



# **CAMP HILL SCHOOL HERMANUS**

## **CO-WORKER INFORMATION HANDBOOK**

**August 2017**

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## INTRODUCTION

Welcome to Camphill School Hermanus!

Camphill School is happy and grateful that you have chosen to be part of our Community. Our school is situated in the scenic Hemel en Aarde Valley of Hermanus which is a popular tourist destination in the Western Cape, South Africa. The serenity, peace and tranquillity in the valley make it a perfect place for the children, young adults and adults in need of special care.

On your arrival in the Community, you will meet many people and many new ways of doing things. Through the Orientation Course, house meetings, further training courses and class helper meetings we attempt to answer the more immediate questions as to how, why and where things happen.

This handbook contains sections on general information on the principles of our school and its philosophy, important policies and procedures that every short term co-worker should be aware of. After reading this, please discuss it with your House Parent/s and Mentor. Please keep this handbook for your reference.

*It is the conviction of those who work in Camphill that beneath the outer physical disability, emotional disturbance or failure of motivation, the inner eternal being of each individual remains unimpaired and whole.*

## **BACKGROUND OF CAMPHILL MOVEMENT**

There are two independent Camphill communities namely Camphill School and Camphill Farm Community which are situated in the scenic and beautiful Hemel-en-Aarde Valley in Hermanus. We are part of the worldwide Camphill Movement founded in the 1940s by Dr. Karl König, an Austrian physician, writer and educator.

The Camphill Movement works to create communities in which vulnerable children and adults, many with learning disabilities, can live, learn and work with others in healthy social relationships based on mutual care and respect. Camphill is inspired by philosophy and practical teachings and Christian ideals as articulated by Rudolf Steiner called Anthroposophy which recognises the spiritual uniqueness of each human being regardless of disability or religious or racial background. By the end of 1940s there were five centres clustered together outside Aberdeen, Scotland. In the 1950's, new centres were founded in England, Northern Ireland and South Africa (1952). Throughout the last decades, new communities have sprung up in other countries and continents. In total there are now about 110 Camphills in the world. Each Camphill has its own particular purpose, but at the heart of every centre, the guiding impulses have been the same: the effort of each individual to extend his personal ambitions to help others and through living in a Community to create a healing environment that encourages everyone to develop to his fullest potential.

The Camphill Movement provides and promotes equal opportunities within Community living. Equality and quality of life is available to each individual within the Community regardless of their age, class, creed, culture, gender, marital status, mental ability, physical ability, place of origin, language, political beliefs, race, religion, responsibility for dependants and sexual orientation. Every member of the Community and its employees shall be protected from harassment, victimisation, intimidation and offensive behaviour or environments.

### **CAMPHILL SCHOOL HERMANUS**

Camphill School Hermanus is an independent day and residential school for children and young adults in need of special care, such as those with Fetal Alcohol Syndrome, Down Syndrome and other syndromes, autism spectrum disorder, brain-injured, post-encephalitic, emotionally disturbed, physically and intellectually disabled children. Here, the children grow and develop, learn and play with others in healthy social relationships based on mutual care and respect. The residential learners live in residential house in family setting and attend school in an environment rich with nature. This is the only Camphill School in South Africa.

#### ***Vision***

We envisage Camphill School Hermanus as a thriving centre of Curative Education for children and young adults with special needs; a committed Community of appropriately trained people, adequately resourced working with sound communication and professional practices, striving to identify and meet new challenges.

#### ***Mission Statement***

Camphill School Hermanus is a therapeutic Community in a rural environment setting for children and young adults with special needs. We use a Curative Educational approach in home, school and therapies. We aim to uphold the dignity of the human being by addressing the spiritual uniqueness in everyone, creating opportunities for developing individual potential.

### ***The three essentials of Camphill***

Camphill School Hermanus is a Community which is continually evolving as we walk through the path of the three essentials of Camphill in the care of our learners: children and young adults in need of special care.

First, it is the conviction of those who work in Camphill that beneath the outer physical disability, emotional disturbance or failure of motivation, the inner eternal being of each individual remains unimpaired and whole. Hence, we do not deal with handicapped learners but rather, we deal with learners who have handicaps.

