission has been granted by the Principal.
- Chew gum at any time.
- Wear any form of casual clothes.

1.3 A neatly shaped hairstyle, off the collar and ears for boys is considered part of the uniform. The hair should be neat, tidy and clean and never cut in a way that will attract negative or unwanted attention. Learners may not:

- Use gel or wax.
- Wear unusual styles or steps in hair.
- Tint, colour, dye or treat hair in any way.
- Shave their hair completely.

2. SCHOOL PROPERTY

Learners must not negligently or wilfully damage, deface or soil school property of any form, including textbooks, musical instruments, computer equipment and library books. Learners may not borrow school property without permission.

3. USE OF SCHOOL FACILITIES

- 3.1 A learner shall not use any of the school's facilities or equipment, including sports equipment, except when specified by the Principal or a teacher.
- 3.2 A learner may not enter the school's premises outside normal school hours without permission.
- 3.3 A learner may only occupy the following areas when engaged in a planned activity or if he/she is granted permission by the Principal or a teacher:
- Grade R building and grounds
 - After care building and grounds
 - The school hall (senior campus)
 - Front entrance to the school
 - Staffroom and kitchen
 - Administration block
 - Computer room
 - Library
- 3.4 Classrooms and library may not be occupied during breaks, before school or after school.

4. SCHOOL ATTENDANCE

- 4.1 Learners are expected to attend school every day during the school terms as prescribed by the Western Cape Education Department. If a learner is absent, a letter must be submitted to the school on the day of return to explain the reason for absence. This letter must be signed by a parent or guardian of the learner.
- 4.2 Learners are to arrive at school in the morning before the first bell and are to line up as required. The bell rings at 08:00. Learners may not leave before closing time without written request by the parent and permission of the Principal. Learners may not leave the school grounds during break.
- 4.3 Learners who arrive late will have their names written down by the school monitors and a record will be kept in the office. If a learner is regularly late for school the parents will be contacted.

5. EXTRA – MURAL ACTIVITIES

- 5.1 Each learner is encouraged to participate in the extra-mural programme offered at the school.
- 5.2 When a learner has committed him/herself to an extra-mural activity he/she must fulfil all obligations and responsibilities in this regard to the satisfaction of the Principal or teacher-in-charge.
- 5.3 Learners must wear the correct attire when participating in sporting activities.

5.4 Learners are encouraged to wear their school uniform or tracksuit when attending school functions or sporting activities.

6. EDUCATIONAL PROGRAMMES

Learners will participate in all education programmes and curricula as prescribed by the Western Cape Education Department, unless exemption has been granted by the Principal.

7. LITTER

7.1 There must be No littering in the grounds, gardens and buildings. Use must be made of the dustbins provided.

7.2 Any litter that can be identified must be picked up and placed in the nearest bin.

7.3 All litter should be cleared before leaving any function or sports event, whether away or at school.

8. GENERAL MANNERS AND RESPECT

Learners are expected to:

- Greet staff and all visitors to the school.
- Respect other members of the school community, regardless of personal, religious or cultural differences.
- Stand when staff or visitors enter the classroom, or meet/speak to them in the playground.
- Remain silent before, during and after assembly.
- Always be courteous, friendly and helpful.
- Be respectful to staff members at all times.
- Stand quietly at lines.
- Be honest and act with integrity.

9. GENERAL BEHAVIOUR

9.1 Learners must adhere to the following general rules:

- No Bullying will be tolerated.
- No bad language will be tolerated.
- No skateboarding or rollerblading is permitted on school grounds.
- Bicycles may not be ridden in the school grounds.

- Learners may not run in the school buildings.
- Learners may not bring items of value to school.
- Learners may not play in the areas designated for staff parking.
- Learners may not tamper with any other learner's suitcase, tog bag or other possession without permission of the owner.

