



STUDENT PARENT HANDBOOK – 2026

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This Student Parent Handbook document is in combination with the separate Enrolment / Continuing Application for students. Done yearly for each school year. This document covers the school's policies, including the school's Christian beliefs and guidelines. Please review the document thoroughly and completely.

Continuation of attendance at the school is deemed approval of the Student Parent Handbook and contents.



I. GENERAL POLICY INFORMATION

Before-School and After-School Care:

Crosspoint Academy does not have free Before-School or After-School Programs. When introduced at the school, and you would like to have your child attend available Sport, After-Care, and/or Intervention programs, you must sign them up separate from this document. Refer also to the School Hours and 2026 School Calendar section.

Transport:

The school does not provide transport for your child; nor is contracted or organised with any transport drivers. You may drop-off and pick-up your child yourself; or organise so with another driver or child taxi (transport) service.

For the safety of your child, please provide contact information with us who that transport driver will be. And to update immediately with any change. We do not allow your child to be released to a driver you have not personally communicated with us they can go with. No learner will be released by another learner or non-driver.

As the school cares for your child during transport, we will notify you about any behaviour in the taxi/transport that we are made aware of. Likewise, for any safety concerns regarding the driver/taxi/transport itself.

Food Scheme:

By default, Crosspoint Academy does not have a food scheme (paid nor free). Parents / Guardians are required to provide breakfast, lunch, and snacks for their child(ren). Refer also to the Food Policy section.

When a food scheme is made available at the school, you will be informed, and additional information given out.

In all cases, please advise the school of any food allergies or dietary restrictions (including personal or religious). If your child has a severe allergy (as in a nut or shellfish allergy), it is vital that we are informed, and the child has the necessary medicines readily available (i.e. an EpiPen).

In Case of School Closure:

As with any organisation or company, closures can occur. If Crosspoint Academy permanently closes for any reason (fire, natural disaster, government regulation / lockdown, pandemic, etc.), fees paid for any full months after the school closure will be reimbursed. Additionally, the Western Cape Education Department will assist the parent / guardian in placement of the learners in other schools.

Notice Period:

One month's written notice is required for pupils who leave during the year. School learners will be deemed to have given a one calendar months' notice.

NB: No school fees that have been paid to the school, prior to a parent / guardian giving the school notice of their intention to have their child leave the school, will be refunded.

School Fees:

When a fee increase occurs, it will be effective from one calendar months' notice in advance.

Refer separate 2026 Enrolment / Continuing Application for the school fees.

Note that Excursions / Field Trips / Outings may require additional cost based on the event and/or location.



II. SCHOOL UNIFORM POLICY

Refer 2026 Enrolment / Continuing Application for the uniform list.

School uniforms must be worn daily following the Enrolment / Continuing Application chart listing the required uniform components for Boys / Girls, Summer / Winter, and for PE / Sports. This includes designated Crosspoint Academy school-wear with Logo. All general uniform pieces listed are available from a PEP or JET store near you.

If a student is wearing something other than the prescribed uniform, they will be sent home; which includes the P.E. uniform. Students cannot attend school without the correct uniform. If there is financial difficulty with obtaining any part of this uniform, please contact the main office to set up a management meeting to discuss.

To ensure no pieces of the uniform are lost or forgotten, please make sure all pieces are labelled on the inside of the item with permanent marker on the tag or collar. This washes out over time – please check your children's uniforms monthly. The school is not responsible for lost or stolen uniform pieces.

Students will be asked to remove or change the following items:

- Hats that are not navy or have writing on them.
- Winter Jacket that is any colour other than navy blue.
- An under shirt any other colour but white or navy blue.

Students will be sent home if they are wearing the following items (that cannot be changed into):

- Shoes other than ordinary black "School Shoes" or White Tekkies with Track Suits.
- Shirt or pants/shorts/skirt that is not part of the prescribed uniform.

If a parent has deviated from the uniform for a temporary amount of time (Example: shoes break) until another piece is purchased, they must write a note to the teacher in the communication book or contact the school administrator directly via WhatsApp or phone for exceptions to the above uniform policy.

Dress Code, Jewellery, and Other (Both Boys and Girls):

- Under no circumstances may any make-up be worn by any learner of the school.
- Tattooing, permanent or temporary is not allowed.
- Fingernails shall be kept short, neat and clean at all times. Clear nail varnish for girls is allowed. No nail varnish (clear or coloured) is allowed for boys.
- Jewellery includes but is not limited to earrings, bracelets, necklaces and watches. No rings may be worn.
- Female learners may wear gold or silver studs or sleepers in the conventional place on the earlobe for piercings – bottom centre. These must be standard sizes to fit the ear and must be neat and presentable and the learner may only wear one pair of studs or sleepers (not one of each per ear and only one earring per ear). Boys may not wear earrings of any kind.
- Watches: small watches only with a maximum longest dimension / diameter of 3 cm. No calculator or smart-phone watches.
- Necklaces may only be worn if they have an accepted religious symbol including, but not limited to, a crucifix. However, these must be plain and unadorned and may not be visible.
- Raksha bandhan bracelets are permitted for Hindu learners.
- No rubber bangles may not be worn.
- If a bracelet must be worn for religious reasons, parents are requested to consult the Executive Head and/or the School Principal in order to obtain the necessary permission.
- The school accepts no responsibility for loss of or damage to any item of jewellery belonging to or in the possession of any learner. Parents are requested to ensure that same is adequately insured.



School Hair and Dress Code – Girls:

- Hair accessories for female learners may be the school colours (navy blue, white, silver and/or black) and be as unadorned and plain as possible. The hair accessories may be a combination of the afore mentioned colours.
- Any length of hair reaching the collar must be tied up, braided or plaited.
- Hair may only be dyed or coloured one (1) shade lighter or darker than the natural colour of the learner's hair. Should this be done, the colour must be maintained for the year.
- Naturally curly hair must be neat, tidy and presentable
- Hair may be braided provided that it is neat and presentable
- No highlights or strips of colours are permitted
- Afros are allowed with the proviso that same is neat and presentable.
- Hair must not unnecessarily obscure the view of anyone behind such learner.
- No hairpieces, extensions or wigs are allowed.

School Hair and Dress Code – Boys:

- All hairstyles shall be neat and presentable.
- All boys' hairstyles must not go beyond the top of the earlobe.
- All sideburns may not be longer than half the length of the ear.
- Ponytails and man buns are not allowed for male learners.
- Fringes/comb-overs may not touch the eyebrows and hair must not cover the face.
- Fades are allowed, permitted that the "fade" is gradual.
- Boys may not wear hair accessories such as clips or headbands.
- Hair may be braided provided that it is neat and presentable.
- Hair gel and hair spray may be used in moderation.
- No highlights or strips of colours are permitted
- Free-formed dreads are allowed on natural hair with the provision that it is neat and presentable.
- Afros are allowed with the proviso that same is neat and presentable.
- Hair must not unnecessarily obscure the view of anyone behind such learner.
- If hair may not be cut for religious reasons, parents are requested to consult the Executive Head and/or the School Principal in order to obtain the necessary permission.
- Naturally curly hair must be neat, tidy and presentable.
- No hairpieces, extensions or wigs are allowed
- Shaving for High School Boys:
 - As soon as peach fuzz is easily visible, boys need to shave as often as necessary.
 - All boys must be clean-shaven. No stubble is allowed.
 - If boys may not shave for religious reasons, the provisions of clause apply.

Physical Education (PE), Sports, and Field Days:

Sports Uniforms are for Physical Education (PE) classes and Field / Sports days.

All children are required to participate in the required PE courses. A doctor or parent note must accompany non-participants and be presented to the teacher concerned. Students are required to wear their PE uniforms.



Personal Hygiene and Grooming:

This is a matter of importance and parents are requested to ensure that the following items of personal hygiene and grooming are attended to:

- Bath daily.
- Teeth brushed twice a day.
- Clean school uniform to be worn daily.
- Deodorant to be worn, especially in summer.
- Nails are kept short and clean.
- School shoes are polished.
- Only Black or blue hair accessories are allowed.
- Girls' dress-length: must just touch the floor when kneeling.
- Learners must keep their shirts tucked in and their socks pulled up.
- Fingernails are to be trimmed and clean. No nail varnish may be worn.
- Broken or torn clothing will not be permitted.

III. STANDARD SCHOOL HOURS & 2026 SCHOOL CALENDAR

School hours differ for grade groups as follows (adjustments may be made during the school year):

Grades RR, R, 1, 2, & 3:

Mon	07:30 to 13:00
Tues	07:30 to 13:00
Wed	07:30 to 13:00
Thur	07:30 to 13:00
Fri	07:30 to 13:00

Grades 4, 5, 6 & 7:

Mon	07:30 to 14:00
Tues	07:30 to 14:00
Wed	07:30 to 14:00
Thur	07:30 to 14:00
Fri	07:30 to 14:00

Child dropped-off is no sooner than 07:00 when the security gates are open, nor later than 07:30 for screening. If your child is late for screening, they will not be allowed in school for that day and will be sent home.

Please ensure your child is collected no later than 30 minutes after school. A younger child is not allowed to wait for an older child / sibling for the later transport.

The parent / guardian will be charged a supervising fee for each partial hour a student is left beyond 30 minutes of school letting out.

The school takes no responsibility for learners before or after those times.

The school takes no responsibility for private transport taken by your child to or from school.

Never leave any child unattended by an adult at the school or premises.

After School detention is for 1-hour after their grade lets out for the day. The Parent / Guardian is responsible for organising transport for the learner.