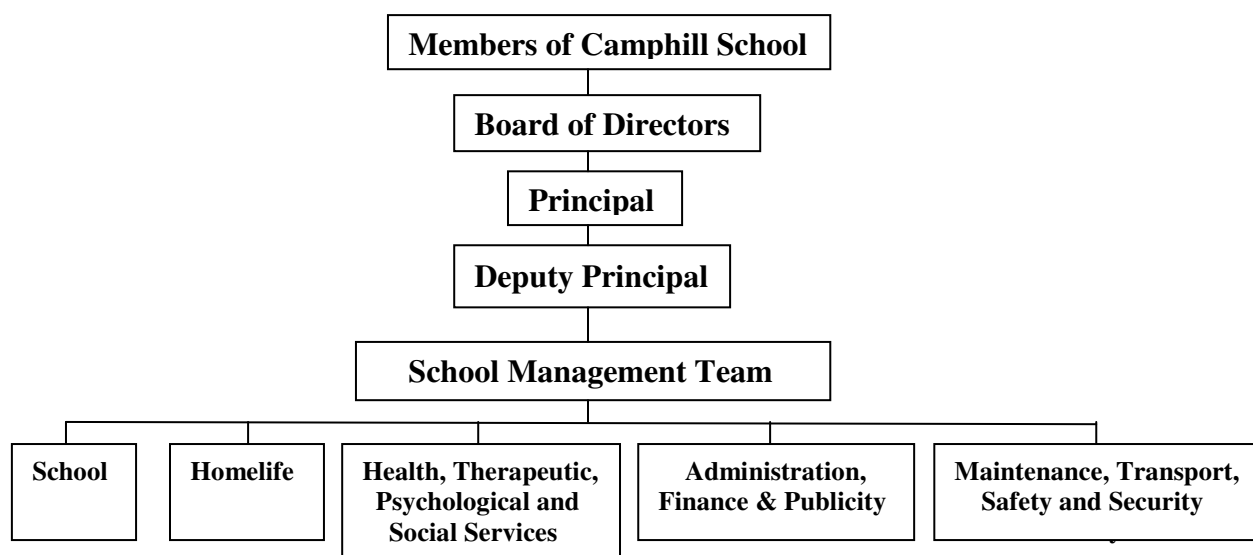
Secondly, the co-workers and staff most especially the teachers shall work for their inner education as they engender in their souls the creative power which may be able to address and at least lower the mountain of handicap of learners in need of special care in creating a congenial environment of love and peace.

Third, all the co-workers and staff shall work within the spheres of co-operation, fraternity, equality, respect and liberty that will help the children and young adults in need of special care to feel accepted and secure to experience his/her humanity while the co-workers and staff find their place to live and work creatively.

### ***Organisational Structure***

Camphill School Hermanus is a Community of staff and volunteer co-workers – permanent and short term workers from the local Community or overseas, serving as teachers, house parents, therapists, carers, class assistants and helpers, administrators, fund raisers, cooks, maintenance men, cleaners, among others. The permanent co-workers are those who join the Community for more than a year while the temporary or short term co-workers are those who stay for a year or less.

The organizational structure of Camphill School Community is as follows:



The School is managed by the School Management Team (SMT) which is composed of the Principal, the Deputy Principal and the Heads of the School and the Therapy Unit (HoDs). The responsibilities for all aspects of the Camphill School are vested in the Management Team and the departments (Departments) of the school namely: (1) the School, (2) Homelife, (3) Health, Therapeutic, Psychological and Social Services, (4) Administration, Finance and Publicity (5) Maintenance, Transport, Safety and Security.

*The Principal is the Head of the School:* She is responsible for the over-all running of the school and the implementation of the school policies, procedures and school development plan among others. She is responsible to the Board of Directors. All HoDs are responsible to the Principal.

*The Deputy Principal:* The Deputy Principal supports the Principal and she acts as the Acting Principal when the Principal is absent.

*The Administration, Finance and Publicity Department:* The Bursar is responsible for the financial administration. The Fundraising Team is responsible for the fundraising and publicity. The Humans resources consultant is engaged for the labour and human resources matters among others.

*The School Department:* The HOD: School and her team are responsible for the running of the academic, vocational and extra-mural programmes of the school.

*The Home Life Department :* The HOD: Homelife and her team are responsible for the day to day running of the houses, care standards, welfare of learners and co-workers, etc.

*The Medical, Therapeutic, Psychological and Social Department:* The HOD and the therapists are responsible for health and therapies of particular learners

*The Maintenance, Transport and Safety and Security Department:* The Foreman and his team are responsible for the maintenance of the school buildings, grounds and equipment. They are also responsible for all transport and safety and security matters.

The School Management Team (SMT) meets usually on a Wednesday at 14:00. They can invite staff members and co-workers to the meeting e.g. the co-worker representatives.

In addition to the above departments we also have different **work groups** with specific functions.

*The Admissions Group:* This group is responsible for the screening and admission of learners.

*The Finance Group:* The finance group is responsible for the budget, income and expenditure.

*The Fundraising Group:* This group is responsible for fundraising and publicity.

*The Training Group:* This group is responsible for the training of all co-workers and staff members.

The Departments and groups have their own schedule of meetings which are as follow:

Home Life	:	Tuesdays	11h00
Teachers	:	Mondays/Tuesdays	14h30
Therapy	:	Thursdays	10h00
Staff Meeting	:	Tuesdays	14h30
Admissions	:	Mondays	13h30
Finance	:	Wednesdays	10h00
Fundraising	:	Tuesdays	11h00
Homelife-School-Therapy	:	Thursdays	14h30
House evening	:	Wednesdays	19h15

## **Cultural and Social Life of our Community**

The Community share a cultural and social life based on the Camphill tradition and the seasons of the year. Living in a Camphill Community is a way of life and not a '9 to 5 job'. We claim to offer our learners a twenty four (24) hour curriculum. At times, work hours can be long and demanding. On the lighter side, there are activities that members can organize together including plays, music, concerts, painting, drawing, lectures, walks and excursions amongst others. Members of the Community are expected to participate in the cultural activities and festivals, as well as offer their own initiatives in this respect.