9.2 The following are recognized as **serious offences** and will not be tolerated from any Bay learner:

- Bullying
- Theft
- Vandalism
- Substance abuse
- Possessing dangerous weapons at school
- Cheating and / or lying
- Playing truant
- Discrimination
- Possessing a cell phone at school without permission

10. HOMEWORK

- 10.1 Bay homework books are compulsory and are to be with learners at all times during the academic day.
- 10.2 Learners are to ensure that homework is completed on a daily basis and that homework books are signed by the learner's parent or guardian every day.
- 10.3 Learners are to ensure that reply slips to school circulars are returned by the due date.

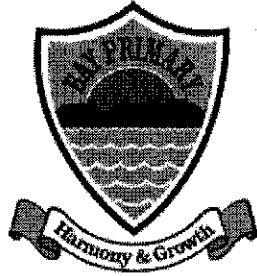
SIGNED:



CHAIRPERSON OF THE GOVERNING BODY

DATED:

03/09/2021



BAY PRIMARY SCHOOL – SGB POLICIES

POLICY: RELIGION

Bay Primary strives to promote a school that does not discriminate on the grounds of race, RELIGION, gender orientation and disability and which strives to develop a sense of commitment to a multi-cultural South Africa.

The school serves a multi-cultural community, and, therefore all faiths are respected and given equal attention in the Life Skills / Life Orientation programmes.

Religious instruction is not formally taught at Bay Primary.

Educators who teach Life Skills in the Foundation Phase and Life Orientation in the Senior Phase teach the following values:

- Love
- Charity
- Respect
- Tolerance
- Friendship
- Accountability
- Responsibility
- Self-discipline
- Inclusivity
- Non-racism
- Teamwork

At Bay Primary the children are introduced to all forms of religion.

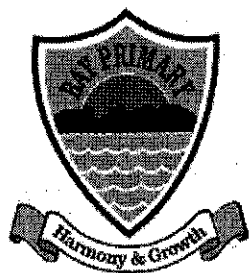
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BAY PRIMARY SCHOOL – SGB POLICIES

POLICY: HOME LANGUAGE AND FIRST ADDITIONAL LANGUAGE POLICY

1. The purpose of this policy is to define Bay Primary's Language standards in accordance with the South African Schools Act.
2. In accordance with Section 6 of the South African Schools' Act 84 of 1996, as amended, the Constitution and the Language Policy for Public Schools as published in the Government Gazette (No. 18546 dated 19 December 1997), the School Governing Body ("SGB") of Bay Primary School has determined the language policy of the school.
3. The Bay Primary School language policy is non-racial and non-discriminatory. Respect for all peoples' languages is considered to be a priority. Bay Primary School is mindful of the need to redress the neglect of the historically disadvantaged languages in school education.
4. The learner may indicate his language preference when application is made for admission to the school. Subject to the school's Admissions Policy, where the school presents learning in a learner's indicated language choice and where there is accommodation available in the specific grade, the school should not refuse the learner admission.
5. The Language of Learning and Teaching at Bay is English since English is the home language of the majority of children in the community and at the school. English is also the language of written communication with parents and guardians.
6. Bay recognizes the global norm of multi-lingualism and that the learning of more than one language is an important principle in our society. Bay is committed to the promotion of tri-lingualism in respect of English, Afrikaans and Xhosa since these are the three official languages in the Western Cape. Bay supports the underlying principle of maintaining home languages whilst providing access to and effective acquisition of additional languages.
7. The language required to be the Language of Learning and Teaching in Grades 1 - 3 is English. From Grades 1 - 3 the language required to be offered as a subject as a First Additional Language is Afrikaans. The teaching of both Home Language and First Additional Language will, in accordance with the legislated requirements, be given appropriate time, funds and the allotment of aids.