- ***Adjustments to the school hours may occur for activities such as Extra-Murals, Extra-Curricular, Clubs, Homework Time, and/or Tutoring.***
- ***During exam time and end-of-term time, hours may be shortened.***



2026 SCHOOL YEAR CALENDAR

Weekend

Term/Summer Break

Public/School Holiday

Teacher Workday (No School)

School Day

The Crosspoint Academy calendar is a modified version of the Government / Public School calendar. The school shifts term breaks or adds/subtracts school days as deemed necessary. **Learners start school on 14 January 2026.**

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28
25	26	27	28	29	30	31								29	30	31				
APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4					1	2			1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
							31													
JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1			1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30			
							30	31												
OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		

Length of Terms:

Term 1: 11 Weeks

Term 2: 11 Weeks

Term 3: 9 Weeks

Term 4: 8 Weeks

Public and School Holidays 2026

01 January	New Year's Day	14 May	Day of Ascension	24 September	Heritage Day
21 March	Human Rights Day	15 May	School Holiday	16 December	Day of Reconciliation
03 April	Good Friday	15 June	School Holiday	25 December	Christmas Day
06 April	Family Day	16 June	Youth Day	26 December	Day of Goodwill
27 April	Freedom Day	09 August	National Women's Day		
01 May	Workers' Day	10 August	School Holiday		



IV. REPORTS

Each grade and phase vary on the number of assessments and exams which contribute to the grades. Reports will be given as follows) for every School Term reflecting the learner's academic progress and character development.

- **Term 1:** Marks for Term 1 will be calculated over the Term 1 break (Fall Break). Reports for Term 1 will be issued at the beginning of Term 2 at the Parent Teacher Conference.
 - **Term 2:** Marks for Term 2 will be calculated over the Term 2 break (Winter Break). Reports for Term 2 will be issued at the beginning of Term 3 at the Parent Teacher Conference.
 - **Term 3:** Marks for Term 3 will be calculated over the Term 3 break (Spring Break). Reports for Term 3 will be issued at the beginning of Term 4 at the Parent Teacher Conference.
 - **Term 4:** Marks for Term 4 will be calculated prior to the end of the school term/year. Reports will be given to the parent / guardian at the Parent Meeting / Award Night on the final day of school.
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V. ADMISSIONS POLICY

General:

As a low-fee private School, Crosspoint Academy follows the guidelines set forth in the Basic Education Rights Handbook – Education Rights in South Africa – Chapter 20: Education Rights in Independent Schools:

1. Independent schools are free to charge whatever school fees they wish, though charging school fees above certain thresholds may make them ineligible for state subsidies.
2. Independent schools are not mandated to provide fee waivers, and may refuse to admit learners whose parents are unable to pay school fees. They may also refuse to admit learners whose parents failed to pay tuition fees in the past.
3. As long as certain conditions are met, such as due process considerations, independent schools may under certain circumstances expel or suspend learners whose parents have not paid tuition fees.
4. Independent schools are not prohibited from administering admission tests, and may deny admission to learners who refuse to subscribe to the school's mission statement. However, independent schools are prohibited from discriminating against learners based on race, and from unfairly discriminating against learners for a number of other reasons, such as religion, culture, gender and sexual identity.
5. Independent schools are free to determine their own language of instruction without regard for the needs of the surrounding community, and may advance particular religious and cultural beliefs and practices.
6. Independent schools are free to set their own classroom sizes and school capacity without regard for the educational needs of the province.

Admissions Procedure:

1. A parent / guardian must complete an application form for admission; this is included separately as part of this entire document. It is made available to him and/or her by the administrator of the school.
2. When a parent applies for admission of a learner to the school, the parent must present an official birth certificate of the learner to the administrator of the school.
 - If the parent is unable to submit the birth certificate, the learner may be admitted conditionally until a copy of the birth certificate is obtained from the regional office of the Department of Home Affairs.
 - The administrator must advise parents that it is an offence to make a false statement about the age of a child. (See Births and Deaths Registration Act, 1992 (No. 51 of 1992)).



3. Parent must ensure the admission of the learner is finalised within three months of conditional admission.
4. On application for admission, a parent must show proof that the learner has been immunised against the following communicable diseases: polio, measles, tuberculosis, diphtheria, tetanus and hepatitis B.
 - If a parent is unable to show proof of immunisation, the administrator must advise the parent on having the learner immunised as part of the free primary health care programme.
5. When a learner transfers from one school to another, the principal must complete a transfer card and hand it to the parent / guardian, or forward it to the administrator of the receiving school.
 - Note: the learner's permanent record remains with the school and is not passed on to the receiving school. The learner's transfer card must be attached to the application form for admission to the receiving school.
 - If the transfer card is not available, the principal of the receiving school may admit the learner and place the learner in a grade on the basis of the following documentation:
 - the last report card issued by the previous school;
 - other equivalent documentation from the previous school; or
 - A written affidavit of the parent stating the reason for not having the transfer card and the grade a learner attended at the previous school.
6. A meeting with the Principal, Director, Therapist, and/or teacher may be necessary to determine grade placement. Grade placement involves information pertaining to the academics, physical, mental, emotional, educational, and social wellbeing of the child.

Age Requirements for 2026 Admissions (Per the Western Cape Education Department):

1. Learners admitted to the school in Grade RR must be four (4) years old, turning five (5) in the calendar year. Born on or before **31 December 2020**.
2. Learners admitted to the school in Grade R must be five (5) years old, turning six (6) in the calendar year. Born on or before **31 December 2019**.
3. Learners admitted to the school in Grade 1 must be six (6) years old, turning seven (7) in the calendar year. Born on or before **31 December 2018**.
4. Learners admitted to a school at an age above the age norm for a grade, will undergo a diagnostic test to determine their appropriate Grade level.
 - If possible, the learner will be placed with his/her peer group, unless it is not in the educational interest of the learner.
 - If deemed necessary, the learner will be placed in a suitable lower grade and monitored for progress. If at a later period, the learner is able to improve his/her learning ability, a conference with the parent(s) and teacher and principal will be called to re-assess the learner; upon which a decision can be made to place the learner in the higher grade.
5. Children with learning differences or special needs may also be accommodated; provided it is within the school's ability to cater appropriately for the learner's educational and other needs (e.g. any physical impairment). You must inform the school of any known learning difference.
6. On a case-by-case basis, we can accept younger learners for the grade applying for.

Admission on Non-Citizens:

The South African Schools Act, 1996 and this policy apply equally to learners who are not citizens of the Republic of South Africa and whose parents are in possession of a permit for temporary or permanent residence issued by the Department of Home Affairs.



1. A learner who entered the country on a study permit must present the permit on admission to the school.
2. Persons classified as illegal aliens must, when they apply for admission for their children or for themselves, show evidence that they have applied to the Department of Home Affairs to legalise their stay in the country in terms of the Aliens Control Act, 1991 (No. 96 of 1991).

School Equity and Diversity Policy:

Crosspoint Academy does not discriminate or promote discrimination, following the guidelines of the South African Constitution per section 9 (3) and (4) of the Bill of Rights on Equality which states that neither the state nor any person may: *unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.*

Thus, there is a distinction between fair and unfair discrimination. In line with their distinctive mission, many schools do practise fair discrimination: e.g. a girls' only school does not admit boys; the Drakensberg Boys Choir School only admits boys with good singing voices and musical ability. Such distinctions between learners for admission are legal. (Section 4, Promotion of Equality and Prevention of Unfair Discrimination Act, 4 of 2000.)

Language Policy:

Crosspoint Academy uses English as the primary means of instruction. All students are expected to speak English while on campus and in class, unless during a First Additional Language class—no other languages are permitted on school property; please inform and enforce this with your child. We encourage parents to speak and read English with their children at home to increase their vocabulary.

Language classes per grade level:

1. All learners will be required to take English as a subject in all grades (Grades RR, R, and Grades 1 thru 9).
2. From Grade 1 through Grade 9, learners will be given the subject of Afrikaans as a First Additional Language.
3. The following promotion requirements apply to all language subjects:
 - For Grades 1 and 2, promotion is based on performance in both languages.
 - From Grade 3 through Grade 9, both languages must be passed.
 - Subject to national norms and standards as determined by the Minister of Education, the level of achievement required for promotion shall be determined by the provincial education departments.
 - Foreign students (classified as such in terms of the Government Gazette No 19484, dated 27 November 1998) must take English as a minimum requirement.

VI. CHRISTIAN BELIEFS

Through a relationship with the Father, we as children of the Father continue to come to understand His Heart. As such, we see that He truly is a Loving Father that is beyond measure and time. His jealousy for all of us is so great and always so good—He really does only want the best for us in any and all situations of life. And this Love was demonstrated through the pure heart and ministry of Jesus Christ—Jesus embodied the Spirit of the Father and in all ways showed us the Heart of the Father. This is what we believe and hold true in our hearts.

The following are beliefs and understandings through scripture that share some of what we hold true about the Love of the Father, Jesus Christ, and the Holy Ghost. Refer also: <https://provisionsofgrace.blogspot.com/>