### ***Religion***

Christian values are central to our way of life although the Community is entirely non-denominational. Morning gatherings, grace before meals, assemblies, Bible evenings, Sunday services and the way in which staff, co-workers and learners relate to each other all aim to give the learner a sound moral foundation and a feeling for the values of a Christian way of life. Christian festivals particularly Easter, St. John's, Michaelmas and Christmas form an integral part of the annual rhythm and around each one, special artistic and cultural events are organized. The reading for the week from the New Testament is discussed at Saturday's Bible Evening which is celebrated in the residential houses. The Bible Evening is also seen as a preparation for the lay Sunday Offering Services. The schedule of our services is as follows:

	<b>Time</b>	<b>Venue</b>
Children's Service	10h00	St. John's Hall
Youth Service	10h15	St. John's Hall
Offering Service	11h00	Mercury Hall

The learners in the Upper School join the Offering Service for the adults with the residents of Camphill Farm. There are assigned short-term co-workers who accompany the learners to the services. In order to lift these occasions out of the everyday routine, the learners and the co-workers dress more formally – in smart clothes.

## **THE TRIAD OF CURATIVE EDUCATION**

Camphill School Hermanus follows the curative educational approach of the Camphill Movement as well as the National Curriculum of South Africa. Curative Education comprises a multi-disciplinary, holistic approach to care, education and therapy for the child and young person with special needs. The holistic approach of Curative Education considers the integration of physical, cognitive, emotional and spiritual development of the human being from early childhood to adulthood. The professional contribution of teachers, class assistants, care co-workers, house parents, therapists and doctors, are integral to this approach which incorporates all aspects of daily life, health care, education, leisure and culture.

The triad of Curative Education as implemented in Camphill School are the school, home life and therapies.

### **SCHOOL**

Our school works with the National Curriculum of South Africa for learners with disabilities as well as Camphill Curative Education Curriculum which is based on the developmental stages of a growing child. At present, the school provides Foundation, Intermediate, and Senior and Creative Vocational Classes and the Upper School Programme for learners from

five to eighteen years old. The Foundation, Intermediate and Creative Vocational Classes are situated at the Dawn House School Complex. The classes for the Senior Classes and Upper School are held in the Main school building.

***Tasks of Co-Workers.*** The short term co-workers shall be given tasks in school where help is needed. Although most of them will be in the classrooms to be Class Helpers, it is also possible that their tasks will be in the House, in the maintenance, in the garden and others according to need. The Class Helpers may be distributed to the different classes in the school according to demands in the classrooms. The main task is to assist the class teacher and/or class assistants in the class activities which may also include working with a small group of learners or individuals. For the Upper School, the co-workers shall be involved in the different workshops with the learners. The class teachers try to meet with their class helpers to discuss specific learners, tasks and the time table on a weekly basis or before the first week of each term or when necessary.

The most important part of work in school is building a strong, appropriate relationship to the learners with utmost respect and understanding from the co-workers. Most of our learners can be very challenging or display challenging behaviour. By trying to build a relationship with a balanced approach without overwhelming them, one will see the unfolding of the individual. Finding the balance between helping them and allowing them as much independence as possible may be difficult and it will need patience and care with more experience, time and maturity. The staff and Co-workers with positive attitudes will certainly learn a lot from personal experiences with the learners and one should be open in giving warmth and care. Through training, they will learn to enhance their observation skills that will enable them to know the whole being of the learner. They must also know which learners in the assigned class are likely to have epileptic fits, and how to deal with this or if there are any hearing /visual or other specific difficulties.

The staff and co-workers should be punctual in bringing children to and fetching them from school. It is important to understand that the learners need a calm atmosphere around them in school. Escorting them between lessons, events or activities such as when going to a eurythmy lesson or play in St. John's/Mercury Hall must be done with care and quietly. Too much noise will excite the learners, which in turn will make it more difficult for them to concentrate.

***Morning Break.*** The break time for the primary and secondary school in the morning is from 10h15 am to 10h30 although it may vary according to classes. This period is also a fundamental part of the learner's education. It should be seen as a time to provide different educational experiences for the learners. For some, what happens in break time is of equal or greater importance, educationally than what happens in lessons. Many learners need to learn independence and self-help skills. Some learners need to learn to go to the play area independently and return to their classrooms with minimal verbal or physical assistance from an adult. Many learners do not know how to play, so break time is an opportunity for you to help them to learn this in a real positive way. It is also an opportunity for the learners from different classes to play games together. It should also be remembered that some learners prefer or need to have peace and quiet during the break and do quieter organized activity.

One of the tasks of the Class Helpers during the break time is to accompany the children going to the playground and on their return to their classrooms. While in the playground, they may organise games, or play with the learners or just accompany them in whatever they do. It is important that the class helpers ensure the following: (1) the learners play only in the playground; (2) there is no bullying amongst the learners; and (3) the learners are safe from any form of harm/abuse from outsiders.



***School Gatherings*** Assemblies, festivals, gatherings and school concerts are important events in the life of the school. They serve as an opportunity for the school Community to interact, socialise, celebrate and work together.

