



GENERAL POLICIES

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ADMISSIONS POLICY

1. Introduction

1. The admission policy of **thrive** is consistent with the Constitution of the Republic of South Africa, the South African Schools' Act (Act No84 of 1996), the National Education Policy Act (Act No 27 of 1996), and applicable provincial law.
2. The Admissions Policy of this school is determined by the School Management Board.
3. The Principal and any teachers appointed and trained by the Principal as part of an admissions team are responsible for the assessment and administration of the admission of learners into **thrive**.

2. **thrive Durbanville** accepts children who are:

1. Capable of coping with academic curriculums and programs that meet the requirements of the South African core curriculum, but will benefit from a more flexible schooling system,
2. Able to achieve their personal best in a facilitated learning approach,
3. Supported as necessary by parents and external professionals towards their holistic wellbeing, in collaboration with the efforts of **thrive** educators.

3. Application Access

1. The School's application process is open throughout the school year, and is open up to one year in advance.
2. Registrations are on a first come first serve basis and in order of submission dates. However, siblings of current learners already attending the school will be given priority, and will be offered immediate registration should they fulfill the admission requirements and as space for placement allows.

4. Application Process

1. Once contact has been made with the school from an interested parent, the school administration team will respond to them with the School Prospectus, Table of Fees, and Application form.
2. On receipt of the Application Form, a meeting will be arranged for the family to meet with the School Principal, and view the School Facilities.
3. If the child fits the school's Admission Policy, especially regarding section 2., a 2 day trial will be arranged where the child attends the school for 2 days of observational and academic assessments.
4. If the observational and academic assessments reflect that the school is a good fit for the child and vice versa, the parents will be invoiced for the registration fee and first month's school fees.
5. On receipt of the registration fee, the child will be able to start attending and school fees will commence from the first day that a space is available to them.

5. Admission Requirements

1. A copy of the learner's birth certificate, or acceptable proof of date of birth.
2. A copy of their most recent school report. If they were homeschooled, either a transcript or observational write up of core concepts and skills mastered over the last year will be acceptable.

3. Application Form completed
4. Proof of payment of the registration fee

6. Admission Age

1. **thrive** initially offers schooling from Grade 1 to Grade 12. Therefore the School can only accept learners from as young as 6 years old turning 7.
(Depending on local demand, **thrive** may include a Grade R class in which case the School will accept learners from as young as 5 years old turning 6)

LANGUAGE POLICY

thrive is an English medium school and the language of learning and teaching is English. Various languages are offered as first additional languages, including Afrikaans, French and Spanish.

Learners will not be refused admission on grounds that English is not their official home language. Educators that are fluent in other languages used by the learners as a home language (such as Afrikaans or Xhosa) will be encouraged to engage with their learners in their home language whenever possible and appropriate to promote inclusivity and access to effective learning, despite curriculum content being offered in English.

USE OF SCHOOL PROPERTY, FACILITIES AND TECHNOLOGY POLICY

thrive Learners are guided to take ownership and responsibility of their school facilities and environment. Learners have certain freedoms in accessing and utilising their school environment, resources and facilities towards engaging in effective learning, and under the core learner principle of consideration.

Teachers and management staff are responsible to guide and train learners in appropriate access and usage of school property, facilities and resources, with the aim that learners develop self regulated and independent management of appropriate usage. As part of such independence and freedoms, learners are trained and expected to communicate and collaborate with their teachers on their access to and usage of school property and facilities (for example explaining to a teacher that they would like to try sitting in a different school space to read or study more effectively, and allowing the teacher to respond with feedback on whether it is a good strategy or not).

Should a learner misuse their freedom of movement and access to school property, facilities or resources where they are either not in fact learning effectively, or not working with consideration or care of the property, the teacher is responsible to intervene based on procedures in the **thrive** CODE OF CONDUCT.

LEARNER DEVICES USAGE AND SAFETY POLICY

Some **thrive** Learners will need to use laptop or tablet devices to access their school curriculum. **thrive** has a Bring Your Own Device (BYOD) Policy.

The usage of these devices within the school premises is under these conditions:

1. The learner's device must meet the system requirements of their curriculum software to ensure that they have proper access to their learning.
2. The learner must come to school with the appropriate charger for their device and headphones/earphones.
3. The learner's device must have proficient anti-virus software installed and running.
4. Devices used at school may not have any data stored that is inappropriate or prohibited by law for children to access. (Such as pornography or graphic violence)
5. Devices used at school are used at the discretion of the teachers and management staff and can be confiscated at any point and kept safely by the teacher for return to the learner or parent at the end of the school day.
6. Learners must respond promptly to a teacher's instruction to start up or shut down and pack away a device, open or exit a particular program or application, turn sound on or off, or turn wifi access on or off.
7. Learners' devices brought into the school are brought in with the agreement and understanding that their class teacher and school management staff are allowed to handle and access the device, change settings (such as wifi access, sound or screen settings) as necessary to ensure effective learning is possible, and access files and software that are related to the learner's schooling so that they can support the learner in their school work activities.
8. When it is necessary for **thrive** teachers to handle learner devices they are responsible to do so with care. **thrive** teachers cannot, however, be held responsible or liable for hardware or software damages.
9. No learner is permitted to access any website, application, game or software of any kind without consent from their teacher.
 - a. Anytime a learner accesses any software or information that is either inappropriate, or disruptive of their learning process, the teacher has the responsibility to remove the privilege of access the learner has, either by limiting what they have access to, or removing their access to the wifi, or confiscating the device.
 - b. Should the learner have exercised misconduct using their device (such as purposefully or repeatedly accessing disruptive content, knowingly exposing themselves and other learners to inappropriate or illegal content, or cheating in their learning process), their teacher will be responsible to intervene according to the **thrive** CODE OF CONDUCT.