- God the Father Loves everyone in this world. So much so, that through the sacrificial giving of His Only Son (Christ Jesus), He has Gifted us Forgiveness, Righteousness, Health & Healing, and a personal intimate relationship with Him as a Father.
 - [John 3:16-17](#). [Romans 3:21-22](#). [Hebrews 10:12](#). [1 Peter 2:24](#).
- God is Love. This type of Love is not of our own ability, but God's unique "Agape" Love as defined in 1 Corinthians 13:4-8. This Love, and no other, is what is demonstrated to all the world from the Father. And this is the Love we gain in and through ourselves when we accept Him into our hearts. And His only command to us is to Love Him and each other in that Agape Love which only comes from His ability in us. He brings us to Himself through Love, not [punishment or hardship](#).
 - [John 13:24](#). [John 15:12](#). [1 John 3:23](#). [1 John 4:7,16](#). [1 Corinthians 13:4-8](#).
- The Kingdom of Heaven / Kingdom of God is in us now. It is not a place yet to come (a future Heaven / Reign), or a ritual (religious activity); but Power and Righteousness and Peace and Joy in the Holy Spirit.
 - [Matthew 6:33](#). [Luke 17:21](#). [Romans 14:17](#). [1 Corinthians 4:20](#).
- All humans (all men, all women, all races, all identities, and all nationalities) are created equally and have always been so. We are all created in the likeness of the Father, Son (Jesus Christ), and Holy Spirit; not only from the beginning of Creation, but now. This was clearly demonstrated in the ministry of Jesus; and is demonstrated now through Christ, to us from the Father, and in the working of the same Holy Spirit with and in males and females and any other identity (as there is no male and no female in Christ). The Lord is no respecter of persons.
 - [Genesis 1:26-28](#). [Acts 10:34-35](#). [Romans 2:11](#). [Galatians 3:26-28](#). [Colossians 3:9-17](#).
- Righteousness has been Gifted to all through the Completed Work of Christ Jesus. It has been Gifted to all of us by God's Grace through the finished Faith of Christ Jesus; not by our works (self-righteous acts), nor through the Law (which has been fulfilled by Christ). It is unto all, and upon all that believe.
 - [Romans 3:21-22](#). [Galatians 2:16](#). [Ephesians 2:8](#).
- Salvation is the God-Gifted deliverance and preservation of a person out from the ways of self, the world, and Satan; to live a Kingdom life now on earth. It exists for all, and becomes personal (manifests) upon believing in Jesus Christ as our Saviour. It is by God's Grace through Christ's Faith; which we in turn believe, and thus come into salvation. It begins upon believing, and is fulfilled when a believer dies; guaranteeing eternal existence with the Lord. There is no other way to obtain salvation but by believing in Christ Jesus.
 - [Luke 3:4-6](#). [Acts 4:10-12](#). [Romans 1:16](#). [Romans 10:9-10](#). [Romans 13:11](#). [Ephesians 1:13-14](#). [Ephesians 2:8-9](#). [Philippians 2:12-13](#). [2 Thessalonians 2:13-14](#). [Titus 2:11](#).
- The Holy Spirit has been gifted to every person on earth. He is with us all, and in all who accept His infilling. And this infilling does not differ from person-to-person (regardless of gender, age, status, culture, identity, or nationality)—for the Lord is no respecter of persons.
 - [John 15:26](#). [John 16:7-11,13](#). [Acts 2:1-18](#) ([Joel 2:28-29](#)). [Acts 10:34-35](#). [Romans 2:11](#). [Galatians 3:26-28](#).
- The Holy Spirit does not condemn us of the sins of our flesh; He only brings to light the Sin of not believing in Jesus Christ as our Saviour. When we do not accept the testimony of Truth from the Holy Spirit to believe in Christ Jesus, it is that Sin of not believing that is not forgiven. However, when we are Born-Again through believing on Him, that Sin is forgiven. All other sins (all the sins of the flesh) were forgiven once-and-for-all-time at the Cross, and we do not need to ask forgiveness of them.
 - [Matthew 12:30-32](#). [Mark 3:27-30](#). [John 14:6](#). [John 15:26](#). [John 16:7-11,13](#). [Hebrews 10:12](#). [1 John 5:6-11](#).
- Gifts of the Holy Spirit are for all who believe as part of His Kingdom in us now. The Lord has blessed us with all Spiritual blessings and demonstrates Himself through signs and wonders; including miracles, healings, prophesy, words of knowledge, speaking in tongues, and more. Each one of us as believers can operate in all of the Holy



Spirit's Gifts, just as Jesus Christ Himself demonstrated and more. They are both a testimony of Christ's accomplishment, and the Lord's Love to both believers and non-believers. The Lord's Gifts are given "without repentance"—the Lord will not change His mind giving them, nor do you have to change to receive them.

- [Mark 16:16-18](#). [John 14:12](#). [Acts 4:29-31](#). [Ephesians 1:3](#).
- We exist in a duality of flesh and spirit—each one opposed to the other, creating a soul-conflict in this life. But we are not bound by the flesh when we live out of the Spirit (a choice). Jesus, as a human, demonstrated for us the full possibility of living from the Spirit above and beyond the limits of the flesh. We have that same ability as we Work out our Salvation, Break Strongholds, Renew our Minds, Forget our Past (Programming), Heal, and Overcome—seeing only now partially in the mirror what we are being changed into: from Glory to Glory.
 - [Romans 6:12-23](#). [Romans 7:14-25](#). [Romans 8:1-39](#). [2 Corinthians 3:17-18](#).
[2 Corinthians 10:3-7](#). [Galatians 5:13-26](#). [Ephesians 4:17-24](#). [Philippians 3:13-16](#).

These become a testimony in our lives and relationship with Him. This experiencing of Him is what makes Him so personal—this is His Love towards us and for us. He wants to demonstrate Himself to us, so we can fully understand His Love for everyone on this earth. **God Bless (As He Always Does).**

As a Christian-based school, we share these aforementioned beliefs. At times, we do hold prayer and Bible Studies—however, these are not a requirement for admission; nor are learners required to attend Bible Study.

Our school recognises and cherishes the varieties of beliefs and non-beliefs with each individual, child, parent, teacher, staff, group, and/or community. Our school includes children and adults from varying religions / faiths / cultures / backgrounds—many of which incorporate similar values that the school holds true.

VII. STUDENT CODE OF CONDUCT

While attending school during regular hours or during school-sponsored activities, students are expected to follow these basic rules, procedures, and expectations:

1. The first priority at school is to learn. Avoid distractions that interfere with or are counter-intuitive to that mission—whether of others or the student personally.
2. Be in the assigned place with appropriate materials, ready to work at the designated time that class begins.
3. Keep hands, feet, and objects to yourself and never intentionally harm another student.
4. Use school appropriate language and behaviour at all times while maintaining friendly and courteous behaviour.
5. Be polite and respectful to everyone including students, teachers, administrators, support staff, and visitors.
6. Follow individual teacher instructions, class rules, and expectations at all times.
7. Must not be a bully. If someone is seen being bullied, intervene by telling them to stop or immediately report it to school personnel.
8. They must not become a distraction for others. Every other student must be given the opportunity to maximize their potential; encouraging fellow students, never tearing them down.
9. School attendance and participation in class are an essential part of the educational process. Regular attendance at school is necessary for student success. Furthermore, it allows students to achieve the maximum possible benefits from their educational experience. All students are encouraged to be present and prompt. School attendance is the responsibility of both parents and students.
10. Students should represent themselves in a manner they will be proud of in ten years. They only get one opportunity to get life right, and should take advantage of the opportunities provided at the school. They will help the student to be successful throughout their life.



Further General Rules of Conduct:

1. No thievery or interfering with any persons (teacher / staff / learner / visitor) personal property.
 2. No vandalism (scratching, carving, drawing, painting, graffiti, blocking toilets / drains / pipes, breaking items, wet toilet roll / paper towel throwing, creating holes in walls / doors / windows, and any purposeful destruction detrimental to the building or items therein.
 3. No displays of affection, including: kissing, embracing, necking, holding hands, fondling, groping, touching / grazing / grasping of private parts (self or another), exposure, etc.
 4. No foul language / swearing (in any language).
 5. No personal electronics to be used (including cell phones, laptops, iPads/Tablets, Smart Watches, etc).
 6. No physical, verbal, or psychological harassment, intimidation, demeaning actions, bullying, assailing the dignity of, or assault a fellow learner, visitor, or teacher / staff member.
 7. Respect for staff and prefects must be shown at all times. This includes responding when being called by somebody in authority.
 8. No chewing of gum or paper or drug / nicotine product.
 9. No matches, lighters, fire crackers, etc.
 10. No pets or animals may be brought to school without prior written approval between the school and parent.
 11. No disrespect of another person's flag, country, origin, language, sexuality, identity, dress / clothes, religion, colour, gender, physical traits, history, stature, health, grade, marks, creed, family/parent/guardian/sibling, socio status, economics, diet, culture, attire, appearance, hygiene, likes / dislikes, capabilities, career / employment, and of any other nature.
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VIII. RESPECT IN SCHOOL POLICY

Respect denotes both a positive feeling of esteem for a person, and also specific actions and conducts representative of that esteem. Respect can be defined as allowing yourself and others to do and be their best.

It is the goal of Crosspoint Academy to create a mutually respectful atmosphere between all individuals involved within our school including administrators, teachers, staff members, students, parents / guardians, and visitors.

And also a respect to the school itself as to eliminate vandalism.

As such, all entities are expected to remain respectful to each other always. Students and teachers especially are expected to greet each other with kind words and student/teacher exchanges should be friendly, in an appropriate tone, and should remain respectable. The majority of student/teacher interaction should be positive.

All school personnel and students are expected to use the following words that show respect for another person at the appropriate times when addressing each other:

- Please.
 - Thank You.
 - You're Welcome.
 - Excuse Me.
 - May I Help You.
 - Yes Sir, No Sir or Yes Ma'am, No Ma'am.
-



IX. ATTENDANCE POLICY

Because we are concerned about your child's safety and well-being, we ask that you notify the school by phone using voice or WhatsApp the morning the student is absent by 9:00 AM. Please follow up with a note in your child's communication book as soon as possible that explains the absence and includes a doctor note. Failure to do this will result in the student receiving an unexcused absence on their record. All absentees will be followed up by the school administrator during the school day (Refer to section 24 of the learner policy).

Types of absences are:

1. **Excused:** An absence due to psychological or physical illness, doctor's appointment, court appearance, serious illness, extreme weather or death of a family member. Students must go to the teachers and request make-up work immediately upon their return. The parent / guardian must inform the school of these absences to be excused. Any absence after five will require a doctor's note upon the return of the student to be excused.
2. **Explained:** An explained absence (items not listed as an excused absence) is when a parent/guardian takes the student out of school with the principal's prior knowledge and approval.
Students will be required to obtain assignments for classes to be missed and an assignment form completed prior to leaving the school. The assignments will be due on the day the student returns to school. Failure to follow this policy will result in the absence being recorded as an unexcused absence. Students will be marked as absent during such times.
3. **Unexcused:** An absence in which the student is out of school that does not qualify as excused or explained. The student will be brought to the office for disciplinary action and will receive no credit (0's) for all class work missed. When a parent / guardian does not call to report an absence by 9:00 AM the morning of an absence, the school will attempt reach the parents at home or work. The principal can determine or change an absence from excused to unexcused, or from unexcused to excused.
4. **Truancy:** A student who leaves school without parental / guardian consent, or is absent from school on a regular basis without school authorization, or has a high rate of absenteeism shall be reported to the Department of Family and Child Services; and the parent could thus incur legal consequences for the child's truancy.