**School Assembly.** At the beginning of each term and every Monday, the whole school meet in St. John's Hall to open the week. A verse is spoken, a song is sung and one of the educators will speak about the theme of the week or tell stories and give any announcements from the Community. This usually lasts from fifteen to thirty minutes. At times, short term co-workers are encouraged to contribute something or share their talents or interests during the assembly.

**School Concert.** There is a school concert on the last school day of each term. This is a formal event for the classes to present some of their work over the term. It usually includes songs, poems, plays, eurythmy or part of an activity lesson. Everyone is always encouraged to participate and share their talents in the program. The parents and friends are invited to join the concert and celebrate the work of the school.

**Festivals.** There are four main Christian festivals which are celebrated in Camphill Community: Easter, St. John's, Michaelmas and Christmas. Although some of these festivals happen during term breaks, there are activities, celebrations and preparations which happen during and before the end of the term.

## **HOME LIFE**

At the moment, there are two residential houses operating particularly Phoenix House and Cloister but in the past we had Bohemia, and St. Martin's when we had more residential learners. These houses are primarily the home of the learners with special needs and they are specifically designed for them. They are managed on an extended family model by House Parent(s) who live in the house, assisted by staff and short-term co-workers with the learners. Each house administers its own affairs, catering, educational, social, recreational and therapeutic activities.

The short-term co-workers join the houses as members of the household and they are treated as part of their extended family. Creating and maintaining a peaceful, joyful, rhythm-based and organised household is an important part of life in a Camphill Community. The short term co-worker is an integral part of the process. Hence, they are expected to develop a friendly, caring, polite attitude towards the residential learners and assist in their right to learn, have choice, become independent, have privacy, dignity, and fulfilment. This helps promote a good sense of well being for all.

***Care of the Learners.*** Each of the co-workers will have one or two learners under their care under the supervision of the House Parent. Care for the learners start from the time he/she wakes up until he/she gets to sleep, including an awareness of their sleeping pattern. The practical duties of the co-workers for the learners will vary according to their needs, but may include help with showering, brushing teeth, cutting nails, dressing and other areas. The co-workers are expected to carry awareness or consciousness of the basic needs of the learners such as the appropriateness of the learner's clothing for the weather and others. The co-workers should also engage themselves in the lives of the learners and thus should be keen to learn about their rhythm, interests, activities, families, and friends. It is very important to support the condition of the child with love, empathy, respect, compassion and understanding. Since the co-workers may be role models for the learners, they are expected to behave appropriately at all times. Some of the learners need a night watch which shall be

done by the co-workers and their schedule shall be arranged accordingly. The House Parent will give details about the daily rhythm of the day of each of the learners.

**Household Tasks.** The co-workers are expected to help in household tasks which include the following:

- keeping bathrooms, bedrooms and communal areas clean and tidy
- helping with laundry as often as needed
- dishwashing, cooking or meal preparation as required
- and others, as may be required by the House parent

The co-worker is expected to partake in all meals and to engage in activities with the learners during leisure time.

## **THERAPIES**

The therapeutic interventions for learners in need of special care are aimed to restore health not only in physical, mental and social aspects but also for the soul qualities of the human being. These will address the conditions, imbalances and tendencies of the learners which are restrictive to their total human development. These therapies which include both the anthroposophic and conventional therapies, are prescribed by the school medical officer with the in-house or visiting therapists in consultation with the teachers and house parents. The therapies that are offered at the Phila Therapy Centre include therapeutic eurythmy, painting/clay therapy, rhythmical massage, speech therapy, hydrotherapy, physiotherapy, occupational therapy, music therapy, play therapy and therapeutic riding (being done at Glenfruin Village), as far as it is practically possible.

The learners receive different therapies during the school term and the co-workers may be asked to bring the learners to the Phila Therapy Centre or Glenfruin for the therapeutic riding and may also accompany the learners during the therapy sessions.

You may find the following quotes of Rudolf Steiner helpful in our approach to children and the importance of empathy:

*"If, as a co-worker, you can gradually make your own way into the situation of the young pupil, can sense how the pupil perceives the world, and can begin to share something of what the pupil actually experiences, then you will have taken the first steps in developing a real understanding of the child's inner world of feeling. By educating yourself in this capacity for empathy, you will escape from the subjectivity of your own experience and will learn to acquire an insight into the child's own intellectual, emotional and spiritual means of communicating with the surrounding world."*

*Rudolf Steiner – Excerpt from "In Education towards Freedom" (1924)*

*"what you say to a small child, what you teach him, does not make much impression on him. It is what you are, whether you are good and manifest this goodness in your behaviour which is of vital importance, or whether you are irritable and subject to outbursts of temper. In short, all that you are yourself reverberates within the child. One can say that he is a sense organ reacting to every impression to which he is subjected."*

*"Our highest endeavour must be to develop free human beings who are able of themselves to impart purpose and direction to their lives"*

*Rudolf Steiner (1865–1925)*

## GENERAL INFORMATION

### *Accommodation*

Each co-worker is provided with a single room and will be required to share bathroom facilities with other household members. Our way of life demands a certain amount of flexibility. It can happen that after a time, one is asked to move to another house because a greater need has arisen. While this may be difficult, the basic attitude in Camphill is to help where there is a need. It is expected of the co-workers to keep the living areas clean at all times.