8. The legislated promotion requirements for a learner relating to language subjects are adhered to at Bay. In terms hereof, from Grades 1 to 4 promotion is based on performance in Home Language and Mathematics and from Grades 5 to 7 one language must be passed.
9. English and Afrikaans are taught for the majority of time allocated to language. Xhosa is taught for one half hour period per week from Grade 4 to Grade 7.
10. The SGB decided to create the opportunity for the learning and teaching of Xhosa and it is taught by the class teachers.
11. English language support is offered to all learners. These include the following:
 - a. From Grade 1 to Grade 7 additional "reading for meaning" support, which includes comprehension skills, is given during legislated timetabled reading periods 3 times per week.
 - b. In all Grades there are volunteer parents who are working with learners who need additional assistance to improve the quality of their reading.
 - c. The school has Help2Read and Wordworks programmes to assist the children in the classroom.
 - d. Learners are catered for at different levels depending on their capability in respect of which English language proficiency is often a factor. This is particularly evident in the Foundation Phase. Materials from the WCED are used in relation to the specific ability of each different group of learners. They are exposed to reading literature at their own level through the Individualised Reading Programme and the reading books provided by the WCED.
12. Extra Afrikaans lessons are available for learners from Grades 4 – 7 who have difficulty with the Afrikaans language.
13. The teaching of English as Home Language at Bay in Grades 4 – 7 is managed, evaluated and controlled by the Head of Academics. The teaching of English as Home Language from Grades 1 – 3 is managed, evaluated and controlled by the Head of Foundation Phase and complies with the National CAPS. At Bay 8 hours a week has been allocated to the teaching of English as Home Language from Grades 1 - 3. For the teaching of First Additional Language, Afrikaans, 2 hours per week has been allocated per week in Grades 1 and 2 and 3 hours per week for Grade 3.
14. The SMT supports the implementation of the policy and encourages staff to become stakeholders in the criteria that are laid down by the Curriculum co-ordinators.

15. It is the task of the Head of Academics and Head of Foundation Phase to establish lines of communication and ensure that there is constructive liaison between the teachers of Home Language in the IP\SP and FP.
16. Evaluation of Home Language is achieved through careful monitoring of the following: Planning in every Grade adhered to; lesson observation; book control; samples of formal assessment tasks; discussion with Grade Heads; analysis of assessment data. These criteria are reassessed each year in accordance with the stipulated curriculum.

SIGNED:



CHAIRPERSON OF THE GOVERNING BODY

DATED:

03/09/2024



Bay Primary School

Every Day, Every Child

JUNIOR PRIMARY CAMPUS

(Grades R - 4)

Lower Tenth Avenue

Fish Hoek

7975

Tel: 021 782 2065

Email: secretary@bayprimary.co.za

SENIOR PRIMARY CAMPUS

(Grades 5 - 7)

Clairvaux Road

Kalk Bay

7975

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SCHOOL ADMISSIONS POLICY

I.	I. CLAUSE	I. REFERENCE (WHEN APPLICABLE)
I. 1	This policy is drafted in terms of the requirement that the school governing body is required to have an admissions policy, and to ensure that the school's admission procedures comply with provincial and national legislation, regulations and directions and that it takes into account the particular circumstances of this school.	South African Schools Act, s.5(5) Admission Policy for Ordinary Public Schools, s. 7
I. 2	The school principal, as a member of the SGB, participates in the process to determine the admission policy of the school and administers the admission and registration of learners to the school in terms of the registration process determined by the HoD and the school's admission policy.	WCED policy for the management of admission and registration of learners at ordinary public schools, Circular 26/2010 Admission Policy for Ordinary Public Schools, s. 5 and 6
I. 3	The school will admit learners and serve their educational requirements without unfairly discriminating in any way.	Constitution of South Africa: s.8. (3) South African Schools Act s.5(1) Admission Policy for Ordinary Public Schools, s. 7
I. 4	This policy applies equally to learners who are not citizens of South Africa.	Admission Policy for Public Ordinary Schools, s. 19-21
I. 5	The governing body of the school will not - administer any test related to the admission of a learner to the school, or direct or authorise the principal of the school or any other person to administer such test - use the academic performance of learners to determine admission to the school; - use interviews with parents or learners prior to the admission of a learner as a form of screening except for learners with learning barriers who wish to enter a ordinary public school.	South African Schools Act s5(1) Admission Policy for Ordinary Public Schools, s. 11 WCED policy for the management of admission and registration of learners at ordinary public schools, s.6 WCED policy for the management of admission and registration of learners at ordinary public schools, s.6
I. 6	Learners who are already enrolled at the school will not be required to re-register (e.g. at the beginning of a year).	WCED policy for the management of admission and registration of learners at ordinary public schools, s. 6
I. 7	The school will not charge fees such as a registration fee, a deposit, re-admission or pre-admission fees or any other fee at the time of application. For fee-paying schools: The school will charge school fees only after the learner has been informed in writing of his or her	WCED policy for the management of admission and registration of learners at ordinary public schools, s. 6 WCED policy for the management of admission and registration of learners at ordinary public schools, s. 10 Regulations for the exemption of parents



