



Open Minds Changing Limits

Kensio House

Academy of Therapeutic Learning

CODE OF CONDUCT

INTRODUCTION

The Kensio House School community is committed to creating a safe, respectful, and inclusive environment that fosters the academic, social, and emotional growth of all individuals.

This policy is created for parents to take cognisance of the values enshrined in the Kensio House School and setting out the expectations that the Kensio House school has of parents and Students attending the school.

When attending / enrolling at the Kensio House School, the parents acknowledge their understanding of, and commitment to the principles outlined in this Code of Conduct, to maintain a respectful, safe and conducive learning environment that promote the success and well-being of all individuals.

1. VALUES

i) Respect & Courtesy:

- a. Treat others with respect, kindness, and empathy, regardless of their race, ethnicity, gender, religion, sexual orientation, abilities, or background.
- b. Use inclusive and respectful language, avoiding derogatory, discriminatory, or offensive comments or behaviors.
- c. Respect the personal space, belongings, and ideas of others, promoting a culture of understanding and appreciation for diverse perspectives.

ii) Honesty & Integrity:

- a. Demonstrate honesty and integrity in all actions, including academic work, assessments, and interactions with peers, teachers, and staff.

iii) Inclusivity:

- a. Kensio House School will create a welcoming and inclusive environment that values and respects the diversity of families, cultures, and backgrounds.

2. STUDENTS RIGHTS & RESPONSIBILITIES

The rights are designed to create a supportive, safe, respectful, and inclusive learning environment where every student has the opportunity to thrive, while the responsibilities empower your children to actively participate in their education and contribute to the school community.

By understanding and embracing these rights and fulfilling their responsibilities, they will contribute to a positive and enriching educational experience for themselves and others at Kensio House School to make the most of their educational experience.

Student Rights:

- i) Right to a Safe and Inclusive Learning Environment:

- a. Students have the right to learn in an environment that is free from bullying, discrimination, harassment, and intimidation.
 - b. Students should feel safe, respected, and included regardless of their race, ethnicity, gender, religion, or disability.
- ii) Right to Quality Education:
 - a. Students have the right to receive a high-quality education that is challenging, engaging, and relevant.
 - b. Students should have access to qualified teachers, appropriate learning resources, and a curriculum that meets your educational needs and aspirations.
- iii) Right to Voice and Expression:
 - a. Students have the right to express their thoughts, opinions, and ideas in a respectful and constructive manner.
 - b. Students voice should be heard and valued in classroom discussions, group activities, and school decision-making processes.
- iv) Right to Privacy and Confidentiality:
 - a. Students have the right to privacy and the confidentiality of their personal information including their thoughts shared with teachers and counsellors.
 - b. The school will handle Students personal data with care and adhere to applicable privacy laws and regulations.
- v) Right to Support and Guidance:

Students have the right to receive support, guidance, and appropriate accommodations to help Student succeed academically and personally. This may include access to counselling services, special education programs, and additional resources to address Students individual needs.

Student Responsibilities:

Students are expected to take responsibility for personal choices and behaviors, understanding the impact they may have on oneself and others.

Responsibilities

- i) Attend and Participate:
 - a. Students should attend school regularly, arrive on time, and actively engage in learning activities.
 - b. Students should make a commitment to be present and prepared for each class with necessary materials, complete assignments on time, and actively participate in classroom discussions and group work and striving for personal academic growth.
- ii) Respect Others:
 - a. Students are responsible for treating all members of the school community with respect, empathy, and kindness. This includes showing respect for different perspectives, cultural backgrounds, and abilities.
 - b. Be considerate in your words, actions and promote a positive and inclusive school environment.
- iii) Uphold Academic Integrity:
 - a. Students have the responsibility to maintain academic honesty and integrity.