### *Pocket Money*

All the short term co-workers get their pocket money directly from Freunde der Erziehungskunst. For co-workers who does not come through Freunde, they will get their pocket money from the School Office.

### *Free Time/Off Day*

Co-workers have two days off in a two-week work cycle, an evening off and morning off if he/she was on night watch duty the previous night. This may vary according to need.

### *Holidays*

The learners are entitled to four school holidays or school term breaks. All co-workers are allowed up to eight weeks holiday per year, which they may take during the learners holiday periods. Cleaning and maintenance of the houses and grounds is done during the holidays by all co-workers. Also, certain team-building or training courses for various groups of co-workers may also happen during holiday times. The holidays of the co-workers shall be guided in conjunction with the needs of the house, house parents and training courses. Please ensure that you get the exact dates well in advance.

The Term breaks are as follows:

Third Term 2017 (Spring)	30 September 2017 – 7 October 2017	(8 days)
Fourth Term 2017 (Summer)	9 December 2016 – 10 January 2018	(31 days)
First Term 2018 (Autumn)	29 March 2018 – 8 April 2018	(11 days)
Second Term 2018 (Winter)	23 June 2018 – 16 July 2018	(23 days)

This gives about 10 1/2 weeks holiday in a 12 month period in addition to Half Terms (long weekend), where some time off may be available.

### *Telephone*

There are telephones in all areas of the school which can be used for internal and outside call. The co-workers will need to buy their own South African sim card for their celphones or use skype to communicate abroad. Alternatively, the co-workers may ask their own personal telephone code [which should be kept private] to access local and international calls. The telephone codes can be requested from Nicoleen Potgieter in the School Office. The telephone bills are paid at the office monthly.

### ***Internet Access***

The school has a Wifi 24-hour broadband connection for internet access for the laptops. The public code shall be secured from Nicoleen Potgieter in the office.

### ***German Library***

There is a German Library which used to be a Co-Worker Hut for short term co-workers near the swimming pool with a wide selection of German books mostly in the areas of Anthroposophy and other literatures. The co-workers are asked to be responsible for keeping the place clean and tidy. The policies and procedures on the use of the library can be found inside the library.

### ***Transport and Co-Worker Car***

There is a co-worker car for short term co-workers which can also be booked in the office. A co-worker who wishes to drive a co-worker car must have a valid driver's license and must pay a deposit of R 750 of which R 500 will be refundable when the volunteer leaves depending on the utilization of the car. Please refer to the policy on the co-worker car in the ***Appendix 2***. He/she will then be scheduled for a driving assessment by a designated driving school and the cost will also be paid by the co-worker. The receipt of R 750 will then be presented to Nicoleen Potgieter (in the office) who will provide the co-worker contract which needs to be signed and returned to the office before being allowed to drive the car.

Please look after the car well as if it is your own car. Make sure that doors are locked when parking it in town. The co-worker shall take full responsibility for traffic fines and repairs if they are caused by negligence and wreckless driving, eg. Broken windows, etc.

There is a twice a week shop run to Hermanus during the school week which the co-workers can join if they need to buy in town or do something and this has to be arranged through the office.

### ***Swimming Pool***

Camphill School maintains two swimming pools which are also shared with the Camphill Farm. They are reserved for school use on Saturdays during the term weekends. The key to the swimming pool area is in Cloister.

The swimming pool rules are as follows:

1. An adult must always be present and actively supervising the swimmers
2. The co-worker must be responsible for the learners:
  - 1 co-worker to 3 children
  - 1 co-worker to 1 epileptic child once they have been trained in how to deal with fits
3. No jumping, pushing in, running and hooliganism allowed
4. No animals, glass, food and litter allowed
5. If someone will use the pool during rest hour, please do so quietly.

The last person to leave the pool area must lock up and return the key to Cloister

Please ensure that the swimming pool area is always clean and clothes, towels, etc are removed before you leave it.

## ***Libraries***

Camphill School has a small library at the Computer Room. There will be a schedule when the co-workers can borrow books. There is also a Camphill Library which is situated at the Mercury Hall in the Camphill Farm and this is shared by the School and the Farm but administered by Camphill Farm. However, the short-term co-workers of the school are not allowed to use this library.

## ***Office Machines (computer, copier, etc)***

The short-term co-workers may use designated computer in the School Office. They may receive faxes and can ask the school secretary to photocopy materials at a cost. Incoming letter for the co-workers may be collected at the office on Mondays and Thursday at 15h00. It is requested that only one person will come to the office to collect everyone's posts/letter as the office gets very busy.

## ***Security***

Camphill Hemel-En-Aarde Community is being monitored and patrolled by ADT Security twenty four (24) hours a day. However, all the Community members must still be guided by the following security measures:

1. All learners and residents on duty must be back in their respective houses by 9:30 pm.
2. Everyone should be in the house by 12 midnight.
3. If someone is going to be out after 9:30 pm, he/she should
  - a. carry a torch which works
  - b. try and be accompanied
  - c. female co-workers should always be accompanied
  - d. vary the route to and from your destination
  - e. let someone know that he/she will be out especially if he/she needs to get back into the house.