Excessive Absences:

1. A letter (or phone call) will be sent informing any parent / guardian when their child has 5 total absences in a term. This letter is meant to serve as a warning that attendance may be becoming an issue.
2. If a student has 10 or more unexcused absences during the same school year, the parents / guardians will be asked to come in and meet with the principal to discuss the matter. It is at the Principal's discretion, but student is subject to automatic grade retention.
3. Any student having more than 20 total unexcused absences during the school year will be automatically retained in the current grade level regardless of academic performance.
4. An administrator may make exceptions for extenuating circumstances at their discretion. Extenuating circumstances may include hospitalization, long-term illness, the death of an immediate family member, etc.



X. STUDENT DISCIPLINE POLICY

At Crosspoint Academy we seek an environment of mutual respect in which all students grow and learn, feeling they are safe and valued at all times.

In each classroom at the start of the year, each class will come up with 5 class rules. Teachers will guide the classroom discussion to ensure that the individual class rules include the following main ideas:

- Rule 1: Follow adult directions promptly.
- Rule 2: Use kind words and actions.
- Rule 3: Keep hands, feet, and objects to self.
- Rule 4: Remain in your seat or area as directed.
- Rule 5: Use quiet voices and only talk when allowed.

As the classroom rules are student generated, the wording of these lists may vary from year level to year level and even from class to class. However, the consequence steps are the same throughout the school.

General Consequences:

As a basis, the following steps will be utilised. However, decisions and consequences are dealt with on a case-by-case basis, determinate on each specific child, and all relevant factors obtained pertaining to any incidents.

- **Step 1: VERBAL WARNING**

In most cases of student discipline, a simple verbal warning can be used along with a specific reference to class list of behaviour. The verbal warning will also include what the expectations are concerning that behaviour, and the next step of action should they violate the same policy a second time.

- **Step 2: SECOND VERBAL WARNING**

- **Step 3: AFTER-SCHOOL DETENTION** (and/or in-school loss of privileges)

The parent will be notified by the teacher of the detention and the dates of detention. For after-school detention, it is the responsibility of the parent to coordinate transport.

- **Step 4: NOTE OR CALL HOME TO PARENT**

- **Step 5: SENT TO PRINCIPAL OFFICE**

- **Step 6: PARENT / GUARDIAN CONFERENCE**

A parent conference will be used to include the parent in the process of disciplinary action after verbal warning and time-put protocol has been used. Involving the parents lets both the student and parents know that poor choices will not be tolerated. It also allows a school administrator to present all evidence to the parents with the student present so that facts are not distorted. A parent conference may lead to further consequences for the student who has violated a policy.

- **Step 7: OUT-OF-SCHOOL SUSPENSION**

Out-of-School suspension is a disciplinary consequence for more serious offenses (including continued violations, violence, bullying, and theft). We do not offer in-school suspension. Students who are given out-of-school suspension as a disciplinary consequence either serve a short-term suspension (less than 10 days) or a long-term suspension (more than 10 days). A student who receives a long-term suspension must be placed on a plan of study to meet their academic needs. Schools are not required to allow suspended students assignments to work on, but some schools do choose to go ahead and accommodate students in this manner so that they do not fall too far behind. A long-term suspension should be used as a last resort in most cases. Students who are serving a suspension must remain at home during school hours, or they could face truancy charges.



- **Step 8: EXPULSION**

Expulsion is used for extreme violations of school policy including theft, possession of weapons, bullying, assaults/threats of harm or violence to a school employee and/or learner, drug possession and/or use, sexual conduct/behaviour, etc—whether a learner or parent/guardian. On a case-by-case basis, the school determines whether the expulsion is the appropriate consequence and if expulsion is permanent. If necessary, action will be taken with security, the police department, and/or courts regarding safety, removal, arrest, charges, or protection/harassment orders towards a learner and/or parent/guardian.

- **OTHER**

It is important to note that the options highlighted above are only the most common student discipline practices. There are many more options available to school administrators. Some of the greatest deterrents are often those considered to be outside-the-box. A school administrator should understand the student they are dealing with and make the most appropriate discipline decision considering past history, the nature of the issue, and how it impacted others.

Vandalism, theft, and mis-use will be treated on a case-by-case basis where it may be held accountable to the child / parent / guardian to pay for the cost of repairs or replacement of items(s) damaged / stolen.

Playground Consequences:

When students are outside the classroom, the following rules will apply:

- Interfering with others while playing: Students must apologize and personal conference with teacher on playground duty.
- Not respecting property of school, own and other's: Personal conference with teacher on playground duty.
- Treating others in an unkind manner: Personal conference with teacher on duty and stand in time out for 5 minutes.
- Disobeying teacher: Personal conference with teacher on duty and sit time out for 5 minutes.
- Acting in an unsafe manner: Personal conference with teacher on duty and sit in designated place for 10 minutes.
- Severe behaviour: Student is sent Directors, Principal, and/or Therapist at teacher discretion.
- Furthermore, General Consequences from above will be implemented as deemed necessary.

Yard rules are discussed with children in school time. No warnings will be given outside. The consequence given will directly relate to the action or behaviour.

Appeals Process:

When students (with their parent/guardian) disagree with a means of discipline, they may first request in writing to meet with the Management Team to discuss; then secondly, request a meeting with the Board of Directors.

XI. FIGHTING POLICY

Fighting is unacceptable for any reason at Crosspoint Academy and will not be tolerated. A fight is defined as a physical altercation occurring between two or more students. The physical nature of a fight could include but is not limited to hitting, punching, slapping, poking, grabbing, pulling, tripping, kicking, throwing to the ground, biting, and pinching.

The students involved in the fight will be given out-of-school suspension, for a period of three days. They are responsible to get all make up materials from teachers and if work is not completed within 2 days of return to school they will get a "0" for any assignments or assessments missed.



It will be left up to the management's and principal's discretion as to whether an individual's participation in a fight will be considered self-defence. If the administrator deems the actions as self-defence, then a lesser punishment will be issued to that participant.

Should the fight be a serious matter where the other party is seriously hurt, the school will get SAPS involved and Crosspoint Academy will recommend that battery charges be filed against such individuals and that the student answer to the local Juvenile Court System.

Any student who encourages fighting (i.e. chanting "fight fight fight") shall also be spoken to and/or disciplined.

XII. CELL PHONE / TECH / SMART WATCH POLICY

Students are not permitted to have cell phones, laptops, iPads/Tablets, or Smart Watches at school, except under pre-arranged circumstances between parent, teacher and main office. Teachers who see a student using or holding a cell phone will take the cell phone away and give it to the main office – parents will have to come and collect the phone on behalf of their child. The Main Office will start to charge a cell phone fee if student repeatedly brings phone to school without prior arrangement. Parent will have to pay R50 when they pick up the phone in order to get it back.

XIII. PREGNANCY POLICY

Crosspoint Academy will not treat any pregnant student with disrespect, guilt, or shame; we will treat any learner with grace—regardless of the reasons behind the pregnancy.

Additionally, the school will also try and ensure that the reputation of the school and its staff and learners are protected at all times.

In the event of a learner from our school falling pregnant, the school will deal with the matter in the following ways.

Foremost, that the learner will be guided to any needed help, therapy, counselling, and guidance. The School does not condone or recommend abortion.

Learner and Parent:

1. A learner who is pregnant or has reason to believe she may be pregnant should inform someone in the school immediately, preferably a senior educator. A learner who is aware that another learner is pregnant should also immediately inform the school.
2. As soon as the matter has come to the school's attention, either from the student herself, her parents or another person, the parents and student will be contacted to come in for an interview with Management, the Principal, and/or the Social Worker. In such case as the learner has not informed her parents, the matter will be dealt with confidentially and parents or guardians will only be informed and involved after consultation with the learner involved.
3. Parents and guardians may not be absolved of their responsibilities regarding their pregnant child. Parents and guardians should therefore ensure that the school is timeously informed about the condition of their child, ensure that she attends a health clinic, and that reports are communicated to the school.
4. Each situation will be treated individually, and all parties will have an opportunity to state their concerns.



School:

1. The learner will be able to attend school until it is deemed by a doctor that it is physically, emotionally, or medically necessary to not be in school. A parent, therapist, or counsellor can also request removal from school if for the health of the learner and unborn child.
 2. The parent / guardian of the learner must demonstrate to the school that proper arrangements have been made for the care and the safety of the child.
 3. The learner must also be made aware that after childbirth, the rights of the new-born baby be protected.
 4. After a minimum of 6 weeks after the birth of the baby, the learner may return to school after necessary care has been received by the learner and baby. A medical report must be brought to the school to certify that the learner has been cleared to resume classes.
 5. To help protect the student from other learners, bullying, and/or physical harm, the school will notify the other learners in the school of the pregnancy. Any bullying or disrespectful behaviour by another learner at the school will be dealt with immediately. We cherish life and will cherish the pregnant learner and new child.
 6. The school will not discriminate against the learner; however, the pregnant learner should also understand that some members of the community might not readily accept and be supportive of their situation because of the value systems to which they subscribe.
 7. While away from school, the learner may continue her studies at home to keep up with her work. It is the responsibility of the parent / guardian to provide additional support for her studies personally or through tutoring (not provided or paid by the school). Communication with the learners' teacher is necessary for determining any new assignments and also for grading of expected work to be completed.
 8. Parents are still liable for school fees during their daughter's pregnancy and time away from school.
 9. The learner may still wear the school uniform outside the school environment.
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XIV. DRUG POLICY AND PROHIBITIONS

Refer also Search and Seizures Policy

Definitions and Descriptions:

Illegal Drug / Substance Abuse – Any substance that has a psychological or physiological effect (including alcohol); or any substance having such effect that is deemed illegal or possessed unlawfully.