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	acceptance for admission to the school. Parents will be informed about the fee policy of the school at the time of registration. Parents who cannot meet the fee requirements will be informed of the payment options and of the procedures for exemptions.	from payment of school fees terms of SASA S29(4) and Government Gazette 2931, as amended, dated 18 October 2006
I. 8	No learner will be refused admission to the school on the grounds that his or her parent- (a) is unable to pay or has not paid the school fees determined by the governing body; b) does not subscribe to the mission statement of the school; or (c) has refused to enter into a contract in terms of which the parent waives any claim for damages arising out of the education of the learner.	South African Schools Act s.5(2) Admission Policy for Ordinary Public Schools, s. 10 WCED policy for the management of admission and registration of learners at ordinary public schools, s. 6.
I. 9	Any learner admitted to the school is admitted to the total school programme, and will not be suspended from classes, denied access to cultural, sporting or social activities of the formal school programme on the grounds of an inability by his/her parents to meet the required school fees.	South African Schools Act s.5(2) Admission Policy for Ordinary Public Schools, s. 10
I. 10	The school has adopted a Language Policy which is separately available and has taken into account the legal requirements for such a policy. Currently the language of learning and teaching is English.	South African Schools Act, s.6(2). Norms and Standards for Language Policy in Schools, 1997
I. 11	Change in marital status does not prevent a learner from continuing to attend the school.	WCED policy for the management of admission and registration of learners at ordinary public schools, s. 5
I. 12	If a learner becomes pregnant, the learner has the choice of remaining at the school, and the school will make the necessary arrangements as regarding temporary absence and tuition.	WCED Policy on Managing Learner Pregnancy in Public Schools
I. 12	The school will not request personal information about prospective learners and their parents for the purposes of admission which is not in line with Chapter 2, paragraph 5, of SASA.	WCED Circular 0059/2021, s. 8.1
I. 13	The following documents are required for admission: 1. Online registration form 2. Supporting documents required by the online admission system I. II. If a learner is not in possession of a South African birth certificate/foreign passport/asylum seeker's permit/refugee permit/study permit, the learner shall nevertheless admitted and the parents informed of their obligation to apply for the necessary documents at the Department of Home Affairs. Parents are also required to provide proof that the learner has been	WCED Circular 0038/2020 WCED Circular 0053/2021 Admission Policy for Ordinary Public Schools, s. 16