For information: ADT Telephone number is 086 1212306 and they can be contacted at anytime for enquiries about alarm systems. In case of emergency, always contact ADT first then our Foreman (Clint Fouche) and then police on 028 10111 or 028 313 5300. All co-workers must know how to operate the house and personal alarm system. The House Parents will discuss it with you.

There is a security gate at the entrance of Camphill Community (for both Camphill School and Camphill Farm) which shall be open from 6 am to 6 pm from Monday to Friday during term times and it is closed on weekends. A remote will be available to co-workers to open the gate. They should be responsible to take care of the remote and not to be shared with anyone else which can jeopardize the safety of everyone in the Camphill Community.

The co-workers shall share responsibility for the security of the both Phoenix and Cloister Houses. They should always lock their own rooms and the entrances of the house while they are at work or anytime they leave the premises.

There is a safe in the office where you can leave your money for safekeeping. The laptops can also be left there should the co-workers decide to leave them behind when they go on holidays. These can be arranged with the Nicoleen Potgieter in the office.

### *Walks and flower picking:*

There are many beautiful walks both on and off the Camphill School and Farm Community. The co-workers must be aware of the boundaries of the Camphill Community. Volmoed Meditation Centre which is a private property next to Camphill Farm Community has a meditation trail for their guests. However, we have been told that they **do not want Camphill co-workers and staff to visit without permission.**

The children should always be accompanied by co-workers when they are taken for a walk in the estate in both Camphill School and Camphill Farm Community. When walking off the estate, at least three co-workers must accompany them - one walking in front of the group, one in the middle and one at the back. A co-worker should never go for a long walk alone with an epileptic child. Please refrain from walking with the children outside the Camphill Gate to Hermanus or any other road outside of the school premises for safety purposes.

Flowers are an important part of our lives and our therapeutic environment. We pick them for the houses, services and others. However, please have the courtesy of asking permission before picking flowers from the garden of another house or Camphill Farm Community Workshops. Please note that picking flowers in the Herb Workshop is not allowed. Flowers must be cut with a plant cutter.

### *Animals in Camphill Hemel en Aarde Estate*

The co-workers should be aware that there are animals in the school grounds that may put them at risk particularly snakes, spiders, scorpions and baboons. At Camphill, snakes are to be avoided, not killed. Many of the snakes are poisonous. Everyone must wear shoes, or boots while walking around the estate. Should there will be problems with snakes, the foreman (Clint) should be contacted right away. Baboons also visit Camphill School from time to time and they can sometimes be aggressive and dangerous. Please stay away from them and see to it that our children are safe. They should not be fed and they must be kept away from the kitchen, larder or rubbish bins. Compost bins must never be accessible to the baboons.

### *HIV/AIDS*

There is a high incidence of HIV/AIDS in South Africa. Please be aware of this when you start a sexual relationship in this country. It is **YOUR RESPONSIBILITY** to protect yourself and others.

While we respect the confidentiality of the medical records of all our learners and staff, all co-workers should follow the universal precautions in handling blood and other body fluids. It is **REQUIRED** that surgical gloves be worn when dealing with injuries and body fluids.

### *Foundation Course*

Camphill School offers an Orientation and Foundation Courses for short term co-workers to give some guidance during their stay in our Camphill Community. This comprises a series of lectures, readings, workshops, discussions and artistic activities relating to Camphill practices, Curative Education, syndromes, therapies, first aid and the like. Other topics can be requested depending on the need and interests of the co-workers. The course schedule will be arranged before the start of each term.

### ***Mentorship***

A mentor from the Community will be assigned to each short term co-worker to provide social guidance during his/her stay in Camphill. There can be sharing of experiences, successes and disappointments and the mentor can listen or may give advice. They should meet regularly to deal with needs as they arise depending on their agreement. If the co-worker is not comfortable with the mentor, he/she can approach the principal to assign another mentor to them.

After six weeks of working in Camphill School, the co-workers will have appraisal with the mentor. They will also sign the Co-Worker Handbook to confirm that they have read the contents of the handbook and that they understand and accept the policies, procedures and rules as stipulated in the handbook.

### ***Supervision and Evaluation***

The house parents, the teachers and the mentors are responsible for seeing that the co-workers integrate well into the Community, do their work properly to the best of their ability and that their questions and concerns are addressed. They will communicate and arrange meetings with the co-workers.

## **SCHOOL POLICIES**

### ***Alcohol and Drugs***

Camphill School does not allow the use of alcohol on our premises during term time, or when learners are attending school. You may not be in the possession of alcohol or drugs and if found will be confiscated immediately. Alcohol should not be kept in any public space, fridge or cupboard. The school does not tolerate the abuse of alcohol and drugs on the premises or in our vehicles and a guilty person may be immediately discharged.

The use of any illegal drugs at anytime will lead to immediate dismissal from Camphill School and expulsion from South Africa.