- b. Respect the intellectual property rights of others, citing sources appropriately and refraining from cheating, plagiarism, or any form of dishonesty in your work. Give proper credit to others' ideas and work, and always strive for your personal best.
- iv) Personal Growth:
 - a. Students should take responsibility for their own learning and personal growth by setting goals, seeking feedback, and reflect on their progress.
 - b. Be proactive in identifying areas for improvement and actively engage in opportunities for self-improvement, both academically and personally.
- v) Contribute to the School Community:
 - a. Contribute positively to the school community by participating in extracurricular activities, clubs, and community service.
 - b. Foster a sense of belonging, respect diversity, and support your fellow Students.
 - c. Take pride in being a responsible and active member of the school community.
- vi) Technology and Digital Citizenship:
 - a. Utilize technology responsibly, adhering to school guidelines and policies regarding the use of electronic devices, internet access, and digital resources.
 - b. Respect the privacy and digital rights of others, refraining from cyberbullying, online harassment, or unauthorized sharing of personal information.
 - c. Practice ethical behaviour online, being mindful of the impact of one's digital footprint and engaging in positive and constructive online interactions.

3. DISCIPLINE

Kensio House School strives to foster responsible behaviour.

In maintaining a safe, respectful, and productive learning environment for all students, students are expected to demonstrate respect, responsibility, honesty, and integrity in all aspects of their behaviour, both inside and outside the school premises.

Disciplinary measures include setting clear expectations, fair consequences, and restorative practices, which helps to foster personal growth, encourage responsible decision-making, and promote positive interactions within the school community.

- i) School Rules & Policies
 - a. Students should adhere to school rules and policies, follow the instructions of teachers and staff, and contribute to a positive and inclusive school climate.
- ii) Classroom Management:
 - a. Teachers will establish clear expectations and rules for behaviour within their classrooms, ensuring a supportive and engaging learning environment.
 - b. Teachers will use appropriate strategies for behaviour management, including positive reinforcement, redirection, counselling, and restorative practices, to address minor disruptions and foster a culture of mutual respect.
- iii) Consequences for Misconduct:
 - a. Consequences for misconduct will be fair, consistent, and appropriate to the nature and severity of the behaviour, considering the age and developmental level of the student.

- b. Consequences may include, but are not limited to, verbal warning, loss of privileges, detention, reflection time, parent conferences, community service, restorative practices, counselling, academic penalties, or other disciplinary actions as per school policy.
- iv) Serious Violations:
 - a. Serious violations, such as bullying, harassment, violence, substance abuse, theft, or other behaviours that threaten the safety and well-being of individuals within the school community, will be addressed promptly and with appropriate severity.
 - b. Serious violations may result in more severe consequences, including suspension, expulsion, legal intervention, or involvement of appropriate authorities as required.
- v) Due Process and Support:
 - a. Students involved in disciplinary incidents will be given an opportunity to explain their actions and present their perspective to a designated school authority.
 - b. Students and parents/guardians will be notified of disciplinary actions in a timely and respectful manner, allowing for open communication, understanding, and possible resolutions.
 - c. The school will provide support and interventions, including counselling, mentoring, or referrals to external resources, to address underlying issues contributing to behavioural problems.
- vi) Restorative Practices:
 - a. Restorative practices may be employed to address the harm caused by certain disciplinary incidents, allowing affected parties to express their feelings, seek understanding, and work towards repairing relationships. 6.2 Restorative practices aim to promote empathy, responsibility, and personal growth, focusing on repairing harm, preventing future misconduct, and fostering a positive and supportive school community.

4. DRESS CODE

We believe that appropriate dress and grooming contributes to a positive and focused learning environment.

Our dress code promotes professionalism, respect, safety, and inclusivity.

The dress code aim is to provide a guideline for students' attire while allowing for individual expression within reasonable boundaries.

- i) General Guideline
 - a. Cleanliness and Neatness: Students are expected to maintain personal cleanliness and present themselves in a neat and hygienic manner.
 - b. Safety and Practicality: Clothing and accessories should not pose a safety hazard or disrupt the educational process. Students should wear appropriate footwear for safety and comfort.
 - c. Respect and Inclusivity: Students should dress in a manner that demonstrates respect for themselves, others, and the diverse school community. Clothing and accessories should not display offensive, discriminatory, or inappropriate language, symbols, or imagery