PHOTOGRAPHIC AND VIDEO IMAGES OF LEARNERS POLICY

thrive acts in accordance with the Children's Act of 2005 as amended that places the welfare of children as a crucial individual and corporate responsibility, and supports "the best interests of a child... in every matter concerning the child." The same approach applies to all video content and imagery.

thrive photography and videography respects the dignity and self-worth of the child; is not exploitative or manipulative as far as the subject is concerned; does not mislead the viewer as to the actual situation of the subject of the image; does not distort reality; does not disclose personal information about the child or family unless consent is explicitly granted (e.g. Learner name, age, activity being conducted in the image).

thrive seeks permission from parent(s) or legal guardians to photograph/video learners.

thrive seeks permission from parent(s) or legal guardians to distribute images/videos of learners in marketing material, public relations communications, funding drives, internal communications, and school updates.

If a child does not wish to be photographed/imaged, or if a child's parent or legal guardian does not consent to their child being photographed/imaged, then their wishes are respected and the child will not be photographed/imaged.

thrive owes a duty of care to its learners and will always act in the best interests of the children.

PLAYGROUND AND BREAK TIMES POLICY

thrive Learners have 2 break times, also referred to as Free Movement Time, in their school day:

- First Break: 10:30 till 10:50
- Second Break: 12:30 till 13:00

At **thrive** Free Movement Time is valued as a period of the school day where learners have opportunities to organically develop social skills, self regulation, health and wellbeing management, and enjoy free choice of a variety of activities, games, explorative learning or relaxation and recuperation.

thrive teachers and management staff rotate to be hands-on and actively involved in the Free Movement Time to guide learners through social development opportunities, or intervene when necessary.

thrive offers various environments, facilities and resources for learners to find access to personalised ways to rest and refresh their minds. This includes quiet spaces for reading or resting, sunny grassy areas, shaded open areas and indoor recreational spaces where boardgames, chatting and laughter can be enjoyed.

CLASSROOM ALLOCATION AND LEARNER-EDUCATOR PLACEMENT POLICY

thrive offers learners a diverse and organic social and work environment where class groups are made up of mixed ages and grade levels. Learners are grouped and allocated to a classroom environment and classroom teacher based on observations of their learning style, and the effects of certain environments on their learning and wellness.

Classroom groups are approximately setup within the following age ranges:

- Foundation Phase Classrooms include ages 6 to 9
- Intermediate Phase Classrooms include ages 9 to 12
- Senior Phase Classrooms include ages 12 to 15

Exceptions might be made where a learner does not benefit academically or socially from their age range classroom and can be accommodated by another class without disrupting the learning and social environment of that classroom.

thrive teachers manage the social interactions of the age ranges by encouraging younger learners to see older learners as mentors and examples to develop and grow towards, and enabling and guiding older learners to fulfil that role of mentor, and set appropriate examples in behaviour. We find that learners in mixed age classrooms tend towards more manageable and better developed social behaviour due to the diverse and organic (family like) nature of their social and work interactions.

Mixed age and grade classrooms are possible within the **thrive** schooling model since a unique curriculum, year planner and daily goals are all set for each individual learner. All curriculum and teaching-learning approaches at **thrive** are through a facilitation approach where learners independently access their own learning opportunities, and have access to 1 on 1 tutoring from their teacher as needed.

The procedure of placing learners in specific classrooms involves the following:

1. Before each term, the educators and management team will meet with the purpose of allocating the learners to classrooms.
2. Learners will primarily continue in the same classroom with the same teacher, except when,
 - a. A learner outgrows or socially develops past the age group of their classroom group;
 - b. A learner either academically progresses past their teacher's capacity to help, or requires learner support better suited to a different teacher;
 - c. It is observed that a learner would benefit more from a different classroom group, environment or teacher.
3. When a new learner joins the school midterm they will be placed according to space available and observations made in their trial attendance days. At the start of the next term they will be included in the considerations for a classroom allocation best suited to them.
4. A learner may remain in the same classroom or with the same teacher for a few years if they are settled into a constructive arrangement, or they may be reallocated regularly if their workability and wellbeing benefit from a change in environment and new social engagements.