Please note in the past the School got a bad name because of the inappropriate behaviour of some co-workers and we had to work hard to restore our good name. We are dependent on the community to raise funds for the running of the School. Please protect the good name of our School.

### ***Smoking***

The smoking of cigarettes, cigars and pipes is forbidden in all the houses, school, workshops, farm buildings, and vehicles. Co-workers who wish to smoke must do so outside and not in front of the learners. Smokers must be responsible and discard the cigarette butts in the ash tray or rubbish bins or in one of the designated containers and not on school ground around the estate.

### ***Health Care***

The short term co-workers are required to take out their own comprehensive health insurance coverage before they arrive here in South Africa. If a co-worker needs to see a doctor, arrangements must be made through the School's Medical Officer. If one will visit a private

doctor, a letter signed by the Principal will have to be obtained from the office. The letter will allow the doctor's accounts office to add the visit to Camphill School's account, but the co-worker will have to reimburse Camphill School for the visit. Camphill School is not responsible for short-term co-workers' medical fees and hence they should settle all their accounts before their departure from Camphill. There are also first aid materials in the houses, classrooms and in the Phila Therapy Centre. In case of emergency, the co-workers can get medical services at the Private Hospital (Hermanus Mediclinic) with your passport and medical aid details or alternatively at the Hermanus Provincial Hospital for a minimal fee.

### ***General House Rules***

Silence in the houses. Camphill School is a therapeutic setting for children with special needs and noise will not be tolerated in, or around the houses. There should be silence after 22:00 in and around the houses. People arriving home after 22:00 should also be quiet. Socialising after 22:00 should be done in Cloister House and the noise level should be kept down. Social gatherings are not allowed in the houses in the evenings/at night. There should be no incoming calls after 21:00.

Night watch. The Co-worker on night watch duty has to be accessible to the children. There should be a designated bed for the night watch in close proximity to the children. If the night watch's room is close to the children's room/s, then the night watch's bedroom door should be left open.

Cooking after 20:00. Co-worker's will be given a clearly designated space for food that they may use in addition to the set meals. This food could be bought by the co-workers themselves. There shall be no cooking after 20:00 in the children's houses.

Lighters and Matches. Lighters are used in lighting the candles rather than matches for the interest of safety. Matches are dangerous in the hands of a small and playful child while a lighter is more difficult for them to operate. Neither lighters nor matches should be left lying around and accessible to children.

Scissors and Knives. These must never be placed within the children's reach. They must either be put away after use or put well out of reach. Co-workers must ensure that no sharp objects (nails, scissors, knives, etc) are left lying around within a child's reach in their bedrooms.

Candles. Candles are used often in our daily life. The co-workers should not leave burning candles unattended, in the care of children or before going to sleep. In the event of a power failure, candles in lantern or a glass shall be used which should also not be left unattended.

Children in the bath. The small children who needs help with bath or an epileptic child should not be left alone in the bathroom. The bathroom door should be slightly open. The more independent (or older) child may be left to bath or shower alone, but the co-worker must be very conscious of this and he must remain within hearing distance should the child need help. No one is allowed to be locked inside the room with children.

Contact with parents. The House Parents are the **only** ones who are allowed to contact the parents regarding the learners.



### ***Computer Use Policy***

Use of the computers and/or internet provided by Camphill School Hermanus is strictly forbidden for the following purposes:

- To contact pornographic sites or any pursuit of this nature.
- Carrying out illegal activity such as downloading materials illegally.

Please note that the School's computers and network may be checked to monitor this policy.

By signing this document you agree to be bound by this policy. Should you break this agreement, disciplinary action may be taken against you.

### ***Use of radios, cassette/CD players, walkman, i-pods, etc.***

When co-workers bring with them radios, cassette/CD player, laptops, walkmans, i-pods, etc these should only be used in their own room and outside of working hours. The co-workers are fully responsible for their belongings, should have their own insurance and the school will not pay for any damages. When music is played in bedrooms, the sound must not be able to be heard from the other rooms. Cell phones must not be used inside the classrooms, during meal times or special gatherings like concerts and services.

There should be no electronic music in the residential houses on Saturday afternoon until Sunday after the service to set the mood for the preparation of the learners for the Sunday services.

### ***Use of television and DVD's***

Watching television is not part of learners' normal daily life in Camphill. A house television set/DVD player is available wherein special programmes or events can be watched during the weekends, upon request, as part of the recreational activities in the house. The appropriateness of a particular movie/DVD should be discussed with the houseparent prior to any learners' viewing. Learners should not be left alone watching a movie/DVD. Television/movie/DVD viewing should not interfere with the school Community life or events or disturb or cause inconvenience to other people.

### ***Photography***

Community festivals and celebrations should not be photographed during the performance. However, there is usually an opportunity to do this during the dress rehearsal, or before the event. This does not apply to dances or parties. Please ask a person's permission before you take his or her photograph. **The co-workers are not allowed to use children's photos on personal websites and the likes without parental permission.** This can be checked through the school office. No photographs are to be taken of naked or partially clothed children, or of a child in an emotional state.

### ***Dress Code***

Camphill School does not require co-workers to wear a uniform. However, all the co-workers are expected to dress sensibly and appropriately to their work and social situations.

