



AoGC Child Protection, Safeguarding and Disciplinary Sanctioning Policy

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1. Policy Statement

The Academy of Global Curriculum (AoGC) aims to prepare students for global university admissions, and to achieve that, we are committed to safeguarding and promoting the welfare, safety, and dignity of every learner. In line with our vision “to develop learners of greatness and character,” and guided by the Cambridge Assessment International Education safeguarding standards, AoGC adopts a zero-tolerance stance on abuse, neglect, or exploitation of children.

2. Scope of the Policy

This policy applies to:

- All staff members,
- Volunteers and contractors
- Partner organisations and franchisees
- Students
- Parents
- Educators

3. Legal and Regulatory Framework

This policy is informed by:

- Children’s Act No. 38 of 2005 (South Africa)
- Cambridge International School Safeguarding Requirements
- South African Schools Act (SASA)
- Child Justice Act 75 of 2008
- Protection from Harassment Act 17 of 2011
- International Conventions on the Rights of the Child



4. Definitions

Child: Any person under the age of 18.

Child: Any person attending school for learning purposes at the Academy of Global Curriculum School

Abuse: Physical, emotional, sexual, or neglectful acts that harm a child.

Safeguarding: Protecting children from maltreatment and promoting their holistic wellbeing.

Guiding principle

At the Academy of Global Curriculum (AoGC), the primary aim of every learner is to achieve their individual academic apex through successful and meaningful learning. The school bears the responsibility of ensuring that this aim is safeguarded and that the conduct or learning needs of others do not impede any learner's right to learn.

Wherever a learner's needs or behaviour negatively interfere with the teaching and learning of others, AoGC shall intervene decisively, balancing the rights of the individual with the rights of the wider school community.

Interventions and sanctions

Where a learner's conduct or needs impede teaching, learning, or safety, the school will act through one of the following structured interventions:

Issuing and consent to disciplinary hearing sanctions

Issuing of sanctions

- a. Upon conclusion of a disciplinary hearing, the student and their parent(s)/legal guardian(s) shall be served with the written disciplinary hearing sanction within twenty-four (24) hours.
- b. The sanction shall outline the prescribed recommendations and/or consequences determined by the disciplinary committee or authorised officer.



Consent to sanction

- a. The student and their parent(s)/legal guardian(s) shall have a period of twenty-four (24) hours from the time of being served to provide consent by signing and committing to the recommendations contained in the sanction.
- b. Consent must be indicated through full and unconditional signing by both the student and the parent(s)/legal guardian(s).

Exception: dismissal

In instances where the sanction imposed is dismissal, no signatures or further documentation shall be required from either the student or the parent(s)/legal guardian(s). The decision of dismissal shall take effect immediately upon communication to the parent(s)/legal guardian(s).

A. Separate provision with adjusted arrangements

Following a disciplinary hearing, the school may determine that a learner requires separate academic and behavioural provision. This may include:

- Placement in a separate classroom with an adjusted timetable and break schedule.
- Specific supervision arrangements are designed to protect both the learner and others.
- Adjustment of school fees to reflect the additional resources required. The fees may be raised to three times the standard monthly school fee to sustain a fair operational balance.

This intervention will be considered where:

- ☐ The learner's needs fall outside the scope of ordinary provision, and
- ☐ There is clear evidence of aggressive, abusive, or disruptive behaviour that prevents teaching and learning from taking place, and



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- ☐ Parents have either declined alternative placement at a more appropriate school or insist that AoGC remain the school of choice.
 - ☐ A lack of remorse and a refusal to apologise during the disciplinary hearing shall be taken into account when imposing this sanction.

B. Structured Behavioural Support

Where the school identifies potential for improvement, structured support will be implemented after a disciplinary hearing. Conditions may include:

- Demonstrated remorse and an apology from the learner.
- Evidence that the misconduct is not chronic and a clear commitment to improve.
- Commitment to improvement from both the learner and parents.
- Agreement to attend externally facilitated, self-sponsored behavioural support sessions.
- Signing of a written warning, including the possibility of a final written warning.
- Evidence of interest and commitment to learning.

Should the learner fail to improve during the support period, the school reserves the right to implement an escalated sanction in accordance with policy, including immediate dismissal.

C. Immediate dismissal

AoGC reserves the right to deregister a learner immediately in cases where indiscipline is chronic or severe. Grounds for immediate dismissal include, but are not limited to:

- Absence of remorse or apology during the disciplinary hearing.
- Evidence that improvement is unlikely due to:
 - Parents being defensive, uncooperative, or ignoring official correspondence.
 - Refusal to acknowledge wrongdoing.



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- Failure to comprehend wrongdoing.
 - Behaviour characterised by abusiveness, bullying, resistance to authority, or disruption of learning.
 - Aggressive conduct or behaviour that results in damage to property, resources, or the safety of others.

Dismissal may be issued with or without notice. If notice is granted, any further act of misconduct during the notice period will result in immediate deregistration without further process.

E. Refusal to Sign and Commit to Sanctions

Obligation to Sign

Upon conclusion of a disciplinary hearing, the student and the parent(s)/legal guardian(s) shall be required to sign and commit to the prescribed and recommended sanction(s) within twenty-four (24) hours of being served with such sanction(s).