Dealing – Includes performing any act in connection with the transshipment, importation / exportation, cultivation, collection, manufacture, supply, prescription, administration, sale, transmission of the drug.

Drug Policy:

The Government Notice No 1040, South African Schools Act (84/1996), declares all schools drug free zones. This means no substance abuse, possession of illegal drugs on school premises or being at school under the influence of alcohol or illegal drugs is allowed.

Substance abuse is prohibited, and severe action will be taken against perpetrators. However, those who admit to having problems with substance abuse, will be helped and therapy / counselling will be made available.

If a learner has in their possession any of the above mentioned at the school, on a school outing, or is identified as a Crosspoint Academy learner, that learner will face disciplinary action (including immediate expulsion).



Purpose and Scope:

The aim of this policy is to encourage all learners to abstain from using any drugs (other than those which are medically prescribed), including alcohol and tobacco. This document should be given to each learner and his / her parents / guardians are required to sign it as acknowledgement that they have read and understood it, and that they have agreed to abide by its policy.

School's Position on Drugs and Prohibitions:

The school does not tolerate:

- the use or possession of any illegal or prohibited substance;
- the possession of drug-related equipment such as cigarette papers, pipes, matches, lighters, bottle ends, foils or other;
- performance enhancing drugs;
- the inappropriate use of solvents, inhalants, aerosols and similar agents;
- the consumption of alcohol and the smoking of tobacco;
- Vaping, smoking, and any nicotine products or devices;
- Caffeinated beverages and products.
- Stimulants.

If any learner is involved in dealing or selling any of the aforementioned substances, action will be taken either through the police or a disciplinary hearing.

The school will respond to substance abuse with serious punishments, but also with a humanitarian view. Our approach will be one of prevention education. The school undertakes to educate (through guidance lessons, life skills) to inform (using outside speakers, exhibitions) and to guide and support (therapy, counselling, peer-counselling).

Procedure:

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

- The learner will be required to have a drug test administered.
- If a learner tests positive for a substance use, the learner will first be interviewed by management or the school therapist to determine the nature and extent of the learner's involvement with drugs (casual experimentation / habitual use / dependence / dealing, etc.) and determine the appropriate response.
- The learner's parents will be informed of the alleged involvement and will be required to attend a meeting at the school with the Principal and Management.

On the basis of the meeting, the school will take the necessary action:

- Inform the parents of a pending disciplinary hearing.
- Disciplinary action against the learner may follow if, in the opinion of the hearing, this is warranted by the nature of the learner's involvement with drugs. The results of such disciplinary action may include the provision of support, including therapy / counselling, to a range of punishments which may include recommendation for expulsion.



Please Note:

- Drug testing and searches will be done when substance abuse or the possession of illegal substances is suspected. Searches may also be done through the use of drug-sniffing dogs.
- In the case of illegal substances, the matter will be reported to the South African Police Service.
- Dealing in drugs or involving others in their use will normally result in a recommendation that the pupil be expelled from the school.

Prescription Drugs / Medication:

Students are not to have in their possession medicine of any sort without written note of permission from the family doctor, countersigned by the pupil's parent(s). Such medicines are to be brought to the school office immediately upon arrival at school and will be dispensed to the pupil from there. The note should include clear instructions regarding the dispensing of such medicines.

Addiction, Treatment and Help:

The school understands that addiction is a medical problem. Any learner who asks for or is identified as needing assistance in coping with drug use, will be expected to attend appropriate therapy / counselling.

This will be done in consultation with the parent(s) / guardian(s) and any cost incurred shall be paid by the learner's parent(s) / guardian(s).

Learners who experience problems with substance abuse or related matters, learners who need help and ask for it, will be treated in confidence and will not be discriminated against in any way. Learners who have voluntarily gone to rehabilitation or attended drug education programmes will be allowed to return to school with certain conditions. Part of being helped in therapy / counselling will include signing an agreement / contract and agreeing to random testing.

The drug policy is for the benefit of all parties concerned. The aim of the policy is to assist, educate and guide learners, and to help those who want to be helped or who need help. The school will assist in the rehabilitation efforts of learners.

XV. SEARCH AND SEIZURES POLICY

Definitions and Descriptions:

Illegal Activity – The wilful possession of an illegal drug, dangerous object or stolen item or any other activity that is prohibited by law.

Dangerous Object – Any explosive material or device; any firearm or gas weapon; matches/lighter; firecracker; any article, object or instrument that may be employed to cause bodily harm to a person or damage to property, or to render a person temporarily paralysed or unconscious.

Prohibition:

No person may:

1. Allow any dangerous object to be brought onto school premises or to a school activity.
2. Carry any dangerous object in school premises or at premises at which a school activity is carried out.



3. Store any dangerous objects in school premises or premises at which a school activity is carried out.
4. Possess illegal drugs.
5. Possess any stolen item on school premises or at a school activity.
6. Engage in an illegal activity.
7. Vape, smoke, or use any nicotine products or devices.
8. Consume any caffeinated beverages and products.
9. Have or use stimulants.

Search and Seizure:

The Principal (or member of approved management team) at random and without a warrant, may search any learner or group of learners, or the property of a learner or group of learners, for any dangerous object, stolen item or illegal drug if there is a reasonable suspicion that:

1. A prohibited good may be found on school premises or during a school activity.
2. One or more learners on school premises or engaged in a school activity are in possession of a prohibited good.

The Principal may without a warrant seize any prohibited good found on school premises or during a school activity, or found on any person who is on school premises or engaged in a school activity. A learner's person and/or personal effects (for example book bag, blazer, sports bag etc.) may be searched whenever the Principal has a reasonable suspicion to believe that the learner is in possession of a prohibited good or when random searches are executed under direction of the School.

All searches will be conducted in a manner that is reasonable and proportional to the suspected illegal activity. Where a search entails a body search of a learner, such search may only be conducted by a person of the same gender delegated by the Principal. A body search includes a visual search and a "pat down" body search. Any body search will be conducted in a private area and not in view of another learner.

Any seizure of a prohibited good will be recorded in writing and the prohibited good will be handed over to the South African Police Service, save that where a stolen item is recovered and no criminal charge against the learner in whose possession the stolen good was found is contemplated, the stolen item may be returned to its owner.

A learner may be expelled or subjected to disciplinary proceedings if a prohibited good is found in his or her possession.

Surprise inspections, searches, and seizures can occur. Thus includes the use of drug-sniffing dogs.

XVI. HEALTH AND SAFETY POLICY

General:

It is the policy of Crosspoint Academy, so far as is reasonably practicable, to:

1. Establish and maintain a safe and healthy environment throughout the school;
2. Establish and maintain safe working procedures among staff and learners;
3. Make arrangements for ensuring safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances;
4. Ensure the provision of sufficient information, instruction and supervision to enable all stakeholders to avoid hazards and contribute positively to their own health and safety.



5. Maintain all areas under the control of school in a condition that is safe and without risk to health and to provide and maintain means of access to and egress from that place of work that are safe and without risk;
6. Formulate effective procedures for use in case of fire and for evacuating the premises; lay down procedures to be followed in case of accident.

Responsibilities of the Principal and Management Team:

The Principal and Management Team is responsible for implementing this policy. In particular they will:

1. Monitor the effectiveness of the safety policy and the safe working practices described within it and shall revise and amend it, as necessary, on a regular basis;
2. Prepare an emergency evacuation procedure and arrange for periodic practice evacuation drills
3. (normally at least once a term) to take place and for the results of these to be recorded;
4. Make arrangements to draw the attention of all stakeholders to safety policies and procedures and of any relevant safety guidelines and information issued by the local authority;
5. Make arrangements for the implementation of the local authority's accident reporting procedure and draw this to the attention of all staff at the school as necessary;
6. Ensure that regular safety inspections are undertaken;
7. Arrange for the withdrawal, repair or replacement of any item of furniture, fitting or equipment identified as being unsafe by the Health and Safety officer;
8. Monitor, within the limits of their expertise, the activities of contractors, hirers and other organisations present on site, as far as is reasonably practicable;
9. Identify any member of staff having direct responsibility for particular safety matters.

Responsibilities of the Teachers and Staff:

All the teachers and staff are responsible for the health and safety arrangements in relation to teachers / staff and learners and volunteer helpers under their supervision. In particular, they will monitor their own work activities and take all reasonable steps to:

1. Exercise effective supervision over all those for whom they are responsible, including learners;
2. Be aware of and implement safe working practices and to set a good example personally
3. Identify actual and potential hazards and introduce procedures to minimise the possibility of mishap;
4. Ensure that any equipment or tools used are appropriate to that use and meet accepted safety standards;
5. Provide written job instructions, warning notices and signs as appropriate;
6. Provide appropriate protective clothing and safety equipment as necessary and ensure use as required;
7. Minimise the occasions when an individual is required to work in isolation, particularly in a hazardous situation or on a hazardous process;
8. Evaluate promptly and, where appropriate, take action on criticism of health and safety arrangements;
9. Provide the opportunity for discussion of health and safety arrangements;
10. Investigate any accident (or incident where personal injury could have arisen) and take appropriate corrective action;
11. Provide for adequate instruction, information and training in safe working methods and recommend suitable "off the job" training.



Responsibilities of Learners:

All learners are expected, within their expertise and ability, to:

1. Exercise personal responsibility for the safety of themselves and their fellow learners;
2. Observe standards of dress consistent with safety and/or hygiene (this would preclude unsuitable footwear, knives and other items considered dangerous);
3. Observe all the safety rules of the training facility and in particular the instructions of the staff in the event of an emergency;
4. Use and not wilfully misuse, neglect or interfere with things provided safety purposes.

Visitors:

It is a requirement that all visitors / parents / guardians report directly to the school office and sign in. Any visitor / parent / guardian will be turned away should he/she report directly to any classroom.

Regular visitors and other users of the premises (e.g. contractors and delivery men) are expected, as far as reasonably possible, to observe the safety rules of the School.

