



## PINELANDS HIGH SCHOOL

### STAFF CODE OF CONDUCT

#### DEFINITIONS

1. In this code, unless the context indicates otherwise:

“Educator” means any person who teaches, educates or trains other persons or provides professional therapy at any school, technical college or college of education or assists in rendering professional services or performs education management services or educational auxiliary services provided by or in a department of education, (and whose employment is regulated by the Educators’ Employment Act, 1994); and any other person registered with the Council;

“Learner” means a pupil or a student who is taught or trained by an educator as defined above;

“Parent” means:

- The parent or guardian of a learner;
- The person legally entitled to custody of a learner; or
- The person who undertakes to fulfil the obligations of a person referred to in paragraphs (a) and (b) towards the learner’s education at school.

#### PREAMBLE

2. The educators who are registered with the South African Council for Educators:
  - 2.1 Acknowledge the noble calling of their profession to educate and train the learners of our country;
  - 2.2 Acknowledge that the attitude, dedication, self-discipline, ideals, training and conduct of the teaching profession determines the quality of education in this country;
  - 2.3 Acknowledge, uphold and promote basic human rights, as embodied in the Constitution of South Africa;

- 2.4 Commit themselves to do all within their power, in the exercising of their professional duties, to act in accordance with the ideals of their profession, as expressed in this code; and to
- 2.5 Act in a proper and becoming way such that their behaviour does not bring the teaching profession into disrepute.

### **CONDUCT: THE EDUCATOR AND THE LEARNER**

#### **3. An Educator:**

- 3.1 Respects the dignity, beliefs and constitutional rights of learners and in particular children, which includes the right to privacy and confidentiality.
- 3.2 Acknowledges the uniqueness, individuality, and specific needs of each learner, guiding and encouraging each to realise his or her potentialities;
- 3.3 Strives to enable learners to develop a set of values consistent with those upheld in the Bill of Rights as contained in the Constitution of South Africa;
- 3.4 Exercises authority with compassion;
- 3.5 Avoids any form of humiliation, and refrains from any form of child abuse, physical or psychological;
- 3.6 Promotes gender equality and refrains from any form of sexual relationship with learners or sexual harassment (physical or otherwise) of learners;
- 3.7 Uses appropriate language and behaviour in his or her interaction with learners, and act in such a way as to elicit respect from the learners;
- 3.8 Takes reasonable steps to ensure the safety of the learner;
- 3.9 Does not abuse the position he or she holds for financial, political or personal gain;
- 3.10 Is not negligent or indolent in the performance of his or her professional duties;
- 3.11 Recognises, where appropriate, learners as partners in education.

### **CONDUCT: THE EDUCATOR AND THE PARENT**

#### **4. An educator, where appropriate:**

- 4.1 Recognises the parents as partners in education, and promotes a harmonious relationship with them;
- 4.2 Does what is practically possible to keep parents adequately and timeously informed about the wellbeing and progress of the learner.

### **CONDUCT: THE EDUCATOR AND THE COMMUNITY**

5. An educator recognises that an educational institution serves the community, and therefore acknowledges that there will be differing customs, codes and beliefs in the community.

## **CONDUCT: THE EDUCATOR AND HIS OR HER COLLEAGUES**

6. An educator:
  - 6.1 Refrains from undermining the status and authority of his or her colleagues;
  - 6.2 Promotes gender equality and refrains from sexual harassment (physical or otherwise) of his or her colleagues;
  - 6.3 Respects the various responsibilities assigned to colleagues and the authority that arises therefrom, to ensure the smooth running of the educational institution;
  - 6.4 Uses proper procedures to address issues of professional incompetence or misbehaviour.

## **CONDUCT: THE EDUCATOR AND THE PROFESSION**

7. An educator:
  - 7.1 Acknowledges that the exercising of his or her professional duties occurs within a context requiring co-operation with and support of colleagues, and therefore behaves in such a way as to enhance the dignity and status of the profession;
  - 7.2 Keeps abreast of educational trends and developments;
  - 7.3 Promotes the ongoing development of teaching as a profession;
  - 7.4 Accepts that he or she has a professional obligation towards the education and induction into the profession of new members of the teaching profession.

## **CONDUCT: THE EDUCATOR AND HIS OR HER EMPLOYER**

8. An educator:
  - 8.1 Recognises the employer as a partner in education;
  - 8.2 Acknowledges that certain responsibilities and authorities are vested in the employer through legislation, and serves his or her employer to the best of his or her ability.
  - 8.3 Refrains from discussing confidential and official matters with unauthorised persons.

## **CONDUCT: THE EDUCATOR AND THE COUNCIL**

9. An educator:
  - 9.1 Co-operates with the South African Council of Educators to the best of his or her ability;
  - 9.2 Accepts and complies with the Disciplinary Powers and Procedures of the South African Council of Educators.

## **STAFF DRESS CODE**

Staff must be dressed in a manner that is both practical and professional. While one person's interpretation of "professional dress" may differ from another's, it must be remembered that we are in the public eye and learners and parents will often judge a school on the appearance of the learners and parents will often judge a school on the appearance of the learners and staff.

### **Male staff:**

1. A collar and tie must be worn to school and at all times when meeting with parents or attending Assembly. The tie may be removed during the course of the day.
2. Jackets need only be worn on special occasions.
3. If taking an Assembly, a jacket should be worn.
4. The following items may not be worn: sandals, sports shoes, jeans.
5. Formal polo neck jerseys may be worn.
6. Personal grooming must be professional – no stubble etc.

### **Female staff:**

It is difficult to write down exactly what may and may not be worn in the case of female staff. When in doubt, dress conservatively and professionally.

1. No jeans (of any colour).
2. No shorts may be worn, unless tailored and of knee length.
3. No bare midriffs. Crop tops may not be worn.
4. No see-through or revealing clothing.
5. No visible underwear.
6. The following items may not be worn: sloppy jeans, tight pants or skirts, beach or sportswear, slippers or strops.

**Additional notes:**

The responsibility of professional staff dress lies with each individual. If it is felt that a member of staff is dressed inappropriately, he/she may be asked to change.

For special occasions such as Prize-giving, Founders' Day, Speech Night, Valedictory and staff photographs, male staff are to wear jackets or suits and female staff to dress accordingly. The bi-weekly Assembly is a formal occasion, and male staff must wear ties.

If a staff member is teaching an outdoors Life Skills lesson during the school day, he or she must wear the PHS golf shirt for that lesson.

If a member of staff is coaching sport, he or she must change into the appropriate clothing for the event. It is not acceptable to coach sport in the same clothes in which one teaches.

A member of staff taking learners away (field trips or tours) must dress according to the activity being attended, bearing in mind that they will be looked at by the public as the responsible adult in charge, and must be clearly seen to be so.