

Implementation of Code of Conduct as a Positive Discipline Management Strategy in Bulawayo Metropolitan Province Secondary Schools

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ABSTRACT The paper examines how secondary schools implement the code of conduct to maintain positive discipline. It adopted a qualitative approach and employed a case study design. Four secondary schools and participants who comprised one Education Officer, four school heads; twenty members of the disciplinary committee, forty prefects and four School Development Committee chairpersons were purposively selected. Data were collected using semi-structured interviews, focus group interviews and document analysis and were analysed thematically. The paper established that school personnel were involved in crafting the code of conduct and learners had limited involvement; schools experienced challenges in implementing the code of conduct. It concluded that there were pockets of good practices in implementing the code of conduct. The paper recommends that the Ministry of Primary and Secondary Education should come up with a policy which abolishes use of reactive strategies to deal with learners who breached the code of conduct.