



REQUEST FOR PROPOSALS

Humansdorp Primary School: Administration & Resourcing (Development of school policies)

RFP #: E & SD 01/2025	TO BE SUBMITTED TO: Kouga Windfarm Community Development Trust (KWFCDT) ON EMAIL BELOW
CLOSING DATE: Friday, 23 May 2025, 17h00	
PROJECT: HUMANSDORP PRIMARY SCHOOL: ADMINISTRATION & RESOURCING (DEVELOPMENT OF SCHOOL POLICIES)	INFO@KWFTTRUST.CO.ZA

OBJECTIVE

The Kouga Wind Farm Community Development Trust in partnership with the Eastern Cape Department of Education seeks a service provider to develop school policies for the new primary school in Humansdorp. The school policies will be used as a framework that guides the school's educational, administrative and operational functions.

In alignment with the strategic imperatives of establishing a new primary school, the formulation and implementation of essential policies is critical to ensure smooth operations, creation of a supportive learning environment and overall alignment with the school's vision and objectives.

DELIVERABLES

The service provider is required to develop essential school policies for Humansdorp Primary School, a new fee paying, English LOLT primary school in Humansdorp.

The service provider may recommend ad hoc policies over and above the policies prescribed below:

01. Trauma-informed discipline policy

The trauma-informed discipline policy should address the following items:

Principles of a Trauma-Informed Discipline Policy

- Understanding Trauma
 - Definition: Recognise that trauma can result from various adverse childhood experiences such as abuse, neglect, household dysfunction and other stressful events.
 - Impact on Learners: Understand that trauma can affect learners' emotional regulation, behaviour and ability to concentrate and learn.

- Creating a Safe and Supportive Environment
 - Physical Safety: Ensure the school environment is physically safe, with clear rules and expectations.
 - Emotional Safety: Provide an emotionally safe atmosphere where learners feel respected, valued and understood.
- Training and Professional Development
 - Staff Training: Provide ongoing professional development for teachers, education assistants and staff on the effects of trauma and strategies for supporting trauma-affected learners.
 - Awareness: Educate staff about signs of trauma and appropriate responses to learners' behaviour.
- Building Strong Relationships
 - Trust and Rapport: Encourage staff to build trusting relationships with learners, emphasising empathy and understanding.
 - Consistency: Maintain consistent routines and expectations to provide a sense of stability for learners.
- Implementing Restorative Practices
 - Restorative Justice: Use restorative justice practices to address conflicts and misbehaviour, focusing on repairing harm and restoring relationships rather than punitive measures.
 - Conflict Resolution: Teach and model effective conflict resolution skills.
- Providing Support Services
 - Counselling and Support: Offer access to counsellors and social workers to provide support and interventions for trauma-affected learners.
 - Individualised Plans: Develop individualised support plans for learners with significant trauma histories, involving collaboration with families and external agencies if necessary.
- Encouraging Positive Behaviour
 - Positive Reinforcement: Focus on positive reinforcement and recognition of good behaviour rather than solely punishing negative behaviour.
 - Behavioural Interventions: Implement behavioural interventions that are sensitive to learners' trauma histories.
- Involving Families and the Community
 - Family Engagement: Engage families in the process, providing them with resources and support to understand and address their child's trauma.
 - Community Partnerships: Collaborate with community organisations and services to provide comprehensive support for learners and families.

02. School Finance Policy

The school finance policy should address the following items:

- Legislative Framework
- Roles and Responsibilities
 - School Governing Body
 - Principal
 - SGB Treasurer
 - SGB Finance Committee
 - Finance Officer
 - SGB Procurement Committee
- Budget Process
- Income (receiving, receipting, recording and banking of money)
- Expenditure
 - Requisition
 - Payments
- Internal Financial Controls
- Asset Register and Stock Control
- Financial Statements
- Annual Auditing
- Petty Cash

03. School Safety Policy

The school safety policy should include the following items:

- Legislative Policy Framework
- Creating a Safe School Environment
 - Access to School Premises

- Weapons and Drugs
- Buildings, Grounds and Infrastructure
- Control of Learners (late coming, during breaks, drop-off and pick-up points)
- Child Protection and Care
- School Activities
- Management of Threats to School Safety
 - School Violence
 - Bullying
 - Gangsterism
 - Abuse and Sexual Abuse
 - Initiation Practises
 - Confidentiality
- Coordinating Structure for School Safety
 - Composition of School Safety Team
 - Roles and Responsibilities
- School Governing Body
- Principal
- Staff
 - School Safety Officer
 - Peer Mediators
 - Learners
- Reporting and Accountability

04. Language of Instruction Policy

The school's language of instruction policy should include the following items:

- Legislative Framework
- Language of Learning and Teaching
- Protection of Rights of Enrolled Learners
- Language of Assessment
- Language of Communication
- Promotion of Multilingualism
- Languages as Social and Cultural Media

05. Transport Policy

A school learner transportation policy should include the following items:

- Responsibility of SMT
 - Ensuring that there is written permission from parents to transport their children.
 - Making sure that vehicle operators have the correct vehicle licenses, are licensed drivers and registered with the relevant government department.
 - Checking that vehicles transporting learners have roadworthy certificates.
 - Doing checks on vehicles' safety.
 - Checking that the correct number of learners are allowed to be passengers in the vehicle.
 - Checking that every learner has a seatbelt.
 - Making sure there is a passenger list of all learners being transported.
 - Having copies of learners' details in case of an accident.
- Responsibility of Drivers – these include having:
 - A professional driving permit;
 - An ID indicating name, ID number, type of vehicle they are permitted to drive, and the name of the owner or holder of the operating licence;
 - A first-aid certificate;
 - An advanced or defensive driving qualification;
 - Another responsible adult accompanying the driver (if necessary);
 - A letter of agreement from parents – copies of these must be in the vehicle at all times; and
 - A description of the route to be travelled.
- Responsibility of Parents
- Responsibility of Learners
- Procedures in Case of an Accident

06. Procurement Policy

07. Recruitment Policy

A recruitment policy should be in line with DoE guidelines and should include:

- Advertising process
- Application process and procedures
- Sifting Process
- Interview process
- Roles & Responsibilities of Interview Committee
- Procedures during Interviews
- Procedure after Interviews
- Roles of the Eastern Cape Department of Education upon receiving recommendations from the School Governing Body
- Independent Interviewing Committees
- The role of Observers and Resource persons
- Ratification by the School Governing Body
- Recommendation and the decision of the Head of Department to appoint
- Records

08. Establishment of a School Trust

PROPOSAL SUBMISSION REQUIREMENTS

- Profile
 - Profile of similar work/projects
 - Minimum of three references reputable references
- Costing
 - Breakdown of costs and payment plan
- Timeframe
 - Detail the phases of work, linked to the project

Guidelines and application forms can be downloaded [HERE](#). Enquiries can be directed to info@kwftrust.co.za.