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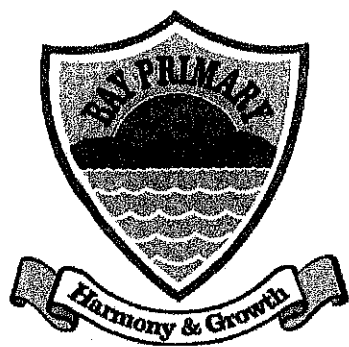
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	immunised against the following communicable diseases: polio, measles, tuberculosis, diphtheria, tetanus and hepatitis B. If the parent is unable or refuses to provide this proof, the parent will be informed that he/she must write to the HoD and request formal permission for exemption and provide reasons therefor. The timeframes followed shall be as set out each year by the WCED in a circular.	
I. 14	Primary schools only: The admission to Grade R is six years in the year that the child is in Grade R. Admission to Grade 1 is seven years in the year that the child is in Grade 1. For all schools: It is the responsibility of parents to cause every learner for whom he or she is responsible to attend school from the first school day of the year in which the learner reaches the age of seven until the last school day of the year in which the learner reaches the age of fifteen years or the ninth grade, whichever occurs first. An applicant whose age varies by two years or more relative to the statistical age norm of the grade cohort will not <i>normally</i> be accepted into the school. (Statistical age norm = grade to which admission is sought + 6: e.g. statistical age norm for grade 8 = 8 + 6 = 14: applicant aged 16 may therefore not be admitted to Grade 8.) Permission from the Circuit Manager will be sought in such cases if the school wishes to admit the learner.	South African Schools Act, s. 4(a) WCED Circular 0046/2004 South African Schools Act, s.2(1) WCED Circular -0240/2003
I. 15	The school acknowledges that the WCED has not determined feeder zones of public schools in the province. This means that the school is not bound by the preferences that must be given to learners in terms of zoning. It does, however, take cognisance of the fact that Western Cape Schools Education Act states that 'Every learner shall be entitled to ordinary education at his or her nearest ordinary public school, insofar as it is reasonably practicable'. Taking the above into account, the school uses the following criteria for selection: The capacity of the school shall be limited to 450 learners, which includes 56 learners in each Grade (a maximum of 28 learners in each class) excluding Grade R. In Grade R there will be a maximum of 50 learners (25 learners in each class) In reaching a decision on this figure the SGB has taken into account all relevant factors including, but not limited to; classroom space and other facilities.	Admission Policy for Ordinary Public Schools, s.34 Western Cape Provincial School Education Act, 1997 (Act 12 of 1997), s. 3(1)(a) WCED Circular 0059/2021 Promotion Of Administrative Justice Act



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	The school will inform parents whose children are not accepted for admission of the reason for non-admission.	
I. 16	If the WCED decides that the school must admit more learners than it has initially accepted or overturns an admission decision of the school, this has to be exercised reasonably, in a procedurally fair manner and by means of meaningful engagement.	Constitutional Court ruling in the case of Rivonia Primary vs Gauteng Department of Education, 3 October 2013
I. 17	This policy will be made available to parents and prospective parents.	Promotion of Administration of Justice Act

This Admissions Policy for Bay Primary School was adopted by the Governing Body of Bay Primary School at a meeting held at the school on(date).

SIGNED: _____

[Signature]

CHAIRPERSON OF THE GOVERNING BODY

SIGNED: _____

[Signature]

PRINCIPAL

DATE: 03/09/2024

DATE: 03/09/2024

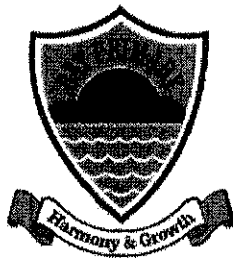
SIGNED: _____

SECRETARY OF THE GOVERNING BODY

DATE: _____

POLICY REGISTER DETAILS

TITLE OF POLICY	School Admission Policy
POLICY NUMBER	
DATE APPROVED BY SGB	
EFFECTIVE DATE	
EXPIRY DATE	This Policy remains in force until amended or replaced and approved by the SGB.
REVIEW DATE	Three years or sooner from date of adoption. Each SGB should review this policy at least once during its term of office.
AMENDMENT HISTORY	



BAY PRIMARY SCHOOL

BAY PRIMARY VISION STATEMENT

To provide excellent education and development of South African youth within a caring, inclusive, multicultural environment that addresses the full development of young children in a democratic South Africa.

BAY PRIMARY MISSION STATEMENT

- To inspire, motivate and support employees who believe in the critical role of education in the success of a democratic South Africa
- To cultivate a school in which the values of nurturing young minds and hearts, love, charity, tolerance and friendship are held paramount
- To promote a school that does not discriminate on the grounds of race, religion, gender orientation and disability, and which strives to develop a sense of commitment to a multicultural South Africa
- To ensure academic excellence and a love of learning
- To promote and encourage participation in sport, environmental awareness, social responsibility, cultural diversity and the arts
- To develop a school that draws on leadership from employees and parents to provide an inclusive learning environment for the children in our community

BAY PRIMARY VALUES

- Love
- Charity
- Tolerance / Respect
- Friendship
- Accountability
- Responsibility
- Self-discipline
- Inclusivity
- Non-racism
- Teamwork

SIGNED:

CHAIRPERSON OF THE GOVERNING BODY

DATED:

03/07/2024