XVII. FOOD POLICY

Crosspoint Academy does not have a food scheme where we are able to provide your child(ren) with free food. It is thus, your responsibility as a parent / guardian to provide the necessary meals while at school—both adequate quantity, and healthy. We have two breaks scheduled for full days, and one break on half-days.

The school does have a “Crosspoint Café” that offers paid healthy meals (breakfast, lunch, and takeaway).

The school adheres to the following guidelines set forth by the Western Cape Education Department as to the proper healthy food types for each meal that should be provided and instilled in children.

Additionally, school policy is that children shall not bring sweeties, chips, nik naks, or cakes in their school lunches.

Learner Lunch Recommendations:

Per the Western Cape Education Department’s Healthy Eating Guide, the following is recommended for your child’s lunches:

- Consider including traditional meal options such as samp and beans or curry and rice.
- Use lean meat trimmed of fat and skinless chicken.
- Avoid polonies and other processed sandwich meat options.
- Always use brown, whole-wheat and seed breads or rolls rather than white in bread based options.
- Include fresh vegetables, salad, and fruits in every meal.
- Use as little oil as possible when cooking meat, chicken, fish or vegetables.
- Add legumes such as lentils, dried beans and chickpeas to soups and meat dishes to enhance protein and increase fibre content.
- Where ever possible oven-bake rather than fry, and steam rather than boil.
- Include just one fat-based spread per meal or sandwich – and choose spreads with higher unsaturated fat content such as peanut butter, avocado pear, hummus, or reduced fat mayonnaise. A peanut butter sandwich does not require margarine or butter.



- If you buy products such as ready-made burger patties or chicken nuggets, choose those are low in saturated fat, low in salt and contain little to no additives. Bake rather than fry.
- Limit the use of ready-made sauces, marinades and condiments. Both salt and additives are issues here and these products should be chosen with care to select lower salt options and products without preservatives and additives (such as colourants). This is difficult and hence it is better to make one's own. Avoid seasoned rice, noodle mixes and creamy pasta, soup and sauce products.

Learner Lunch and Snack Recommendations:

Per the WCED's Healthy Eating Guide, the following is recommended for your child's lunch and snacks:

- Make seasonal fresh fruits available every day. You must pack in their lunch and snacks: whole fruits such as bananas, oranges, apples, pears, plums, peaches etc. or fruit wedges such as pineapple, mangoes, watermelon, sweet melons.
- Blend ripened, leftover fruits with 100% fruit juice and freeze as ice lollies.
- Make bulk air or machine popped popcorn and package into small bags.
- Make bulk trail mix – a blend of unsalted nuts, seeds and dried fruits, and package into small bags.
- Make your own dried fruit mix – where possible purchase dried fruit that is free of preservatives such as raisins, prunes and sulphur-dioxide free mango.
- Vegetable sticks with a dip such as carrots, cucumber and celery with hummus, mashed avocado pear or low fat cottage cheese.
- Boiled Eggs.
- Cheese and biscuit snack – use whole-grain crackers and reduced fat cheese, serve with a few cherry tomatoes or carrot and cucumber sticks.
- Toasted pita triangles and dip – use wholewheat pita breads cut into wedges and oven baked. Serve with dips such as hummus, mashed avocado pear or low fat cottage cheese.
- Bran and fruit/vegetable muffins – use recipes that are low in oil and substitute whole-wheat flour for cake flour. Apples, bananas, carrots and butternut make great ingredients in muffins. Make muffins about the size of a door-knob.
- Homemade Roasted Chickpeas – Chickpeas provide carbohydrate, protein, fibre, vitamins and minerals. Soak dried chickpeas overnight, drain and pat dry. Spread on a baking tray and roast for about 45 minute until crisp. A low salt flavouring such as low salt soya sauce or rub that contains no added preservatives of artificial flavourings can be sprinkled over the chickpeas before baking. Package into small bags.
- Mealies or Corn on the Cob.
- Unsweetened yoghurt.

Learner Drink Recommendations:

Per the WCED's Healthy Eating Guide, the following is recommended for your child's drinks:

- Plain, clean water tops the charts as the natural, healthy-giving thirst-quencher that children should be encouraged to drink throughout the day. Children can bring their own sports or water bottles for filling or use cups that can be re-used and set up a bring-back system that engages children in the important activity of reducing waste. Proper sanitising of the cups is important. Avoid bottled waters as this greatly increases unnecessary waste. Add flavour by adding freshly cut fruit to water containers, such as lemon- or orange slices or apple wedges. Or use sparkling or soda water for variation.



- Provide 100% pure, pressed or blended fruit and vegetable juices that contain no added sugar, or other sweeteners, preservatives, herbs, caffeine, guarana, artificial colourants. Make sure the servings are around 125ml, and ideally diluted with water to a volume of around 250ml.
- Plain milk or maas – ideally low fat, fat free or skim options.
- Low fat plain soy milk – choose brands that are calcium-enriched.
- Make your own homemade iced tea using Rooibos tea and 100% fruit juice.
- Make your own smoothies using ripened leftover fruit, low fat milk and plain low-fat yoghurt.
- Low fat yoghurt drinks or milkshakes– choose brands that are low in sugar.
- Avoid caffeinated or stimulant drinks or products.

XVIII. PARENTAL INVOLVEMENT

Crosspoint Academy exists to provide a quality Education based on the aforementioned Service Summary, as well as a Biblical Approach to Discipline (following). It is a principle of Crosspoint Academy that parents have the primary responsibility for educating and training their children; and that the parents and the School work in unison to help shape the Hearts and Minds of the learner.

To facilitate parental involvement in the child's academic and spiritual growth, parents will be required to participate in Parent Teacher Conferences and Parent Training Sessions and in a variety of classroom activities. The school will provide seminars and other functions as necessary, and will inform the parent / guardian in advance for participation. These will provide equipping opportunities, and also promote good understanding between parents / guardians and the teachers / staff of the school. Every parent is highly encouraged to participate in these informative and helpful programs—if necessary, based on the performance and behaviour of the learner, the parent may be required to attend as deemed necessary by the Principal, Manager, Therapist, and/or Social Worker.

Additional parent involvement is made voluntarily available through the school's Parent Teacher Association.

Furthermore, the school does not tolerate the beating/hitting of a child in any means (belt, cord, stick, strap, hand, etc.). It is both not Biblical, nor is it legal in this country to do so. This is considered child abuse and the school has the authority to report abuse to the police or Department of Social development. The school also is required to report any other kinds of abuse, including those of a sexual nature.

XIX. GOVERNANCE AND PARENT TEACHER ASSOCIATION (PTA)

Governance:

Crosspoint Academy, as an independent school, is established with a specific vision and mission, and is registered as a legal entity. It operates under an NPO, called The Crosspoint Foundation (NPO 194-108), and operates in line with its legal registration. Per the Department of Basic Education, Rights and Responsibilities of Independent Schools, independent schools need not follow the governance regulations designed for public schools. They do not need learner representatives or a majority of current parents on their governing body.

However, Crosspoint Academy has set up a Parent Teacher Association (PTA) for the benefit of the parents, learners, and school itself. It is vital that the school can incorporate parents into the school, who can be a voice for themselves, their child(ren), and the community.



Parent Teacher Association (PTA):

Crosspoint Academy has established a PTA through a constitutional agreement (separate from this document). For those parents interested, they can attend a PTA meeting where they can sign up for membership and elected office.

PTA meetings will be held at least once a Term, including the first month of the school year and last month of the school year. During the first meeting of the year, officials will be nominated / elected.

Further information can be found in the separate PTA Constitution.

The main objectives of the PTA are to:

to be a representative to the school of Crosspoint Academy – Strand (hereby referred to as the school) as a Parent Teacher Association—being a unified voice for a qualified majority (67%) of the parents / guardians of the school (of current registered children in the school); including parents / guardians who are employed with the school.

The secondary objectives of the PTA are to:

1. Help in Fund-Raising for the school to:
 - a. Acquire equipment and materials.
 - b. Make improvements, repairs, renovations, or additions to the school buildings.
 - c. Support the growth of the school.
 - d. Create opportunities for additional education and care for the learners.
 - e. Provide resources for health awareness and wellbeing.
 - f. Supplement school fees.
 - g. Provide funding for the food scheme.
 2. Assist in school activities (such as sports, field days, and after-school care).
 3. Volunteer at the school where and when available.
 4. Provide input and guidance with school policy changes.
-

XX. CROSSPOINT ACADEMY PLEDGE

Crosspoint Academy has a pledge recited with the students in assembly that shows them who they can be and how we see them as a learner in the school. It is important to us that we instil these characteristics in the learner.

We are Valuable Children of our Father in Heaven.

- **We are Compassionate and Caring with a Heart of God.**
- **We are Energetic and Proactive each and every day.**
- **We are Accountable for our own Actions.**
- **We are Honest and Truthful, even when it's hard.**
- **We are Humble in Accepting all People as they Are.**

We are: A Crosspoint Academy family.



XXI. BIBLICAL APPROACH TO DISCIPLINE

As a school with many adults and children, we understand that we all have been disciplined in various ways. Because of this, we want to make clear how the school handles discipline in a Biblical way. We want to demonstrate to these children how God our Father raises us as His children. The following study and explanation is a Biblical understanding the school holds true in their approach to discipline.

Raising Children as the Lord Raises Us:

One of the approaches the school has adopted regarding discipline is called: [Positive Behaviour Intervention and Support](#). In brief, what this entails is encouraging good behaviour through a focus on rewarding positive behaviour; in lieu of a punishment system of bad behaviour—in a sense, focusing attention on the positive, not the negative. Oftentimes, the reason a child acts out is just for attention. If they are punished (being hit or spanked or demeaned) for what they have done, in the child's eye, they have been rewarded with what they seek: attention. This often leads to worse behaviour as one type of disobedience for attention gets normalized, and they thus seek out other means of bad behaviour for attention. However, that same "attention reward" the child seeks can be achieved through the positive behaviours the child does or can be guided into doing.