5. Placing learners so that each learner is allocated to a classroom and teacher setup that is best suited to them will naturally become more complicated when space in the school is limited or full. The teachers and school management staff will still endeavour to the best of their ability to place learners in the most practical and supportive arrangement towards their learning and wellbeing. It is key for learners and parents to remember that all **thrive** staff are trained and expected to offer holistic support to every child, and any learner-teacher placement will be supportive of the learning process and child's wellbeing.

WHOLE-CHILD SCHOOLING POLICY

It is a **thrive** philosophy that learning opportunities are found in all life experiences, and that in order to access learning effectively, a child needs to be and feel healthy and well, and have access to certain social and life skills. For this reason, **thrive** educators are trained in a whole-child approach to teaching. This includes care for and training of learners' social development, health management, life skills, coping skills and wellbeing, along with academics.

The **thrive** holistic schooling approach does not view these elements as themes over and above academic schooling, but rather regards all learning as organic and entwined. Effective academic learning is part of a whole-child approach and not the outcome of it. Effective social and life skill development, and growth in self regulation, coping skills, health care and wellbeing are of equal importance and value to academic progression. Growth and development in each aspect is considered an achievement towards becoming an equipped adult.

thrive teachers practice a whole-child approach by actively observing and guiding their learners in managing their own wellbeing. They ongoingly train their learners in coping skills, self care and self regulation both through planned lessons and workshops and also by engaging in natural learning opportunities that arise.

An example of this could be a learner-teacher interaction that displays a lack of knowledge in appropriate language and mannerisms to collaborate or ask for help. The teacher would not only guide the learner in a more constructive approach, but will also explain why the approach might be more constructive, and will allow the learner to adjust and practice their corrected approach in an organic way.

It is a part of every **thrive** teacher's aim to see their learners develop the tools to independently manage the balance of wellness and workability so that they may be more effective at school, and also grow to be more effective and equipped members of society.

PARENT COMMUNICATIONS AND CONFIDENTIALITY POLICY

Due to the size of the school and the low teacher-learner ratios, **thrive** parents can expect and enjoy a more personable and involved nature of communication with their child's teacher and school management staff.

Parents are asked to communicate with teachers and school staff under these conditions:

1. All communication should be in the nature and ethos of the core school principle of Consideration.
2. Parents should approach **thrive** teachers and management staff with the assumption that they are willing to help and will prioritise the best interests for their child.
3. Where communications become problematic, the **thrive** management team invite parents to escalate the concerns to them and they will intervene towards an amicable resolution.
4. Parents are asked to consider all information discussed with them privately as private and confidential, especially where information is regarding a teacher, school staff or other children and families.
5. Parents are asked not to defame or publicly shame the School or any of its staff. The School Executive Board and Management Team are open and willing to discuss any negative encounters or critical feedback.
6. Due to the nature of running a school and managing a classroom space and learning, we ask parents to note that all communication with teachers or management staff will be asynchronous and will be responded to as possible.

Parent-School communication is available through these channels:

• SCHOOL INFORMATION AND ANNOUNCEMENT CHANNELS

○ Whatsapp Broadcasts

All School announcements, letters and documents will be sent out via Whatsapp Broadcast.

○ Facebook

- <https://www.facebook.com/thrivedurbanville> The **thrive** Page is used to share public announcements and updates about the school.
- <https://www.facebook.com/groups/522406301972810> The **thrive** Community Group is a place for parents to connect socially with each other and with teachers and management staff.

○ Website

<http://www.ithrive.school/>

• PARENT ACCESS TO THE SCHOOL

- **Phone calls** can be made Monday to Friday between 08:00 and 18:00
060 559 3520
- **Whatsapp messages to the School Office** can be sent at any time, and will be answered asynchronously as an administrator is available
 - 060 559 3520 for the School Principal's attention
 - 073 400 0623 for the Executive Director's attention
- **Emails to the School Office**

- engineroom@ithrive.school for Financial and Administrative Queries
- hello@ithrive.school for Applications and Administrative Queries
- nadia.hattingh@ithrive.school for the School Principal's attention
- bron.murray@ithrive.school for the Executive Director's attention
- **Whatsapp messages to teachers** can be made Monday to Friday between 08:00 and 17:00. We ask that parents respect the Management team's protection and support of teachers' private time.

EXTRA MURALS AND WORKSHOPS POLICY

thrive offers a variety of weekly workshops and extra murals depending on interest and availability of offerings.

Extra Murals included in fees

Soccer, Physical Fitness and Reading Club are included in **thrive** fees and learners are permitted and encouraged to attend weekly sessions at no extra charge.

Community Collaborative Workshops

thrive as a company offers support and collaboration to community members by offering experts, professionals and trainers in various extra mural, creative arts, life skills, career skills or recreational interests opportunities to host weekly or termly extra murals and workshops as an income opportunity.

Some workshops usually available include Tabletop Gaming, Photography, Creative Arts, Horticulture and Robotics.

Please enquire at the school office for the current options and pricing available.