- d. Distraction and Disruption: Clothing should not be a distraction or disrupt the learning environment. Students should avoid excessively revealing or provocative attire.
- ii) Specific Guideline:
- a. Tops:
 - Shirts, blouses, and tops should cover the entire torso, including the midriff and back.
 - Tank tops, sleeveless shirts, and spaghetti straps are allowed if they have straps at least two fingers wide.
 - b. Bottoms:
 - Pants, trousers, skirts, shorts, and dresses should be worn at waist level.
 - Shorts and skirts should be of an appropriate length (fingertip length or longer when arms are extended by the sides).
 - Leggings and yoga pants may be worn if they are accompanied by an appropriate top that reaches mid-thigh or longer.
 - c. Footwear:
 - Students should wear closed-toe shoes or sandals that provide adequate foot protection.
 - Footwear with heels should be of a safe and reasonable height.
 - d. Accessories and Jewellery:
 - Accessories and jewellery should be worn in moderation and should not pose a safety hazard or be disruptive.
 - Students are discouraged from wearing accessories that may interfere with their or others' learning, such as large, dangling earrings or excessive jewellery.
- iii) Enforcement and Consequences:
- a. Teachers and staff will monitor and address dress code violations in a respectful and supportive manner.
 - b. Consequences for dress code violations may include a reminder or warning, requesting a change of clothing, parent/guardian notification, or other appropriate disciplinary actions as per the school's policies.

5. ATTENDANCE

At Kensio House School, we recognize that regular school attendance is vital for academic success and the overall well-being of our students. By promoting regular attendance, Kensio House School aims to maximize student success, foster a positive learning environment, and develop responsible and committed members of the school community.

This Attendance Policy outlines our expectations regarding attendance, tardiness, and absenteeism, as well as the procedures and support systems in place to ensure a positive and consistent attendance culture.

- i) Attendance Expectations:
- a. All students are expected to attend school regularly and punctually unless they have a valid reason for absence.

- b. Students should strive for a minimum attendance rate of 95%, recognizing that consistent attendance fosters academic achievement and the development of responsible habits.
- ii) Reporting Absences:
 - a. Parents/guardians are responsible for reporting student absences to the school office by phone, email, or designated attendance management system. The notification should include the student's name, grade, reason for absence, and expected duration if known.
 - b. It is essential to notify the school of an absence before the start of the school day or as soon as possible.
- iii) Excused and Unexcused Absences:
 - a. Excused absences include illness, medical appointments, family emergencies, religious observances, and other circumstances as determined by the school administration. Parents/guardians must provide appropriate documentation for excused absences, such as medical certificates or parental notes.
 - b. Unexcused absences include skipping school without a valid reason, truancy, or absences not meeting the school's criteria for excused absences.
- iv) Tardiness:
 - a. Students are expected to arrive at school and each class on time. Tardiness disrupts the learning environment and negatively impacts academic progress.
 - b. Students who arrive late must report to the school office to obtain a late pass before entering the classroom.
- v) Consequences for Absences and Tardiness:
 - a. Accumulated unexcused absences or excessive tardiness may result in disciplinary actions, including parent conferences, counselling interventions, loss of privileges, academic penalties, or other appropriate consequences as per school policy.
 - b. Chronic absenteeism may trigger additional interventions, such as meetings with parents/guardians, the development of attendance improvement plans, or involvement of student support services.
- vi) Make-Up Work:
 - a. Students are responsible for completing missed assignments and making up any work missed during their absence.
 - b. It is the student's responsibility to communicate with teachers to obtain missed assignments, clarify expectations, and arrange a reasonable timeline for submission.
- vii) Support and Intervention:
 - a. The school administration, teachers, and counsellors will provide support to students and families facing attendance challenges. This may include attendance monitoring, personalized interventions, counselling services, and referral to community resources if necessary.
 - b. The school will collaborate with parents/guardians to identify and address underlying issues contributing to attendance problems, seeking to find appropriate solutions and support mechanisms.

6. ANTI-BULLYING

As we are committed to providing a safe and inclusive learning environment for all Students, bullying in any form is strictly prohibited and will not be tolerated.

Our Anti-Bullying policy aims to prevent and address bullying incidents promptly, ensure the well-being of our Students, and foster a culture of respect and empathy.

Should parents wish to receive a copy of our anti-bullying policy, it can be requested from info@kensiohouse.co.za

7. PARENT / GUARDIAN ENGAGEMENT

Kensio House School is committed to fostering strong partnerships between the school, parents/guardians, and families and recognizes that parent/guardian involvement is vital for the academic success and holistic development of students.