This scientific and psychological approach mimics how God our Father guides and treats us (all people) as children. This is not the approach of: "spare the rod, spoil the child"—likened to this biblical passage:

Proverbs 13:24

He who spares his rod, hates his son; but he who loves him, disciplines him promptly.

This verse has often been translated to mean a "spanking"—whether by hand, a belt, a wooden spoon, hair brush, slipper, or by a cane / stick / paddle. But this is NOT how God our Father disciplines us—He does not have a punishing hand of discipline upon us!

From the Proverbs 13:24 verse, the rod being discussed is a shepherd's staff. It is used to gently reach out and guide or direct a sheep that may be stepping away from the group as they travel—as [this video shows](https://goo.gl/4J9iHu) (<https://goo.gl/4J9iHu>). It is not used to hit or hurt the sheep, but just as a gentle boundary to keep the sheep with the group and where the shepherd is trying to lead them—often to "greener pastures" ([Psalms 23:1-2](#)). Exactly as the Lord does.

Further, David refers to the rod ([H7626](#) - same Hebrew word as in Proverbs 13:24) as one that comforts him.

Psalms 23:4c

thy rod and thy staff they comfort me

How does a physical beating (if being believed that it is a beating) bring comfort to a person—especially a child!

Secondly, the word "promptly" means early—early in the child's life. But it also means diligently; for a parent must be diligent, having or showing care and conscientiousness. It is important to make sure we guide and direct children early in life. In doing so, it just saves us and them from having to correct behaviours later in life (including the removal of mis-taught / mis-learned strongholds) that may get rooted, making it more difficult to remove or correct.

But even if a parent does pass down to their children unintentional (or intentional) iniquities, God's Grace is there for them as well. We know He never holds our faults or the faults of our parents against us. [He watches over and takes care of those handed-down iniquities of the children and of the parents](#) (<https://goo.gl/VtJxLr>).



Unfortunately, a person can hold true for themselves the way the Lord had to deal with His chosen people in the Old Testament through strife, sickness, and death. But we do not live in the Old Testament—nor were we ever under the Law! None of us are under the Law. The Law was given to a specific group of people's during a specific season (time-frame) that has since ended and never applied to us. His Grace has remained in existence from the beginning, even to those outside the Law during the time of the Law.

God is Agape Love and Grace. And what Jesus demonstrated while on this earth is the true Nature and Heart of the Father: a healer, a forgiver, and one who does not judge us. Everything Jesus did is what He saw His Father do; and none of it was putting sickness on anyone, stoning or physically punishing anyone, killing anyone, or judging anyone. This is His True self and how He treats us. These are the guidelines that the Lord follows with us.

God our Father cannot punish us, because His Wrath was poured out on Jesus Christ and all the [sins of our flesh](https://goo.gl/GgC3bT) (<https://goo.gl/GgC3bT>) were forgiven. Since we exist in perpetual forgiveness of our sins, how is He justified in punishing us...for He cannot break His Word and Covenant through Christ Jesus with us. He is no respecter of persons ([Acts 10:34](#), [Romans 2:11](#), [Ephesians 6:9](#))—in that He cannot treat anyone differently than anyone else. All are Righteous in Christ and therefore He cannot treat us differently. The only way He can treat us and does treat us is in His Agape Love and Grace.

Thus, the only way the Lord discipline us is through His Word. This is the ONLY way.

2 Timothy 3:16-17

All Scripture is given by inspiration of God, and is profitable for teaching and instruction, for proof, for restoration and correction, with regard to training by righteousness, that the man of God may be complete, thoroughly equipped for every good work.

Colossians 3:14-16

And above all these things put on [Agape Love], which is the bond of perfectness. And let [God's peace towards you] rule in your hearts, to the which also ye are called in one body; and be ye thankful. Let the Word of Christ dwell in you richly in all wisdom; [letting it] teach and admonish yourself with psalms and hymns and spiritual songs; singing with Grace in your hearts to the Lord.

Ephesians 5:18-20

...but be filled with the Spirit; Speaking to yourselves in psalms and hymns and spiritual songs, singing and making melody in your heart to the Lord; Giving thanks always for all things unto God and the Father in the name of our Lord Jesus Christ.

Ephesians 6:9

And, ye masters, do the same things unto them, forbearing threatening: knowing that your Master also is [forbearing threatening] in heaven; neither is there respect of persons with him.

On a side note for what is translated in Hebrews 12:1-12 regarding the Lord "chastening" us as children; the words chastening used in those passages are the Greek words: *paideia*, *paideutēs*, and *paideuō*. These words are defined as training & educating (cultivating the mind), instructing, teaching, and to train & correct with words. In the context of God's Agape Love and demonstrations of what Jesus did to others, "chastening" has nothing to do with physical punishment or scourging.

Hebrews 12:1-11

Wherefore seeing we also are compassed about with so great a cloud of witnesses, let us lay aside every weight, and the sin which doth so easily beset us, and let us run with patience the race that is set before



us, looking unto Jesus the author and finisher of our faith; who for the joy that was set before him endured the cross, despising the shame, and is set down at the right hand of the throne of God. For consider him that endured such contradiction of sinners against himself, lest ye be wearied and faint in your minds. Ye have not yet resisted unto blood, striving against sin. And ye have forgotten the exhortation which speaks unto you as unto children, My son, despise not thou the ~~chastening~~ TEACHING of the Lord, nor faint when thou art ~~rebuked~~ GENTLY CORRECTED of him: For whom the Lord loves he ~~chastens~~ TEACHES, and ~~scourges~~ [even as a father the son in whom he delights] ([Proverbs 3:12](#)). If ye endure ~~chastening~~ TRAINING / EDUCATION, God deals with you as with sons; for what son is he whom the father ~~chastens~~ TEACHES not? But if ye be without ~~chastisement~~ TEACHING, whereof all are partakers, then are ye bastards, and not sons. Furthermore, we have had fathers of our flesh which ~~corrected~~ TAUGHT / INSTRUCTED us, and we gave them reverence: shall we not much rather be in subjection unto the Father of spirits, and live? For they verily for a few days ~~chastened~~ TAUGHT us after their own pleasure; but he for our profit, that we might be partakers of his holiness. Now no ~~chastening~~ TEACHING for the present seems to be joyous, but grievous: nevertheless, afterward it yields the peaceable fruit of righteousness unto them which are exercised thereby.

He does not hurt us! He teaches and instructs us through His goodness and kindness, not wrath. There is no fear in, of, from, and to the Lord.

Romans 2:4

...[do you not know] that the goodness and kindness of God leads [a person] to repentance?

1 Corinthians 2:12-13

Now we have received, not the spirit of the world, but the spirit which is of God; that we might know the things that are freely given to us of God. Which things also we speak, not in the words which man's wisdom teaches, but which the Holy Ghost teaches; comparing spiritual (worldly) with spiritual (Godly).

Thus, we are left with God leading us, training us, and educating us in and by His Word and the Holy Ghost in Goodness and Kindness. This is the most powerful tool He has for us, because the Word and the Holy Ghost delve into every aspect of our life physically & spiritually:

Hebrews 4:12

For the Word of God is quick, and powerful, and sharper than any two-edged sword, piercing even to the dividing asunder of soul and spirit, and of the joints and marrow, and is a discernor of the thoughts and [will] of the heart.

Because of what Jesus Christ accomplished for us, we have His ability to change our heart and change our life. We can achieve all He made us to be as New Creations in Him. But we can only achieve this when we don't have a fear of God's wrath, but live knowing He is Love and He is not angry with us. If we fear God (not talking about respecting Him, but a terror / fear of Him), we refrain from coming close to Him and creating a true, trusting, and open relationship with Him. He has adopted us as His children, never forsaking us into abandonment again!

Romans 5:1

Therefore, being justified by faith, we have peace with God through our Lord Jesus Christ.

Romans 8:15

For ye have not received the spirit of bondage again to fear; but we have received the Spirit of adoption, whereby we cry, Abba, Father.



This is the same kind of adoption parents and individuals must have with their own children, and any children in their lives. How someone treats a child, affects them (positive or negative) for the rest of their lives. This happens to everyone on this earth.

When someone physically or verbally punishes a child, it creates misunderstanding in the child's soul; and inevitably, fear. This fear, though it may temporarily disrupt a behavioural pattern, creates a sense of abandonment, not closeness associated with God's adoption. And moreover, fear never is an absolute deterrent.

We can plainly see this in the world today: neither jail time, death sentences, warning labels on alcohol / cigarette packages, or pictures of rotted teeth at the dentist has nullified all the behavioural problems associated with crime, abuse, addiction, and poor hygiene (self-care). We must never use fear, as this only provokes them towards wrath (their anger towards others or back to the source). It creates division, not unity.

Ephesians 6:4

And, you fathers (parents), provoke not your children to wrath: but bring them up in the training and exhortation of the Lord.

We must always use Love. And if there has been fear created, we eliminate that fear through Love, through His Spirit in us (God's Agape Love):

1 John 4:18

There is no fear in Love; but perfect Love casts out fear: because fear hath torment. He that fears is not made perfect in Love.

This is the approach the school takes as a "parent" over the children here. And this often takes much Spiritual Patience—just as the Lord does with all humanity. This is the correlation between a person as a parent, and Him as a Parent.

When we see the children at school behaving inappropriately, or carelessly, we can foresee the consequences to their actions because we have either experienced ourselves personally, or just have more knowledge and experience in understanding than they have. And this is the revelation of Him as a Parent: because ourselves, as a child of God our Father, He knows more than us for us and our situation. Yet, we must remember that even though we mess up or don't hear Him clearly as a person or parent, He never is angry with us, nor is out to punish us. We are like a child who does not always understand the how's or why's of life; but our Father does! And it is not our duty to know all the why's or how's; our duty is to believe Him and just do what He asks. Obedience.

And the only way we are willing to be obedient is if we trust Him. And the only way we can trust Him is knowing He is not angry with us. This is His True Agape Love for us: for God IS Love ([1 John 4:16](#)).