Failure or refusal to sign

- a. Failure or refusal to sign within the stipulated twenty-four (24) hours shall be deemed a refusal to accept and comply with the sanction(s).
- b. Such refusal shall be regarded as a refusal to reform or change behaviour, and shall constitute sufficient grounds to conclude that the student is not suited to remain in the school environment.
- c. In such circumstances, the school reserves the right to dismiss the student, with or without notice.

Conditions for re-admission

Readmission to the school following the disciplinary process is strictly conditional upon:

- i. The student signing the disciplinary hearing sanction(s); and



ii. The parent(s)/legal guardian(s) signing and committing to the recommendations prescribed and sanctioned by the Head of School, or by a duly authorised delegate acting on behalf of the Head of School.

Partial signing

- a. Partial signing, defined as the act of signing in respect of only some but not all recommendations or sanctions, shall be treated as a refusal to sign.
- b. Partial signing, whether by the student or the parent(s)/legal guardian(s), shall not constitute compliance and shall warrant dismissal of the student in accordance with this Clause.

Balancing rights and responsibilities

The Academy affirms that while it recognises the individual needs of every learner, the collective rights of all learners to learn in a safe and orderly environment take precedence. Any intervention or sanction shall therefore be guided by this principle, ensuring that all learners are protected and that their pursuit of academic excellence is not obstructed

5. Guiding Principles

Best Interests of the Child: The child's safety and welfare take precedence in all decisions.

Zero Tolerance: Any form of abuse or exploitation will be dealt with swiftly and lawfully.

Confidentiality: Child protection concerns will be handled discreetly, respecting privacy.

Empowerment: Children are educated about their rights, boundaries, and safe relationships.

Accountability: All staff are responsible for upholding this policy.



6. Roles and Responsibilities

6.1 The School Governing Body

- Ensures full compliance with this policy across all AoGC campuses.
- Reviews the policy annually and after any serious incident.

6.2 Designated Safeguarding Lead (DSL)

- A senior member of staff is trained to handle child protection concerns and this would be the Pastoral Care Manager - Jacqui Martin.
- Receives reports, leads investigations, liaises with social services, and keeps records.
- Coordinate training for all staff.

6.3 All Staff

- Must undergo safeguarding induction and annual refresher training.
- Must report any suspicion or disclosure of abuse immediately to the DSL.
- Must maintain professional boundaries and avoid situations that could be misinterpreted.
- Must produce evidence of a certified police clearance certificate not older than six months from the date of issue
- Must declare in the form of an affidavit signed before a commissioner of oaths to be free from being recorded in the sexual offenders' records or being convicted of any sexual offence
- In the case of educators, they must produce evidence of a valid SACE certificate and produce evidence of holding a recognised teaching qualification

6.4 Franchisees and Partner Schools

Are required to adopt this policy or a compliant equivalent.

Must appoint their DSLs and adhere to AoGC safeguarding standards.



7. Forms of Abuse

Staff are trained to identify and respond to:

Physical Abuse: Hitting, shaking, burning, or physical harm.

Sexual Abuse: Inappropriate touching, exploitation, exposure to pornography.

Emotional Abuse: Verbal abuse, humiliation, threats, and manipulation.

Neglect: Failing to provide basic physical, emotional, or educational needs.

Cyber Abuse: Online grooming, cyberbullying, sexting, digital exploitation.

8. Reporting Procedures

Disclosure or Suspicion:

Staff must:

- Stay calm and listen.
- Not a promise of secrecy.
- Record the facts accurately.
- Report within 24 hours to the DSL.

DSL Action:

- Review and document the concern.
- Refer to the Department of Social Development, SAPS, or Childline if necessary.
- Inform the Principal and relevant authorities.

Parental Involvement

- Parents will be informed unless doing so endangers the child.

9. Safer Recruitment Practices

AoGC applies the following:

- Police clearance and sexual offender register checks
- Verified references from previous employers



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- Interviews that include safeguarding questions
 - Probation periods with close monitoring

10. Behavioural Code of Conduct for Staff

- Avoid one-on-one situations with learners behind closed doors.
- Never engage in physical discipline.
- Do not develop personal relationships or communicate with learners via private social media.
- Treat all learners with dignity and respect regardless of background or behaviour.

11. Learner Awareness and Participation

AoGC integrates child protection into its Life Orientation and PSHE (Personal, Social, Health Education) curriculum by:

- Teaching children about personal safety and bodily autonomy.
- Equipping learners to identify abusive behaviour.
- Creating a culture of openness and trust.

12. Training and Monitoring

- All staff receive annual safeguarding training and updates.
- DSLs undergo external training from accredited providers.
- Termly audits of safeguarding practices and learner welfare logs are conducted.

13. Record Keeping

- Confidential records are maintained for all child protection concerns.
- Files are stored securely and separately from general learner records.

14. Policy Review



This policy will be reviewed annually or after any critical safeguarding incident, in consultation with or not in consultation with:

- The School Governing Body
- DSLs across all sites
- Relevant regulatory bodies

15. Contacts and Emergency Numbers

AoGC DSL: Jacqui Martin - 084 458 5124

Head: Tasungurwa Mhuruyengwe - 064 975 7086

Childline South Africa: 08000 55 555

Department of Social Development (WC): 0800 220 250

SAPS Child Protection Unit: 08600 10111

Approved by: Tasungurwa Mhuruyengwe

Head & Principal - Academy of Global Curriculum School