Kensio House School promotes active engagement, effective communication, and collaborative decision-making to support the educational journey of each student.

It is important to remember that collaborative decision-making does not involve in changing our beliefs, values and policies under which Kensio House School operates.

Kensio House School believes that education is a shared responsibility among the school, parents/guardians, and students and collaborative efforts are essential to maximize student achievement and well-being.

The school will provide opportunities, resources, and support for meaningful parent/guardian involvement in their child's education.

- i) Communication and Information Sharing:
 - a. Open and transparent communication will be established between the school and parents/guardians through regular channels, such as newsletters, school websites, parent-teacher conferences, and other appropriate means.
 - b. Important information regarding school programs, policies, student progress, and events will be shared promptly and effectively with parents/guardians.
- ii) Parent/Guardian Engagement Opportunities:
 - a. Kensio House School will provide various opportunities for parents/guardians to actively engage in their child's education, including volunteering, attending workshops, participating in school activities, and joining parent organizations or advisory committees.
 - b. The school will offer parent/guardian training, workshops, or resources to enhance their understanding of educational practices, strategies to support learning at home, and other relevant topics.
- iii) Parent-Teacher Collaboration:
 - a. Kensio House School promotes open and constructive communication between parents/guardians and teachers, encouraging regular dialogue to support students' academic and social-emotional development.
 - b. Parent-teacher conferences, progress reports, and individual meetings will be held to discuss students' progress, set goals, and develop strategies for their success.
- iv) Parent/Guardian Rights and Responsibilities:

- a. Parents/guardians have the right to access information about their child's education, be involved in their child's educational planning, and voice their concerns or suggestions, however Kensio School reserves the right to refuse certain access to information shared with them in confidence, should it infringe upon the trust relationship between the child and the school.
- b. Parents/guardians are responsible to attend school functions, communicate with the school, and encouraging a positive attitude toward education.
- c. Parents and/or Guardians of children are responsible to support their child's education by:
 - i. Encouraging regular attendance, completion of assignments, and active participation in school activities.
 - ii. Foster open and respectful communication with teachers, staff, and administrators, addressing concerns or issues in a constructive and timely manner.
 - iii. Reinforce the values and expectations outlined in the Code of Conduct at home, partnering with the school to promote a positive learning environment

8. REVIEW OF CODE OF CONDUCT

This Code of Conduct will be reviewed annually to ensure its alignment with the school's mission, values, and the evolving needs of the school community. Feedback from students, staff, parents, and stakeholders may be considered in revising and updating the policy as necessary.

THERAPEUTIC AND EDUCATIONAL ETHOS

Kensio House Therapeutic Academy recognises that every learner is unique and may require individualised emotional, behavioural, academic, and therapeutic support.

The school embraces a neurodiverse, inclusive, and supportive learning environment where learners are encouraged to develop academically, socially, emotionally, and personally according to their individual needs.

Restorative and supportive approaches to behaviour management are prioritised wherever reasonably possible.

SAFEGUARDING AND CHILD PROTECTION

The school is committed to safeguarding and promoting the welfare of all learners.

All safeguarding concerns must be formally reported according to school procedures.

The school can reasonably safeguard learners during school-supervised activities and on school premises only.

Should you wish to receive a copy of the learner safety and safe guarding policy, please contact admin@kensiohouse.co.za

SOCIAL MEDIA AND ELECTRONIC COMMUNICATION

Parents, guardians, and learners are expected to conduct themselves respectfully on all social media and electronic platforms.

Defamatory, threatening, or abusive conduct towards staff, learners, or families will not be tolerated.

PARENT SUPPORT AND PARTNERSHIP

Parents acknowledge that education and therapeutic support are shared responsibilities between the school and home.

Parents are expected to support reasonable behavioural, academic, and therapeutic interventions recommended by the school.

ACADEMIC INTEGRITY

Cheating, plagiarism, examination misconduct, falsification of work, and misuse of Artificial Intelligence tools are prohibited.

RESERVATION OF RIGHTS

The school reserves the right to act in the best interests of the learner, staff, and broader school community.