Fear also leads a child into self-condemnation. It creates an expectancy towards perfection; that when not achieved (to avoid punishment), the child then develops self-doubt, shame, and a sense of failure. They then condemn themselves as being not good enough. Yet, we need to establish a trust through Love that brings the child close, even when they make a mistake. That they feel they can approach us without feeling they are going to get punished. This is the same approach the Lord takes.

1 John 3:21

When we are confident towards God, we won't condemn ourselves in our heart.

If we fear Him, how can we be confident towards Him. And if we can't be confident that He is NOT going to punish us, we fear Him and believe we are not good enough for Him. We then condemn ourselves in our heart.



Likewise, if we fear Him, why would we obey Him? If you child, or any child fears you, why would they want to obey you as a parent? When we eliminate fear and establish trust, then all that is needed are words of guidance and insight to steer and guide the child.

The Lord gently stretches out His guiding hand to gently keep us (as His sheep) in the correct direction. And we, as sheep, also hear and understand our shepherd's voice to know where we need to be and the safe direction He is leading us. Now THAT is the gentle and kind Father we need to come to know! And this is the kind and gentle parent we need to be—at home, at school, and anywhere!

God Bless (as He always does), **Chris Badenhorst** (<http://cbadenhorst.blogspot.co.za>)

XXII. MENTAL AND EMOTIONAL SUPPORT / HOLISTIC DEVELOPMENT THERAPY

Crosspoint Academy believes that guiding the hearts and minds of the child also includes the mental and emotional wellbeing of a child. Whether it is through nature or nurture, many individuals (children and adults) can struggle with depression, anxiety, suicidal thoughts, and/or learning differences. At times, we become cognisant of a child who may be showing signs, symptoms, or has told us of any of these. When this happens, we caringly address the matter. When the matter warrants it per our discretion, we will refer the child to our in-school therapist. The therapist will assist the child in a private one-on-one manner. Furthermore, conversations will be had with the parent/guardian, as well as the Principal and/or school management.

Additionally, it may be advised, in the best interests of the child's wellbeing and development, for the child to be referred to an out-of-school Education Psychologist for further evaluation/testing; which may entail that the child's ears and eyes tested at the clinic. The school will notify the parent/guardian if these are required.

During this time, it may be deemed necessary to remove your child from the classroom/school for the wellbeing of your child or the classroom/school environment. During this "evaluation period" in and/or out of class, you can still be liable for school fees (discussed on a case-by-case basis).

Furthermore, to help promote the best learning experience and future for your child, it may be concluded that your child should go to a school better able to care for your child's needs or learning difference. When this occurs, management will help facilitate contacting other appropriately-suited schools for your child (whether Private or Government) for possible/available placement.

From a Biblical viewpoint, we understand that we are Created by the Lord. He designed us as a Tabernacle made up of a Body, Mind, Soul, Heart, and Spirit. Each of these connected parts uniquely interact with the world we live in. Sometimes one of those parts can be hurt through the actions of ourselves, others, our upbringing, and genetics. The Lord's desire is that each and every part be in health ([3 John 2](#), [1 Peter 2:24](#))—He not only wants us to be healthy physically, but also mentally (mind), and emotionally (soul). Sickness and disease are never from the Lord—and thus He provided healing through Christ Jesus and also with doctors, psychologists, psychiatrists, medication, counsellors, therapists, exercise, prayer / relationship with the Lord, and more.

<http://cbadenhorst.blogspot.com/2019/05/tabernacle-spirit-soul-body-mind-heart.html>



XXIII. BULLYING POLICY

Crosspoint Academy will not tolerate bullying or like behaviour. The school should be a safe and protective setting where students are encouraged to learn and meet their academic goals. As such, bullying interferes with both a student's ability to learn and a school's ability to teach because of its disruptive nature. Positive behaviour including respecting others, setting an example, and discouraging bullying is expected of all administrators, faculty, staff, students, parents, and volunteers.

Bullying can be physical, verbal, emotional, sexual, and cyber (which includes email, cell phone, sms, WhatsApp, Facebook, YouTube, any online page / platform / portal / app, and etc.). Any gesture that is expressed through written language, art, verbally, and/or physically that degrades or promotes violence to a person or group is considered bullying. This includes, but is not limited to a person's race, religion, colour, gender, sexual orientation, disability, national origin, or any other physical or unique characteristic. This behaviour will be considered bullying whether it takes place on or off school property, at any school function, or in a school or transport vehicle.

Bullying causes pain and stress to victims and is never justified or excusable as "kids being kids", "just teasing", "they asked for it", or any other excuse. The victim is never responsible for being a target of bullying.

Any learner and/or parent/guardian who chooses to participate in bullying will be met with a swift and severe consequence. However, each case will be examined on a case-by-case basis and could vary based on several factors including age, nature of the problem, past history, etc. The discipline plan should include strategies to correct the behaviour, to prevent it from happening again, and to protect the bullying victim from further harm.

Dealing with a Bully:

1. Verbal/Emotional Bullying

There are three steps that any student who is being verbally bullied should do in the following order:

- **STOP:** Take a deep breath. Look the bully directly in the eye.
- **TALK:** Say the bullies namefollowed by "I am not a..... (insert whatever name they called you). Do this loudly where everyone in the room will hear you.
- **WALK:** Turn around and walk away from the situation; find the nearest adult to report the incident to.

2. Physical Bullying

If you feel like you are about to be physically bullied by another student, immediately report it to an adult. Walk away from the situation as quickly as possible. Avoid being confrontational. If possible, find a friend nearby because bullies often will not take on more than one student at a time.

3. Cyber Bullying

Keep a copy of any text, email, etc. in which you feel like you are being bullied. Do not delete it. Show it to an adult as soon as possible.

Observation of Bullying:

Any learner and/or parent/guardian who observes another student being bullied should immediately take action to stop that person from being bullied. Those actions (if safe to do so) may include:

- Telling the bully to leave the other person alone.
- Take the bullying victim by the hand and lead them away.
- Report it immediately to an adult or authority.

Any learner and/or parent/guardian who observes a bullying incident and fails to intervene in at least one of the three manners listed above are subject to disciplinary action. And any student who encourages bullying, including through the lack of reporting incidents or lack of taking appropriate, safe, actions.



Anti-Bullying Agreement:

We, the students of Crosspoint Academy agree to join together and stomp out bullying. We stand by our Bullying Policy and request you do as well. By signing this pledge, I/we agree to:

1. Value people's differences and treat others with respect.
 2. Not become involved in bullying incidents or be a bully.
 3. Be aware of all policies and support systems with regard to bullying—at this school and anywhere else.
 4. Acknowledge that whether I am being a bully or see someone being bullied, if I don't report or stop the bullying, I am guilty of supporting bullying.
 5. Be alert in places where there is less adult/authoritative supervision and bullying is more likely to occur.
 6. Support others who have been or are subject to bullying.
 7. Work with other learners, parents/guardians, teachers, and administrators to help the school deal with bullying effectively if it should occur.
 8. Be a good role model by upholding my pledge in supporting zero tolerance toward bullying.
-

XXIV. SCHOOL ACTIVITIES AND EXCURSIONS

For the purposes of these guidelines, school activities are classified into three categories:

1. **Category 1** – Standard Curricular and Co-curricular Activities:

- These are normal school activities prescribed in curricular documentation (planned curriculum), and/or are part and parcel of the normal school programme.
- All learners within a specific subject or group at which these activities are aimed must therefore be given an opportunity to participate in them.
- These activities include classroom and other activities which take place on school premises, typically within the normal school hours.
- Apart from classroom lessons, they may include assemblies, compulsory curriculum-based academic excursions not exceeding one school day in length, co-curricular activities, special functions, interschool matches and activities at a local level.

2. **Category 2** – Parallel, but Voluntary, Enrichment Activities:

- These can be a variety of parallel, but voluntary, activities aimed at enriching and/or extending the curriculum. These activities include, for example: attendance at a film show, a theatre production, a concert or choir, or visits to places of interest during which the knowledge gained by learners during lessons will be extended to matters beyond, though related to, the curriculum.
- The following procedures should apply to such activities:
 - Attendance at these activities is not compulsory, and learners who do not participate are not academically disadvantaged as a result of their absence.
 - The activities take place on or off the school premises, and after school hours.

3. **Category 3** – Tours, Camps and Excursions:

- These activities take place off the school premises and require participants to sleep over somewhere other than in their homes or, in the case of hostel boarders, away from the hostel.
- Participation in these activities may be compulsory, voluntary or by selection.

The school will present relevant details of the activity, including costs (where applicable for the destination / event / transport), to the parents, including any additional permission / waiver / indemnity forms.



Because excursions fall within the context of the definition of a school activity, the same standard of conduct that is required by the school's code of conduct, as well as the obligation to report learner or educator misconduct applies equally and throughout any tour, camp or excursion, in the same manner as it would in the school.

XXV. ENROLMENT / CONTINUING APPLICATION CONTRACT

You have read through and fully understand the separate Enrolment Application / Continuing Application contract signed between yourself and the school. This includes the section on FEES AND FEE STRUCTURE POLICY. And that all applicable areas/pages are initiated and signed.

Admin and Book fees must be paid prior to your child attending school per the contract. Additionally, the separate parent-bought-and-paid-for Stationary must be purchased before your child comes to school. The school will inform the parent where to buy the Stationary box. This Stationary box must then be brought to school with your child on his/her first day to school.

Fee payments are made in advance at the beginning of each and every month per the contract. Failure to pay fees can and will result in loss of place in the school with the Due Process in the contract followed by the school.

The school understands that situations may occur that restrict or limit a person's ability to pay school fees in full or in a timely manner. When this situation becomes known by the parent / guardian, they will immediately and pre-emptively reach out to the school to make an appointment with management to discuss the matter in full.

Monthly invoices will be emailed out to the email address on your Enrolment / Continuing Application contract. If you are not receiving the emailed monthly invoices, please check your spam folder, or confirm your email with the school.

If you feel there is an error on your invoice, please reach out to the school to discuss.

Please note that the school does not have a Bursary Programme, nor is the school a free/no-fee school.

END