The school reserves the right to refuse re-enrolment or terminate enrolment where there has been a serious breach of trust, policy, or safety expectations.

CONTRABAND, PROHIBITED ITEMS, BANNED SUBSTANCES AND SEARCH PROCEDURES

Purpose

Kensio House Therapeutic Academy is committed to maintaining a safe, therapeutic and orderly learning environment. Learners may not possess, use, distribute, sell, conceal, supply, share or be under the influence of contraband, prohibited items or banned substances on school premises, during school-supervised activities, while in school uniform, during transport connected to school activities, or at any event where the learner represents the school.

Contraband and Prohibited Items

Contraband and prohibited items include, but are not limited to: weapons or dangerous objects; knives or sharp objects not required for school activities; firearms, ammunition, replicas or toy weapons used to threaten or intimidate; explosives, fireworks or incendiary devices; matches, lighters or vaping devices; cigarettes, tobacco products, nicotine products and related paraphernalia; alcohol; drugs; cannabis or cannabis-related products; prescription or over-the-counter medication not declared to and managed by the school; drug paraphernalia; pornography or sexually explicit material; stolen property; unauthorised electronic devices used in breach of school rules; energy drinks, stimulant beverages or high-caffeine products; and any other item that may compromise safety, dignity, learning, discipline or the therapeutic environment.

WCED Banned Substances Guidance

The WCED Code of Conduct guidance specifically prohibits the carrying and/or smoking of cigarettes, the possession or consumption of alcohol on school premises or during school activities, and the carrying and/or consumption of illegal chemical substances and drugs. Kensio House adopts these principles and applies them within its independent school context, together with its own safeguarding, disciplinary and therapeutic procedures.

Energy Drinks and Stimulant Beverages

Energy drinks, stimulant beverages and high-caffeine products are prohibited by Kensio House as school-prohibited items. They are not classified by the school as illegal substances in themselves; however, they may contain stimulants such as caffeine and other ingredients that can negatively affect concentration, anxiety, sleep, emotional regulation, behaviour and medication interactions. For this reason, they are not permitted on school premises, during school-supervised activities or when representing the school.

Medication and Medical Disclosure

Any medication required by a learner during the school day must be disclosed to the school and managed according to the school medication and health procedures policy. Learners may not have any medication in their possession at school, during school outings or activities. Par the use of an asthma pump, which needs to be disclosed to the school.

Searches Where Contraband is Suspected

Where there is reasonable suspicion that a learner is in possession of contraband, prohibited items or banned substances, the school reserves the right to conduct a reasonable search of the learner's bag, locker, desk, personal belongings or other school-related storage area. Searches will be conducted respectfully, with due regard for the learner's dignity, privacy, age and emotional well-being, and where reasonably possible by two staff members or in the presence of an appropriate witness.

Search of Person

Where a search of the learner's person is considered necessary due to a serious safety concern, the search will be limited to outer clothing, pockets, bags, shoes or other non-invasive measures, and will be conducted in a manner that is respectful, reasonable and proportionate. The school will not conduct invasive body searches. Where a serious concern exists, parents, guardians, law enforcement, medical professionals or appropriate authorities may be contacted.

Confiscation

Any contraband, prohibited item or suspected banned substance may be confiscated by the school. Items may be retained as evidence, returned to a parent or guardian, destroyed where appropriate and lawful, or handed to the relevant authority, depending on the nature of the item and the circumstances.

Consequences and Intervention

Possession, use, distribution or concealment of contraband or banned substances may result in disciplinary action, parent meetings, suspension from activities, referral to external professionals, safety planning, behavioural intervention, disciplinary hearings, termination of enrolment where warranted, and/or referral to the relevant authorities. The school may also require a learner and family to participate in support or intervention processes where substance use, safety risk or behavioural concern is identified.

Parent Responsibility

Parents and guardians are required to support the school in enforcing this section, to ensure that learners do not bring prohibited items or substances onto school premises or to school activities, and to collect confiscated items where the school determines that return to a parent or guardian is appropriate.

ACKNOWLEDGEMENT

By signing below, parents/guardians and learners acknowledge that they have read, understood, and agree to comply with this Code of Conduct.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____