### *Use of English and other languages*

English is the medium of language used in the Camphill Community. Please speak English in public areas of the Community at any time when there are other people present whether adults or children. Crude language/swearing is not permitted in the Community.

### *Departure Dates*

The co-workers are expected to stay for the period of their commitment to Camphill School. The duration of stay must always be confirmed again with the School Secretary upon arrival. It is very inconvenient if people leave earlier as this has repercussions for the whole Community. Should there be an extreme necessity to leave, the House Parent, the mentor and the Principal must be informed at least one month prior to departure. On departure, co-workers are transported to the airport at the school's cost.

### *Confidentiality*

Safeguarding the privacy and dignity of each member of the Community is a matter of common concern and is the responsibility of everyone. Confidentiality applies to all records and information from other professionals about the learners such as case histories and medical records of all learners and co-workers. These are kept in a secure place in the care of the House Parents, School Office and the Phila Therapy Centre. The divulging of personal details, confidences, biography, etc outside the parameters described is strictly prohibited. New co-workers are instructed as to the principles of confidentiality in the Induction Course and by the House Parents.

### *Visitors*

Where possible, the school welcomes visitors **in holiday time after the approval of the Management Group. The approval of visitors is at the discretion of the Management Group at all times and that requests for visitors have to be submitted at least 2 weeks before the proposed visit. The visits of parents, siblings, other family members and friends can be considered during term time provided that they will not sleep over in Camphill School.** Should arrangements for visits be made before consultation with the School Management Team, the request will be declined.

The visitors are responsible for their own transport arrangements. They will be able to find accommodation in hostels, Bed and Breakfasts, and hotels in the Hermanus area or they may book Sunbird Cottage in Camphill Farm Community.

### *Lending Money*

All co-workers are advised not to lend money to any of our staff members. If a co-worker does it, it is done at their own risk and the school will not be responsible and will not be involved in its collection or re-payment.

## **SCHOOL PROCEDURES**

### ***In Case of a Missing Learner:***

Do not panic if a learner appears to be missing within the Camphill Community. First, the details of his/her last whereabouts should be verified to confirm if he/she is in or out of the Community. Then, the favourite spots of the learner should be checked. If he/she cannot be located, the houseparent should be informed immediately. Do not waste time looking on your own. The houseparent will contact the other houses (including the houses on the farm) and they will take further steps. A thorough search of all the buildings and grounds of the Camphill School and the Farm should be organised. If the learner is not found after one hour contact our Foreman (Clint). When the learner is found, the bell at the playground must be rung immediately to inform the search parties that the learner has been found.

### ***Missing Items***

If there are any incident of theft or missing items, money or other personal property belonging to co-workers, it should immediately be reported to the House Parent. It can be included in the lost and found section of the weekly Diary of Camphill School.

### ***Fire Safety***

The House Parents are the fire officers in the houses. Every co-worker should be aware of the fire safety procedures and the location of the fire extinguishers and fire exit. These will be discussed in detail by the House Parents. If the House Parent is not available please contact the Foreman immediately.

### ***Maintenance.***

Any items that are faulty or in need of repair should be reported to the House Parents for appropriate action by the maintenance team. It must also be written in the maintenance request book in the office.

### ***Telephone Circular Message Ring***

When there are any messages that need to be circulated in the school Community, the school office or a House Parent/Teacher, can initiate this through the telephone circular message ring. (Please refer to the sheet near the telephone of each house).

### ***Grievance/Complaints of Co-Workers***

If a co-worker has a concern and he/she feels it needs urgent attention, this has to be communicated to the House Parent. If he/she is unable to speak to the House Parent, he/she may contact the Mentor who will help to resolve the concern by looking into the matter. The Mentor may, after discussion with you, involve some members of the Management Group.

If the co-worker feels that his/her concern is not addressed, a written letter may be sent to the Principal or he/she can make an appointment with her.

## ***Disciplinary Procedure***

The School has a policy on discipline in place. Please familiarise yourself with it. Usually when a person transgresses our rules or policies the person will first receive a verbal warning. The second time the rule is broken the person will receive a written warning. Breaking the rule the third time could lead to discharge. In some cases the breaking of a rule could lead to immediate discharge, e.g. theft and the use of alcohol and drugs.

All co-workers should feel responsible for the following:

- that learners are treated appropriately with respect and their interests are safeguarded and promoted at all times
- that co-workers and staff are treated with respect and are free from harassment of any form
- that the affairs of the Community are conducted honestly and openly in line with stated policies, procedures and ethos.

The school policies and procedures will be enforced by the Management Group according to the disciplinary procedure. Any co-worker's behaviour that is contrary to the defined policies and procedures and expectation of the Community shall trigger the Disciplinary Procedure. Please refer to the Disciplining Co-worker and Staff Policy in [Appendix 5](#).

## **Important telephone numbers**

Use your own telephone code, dial 028 followed by the desired telephone number. If you will use your own cellphone, always start with 028.

School Office                    312 4949

### **Emergency Numbers:**

ADT	086 1212306
Police	313 5300
Ambulance	10177
Ambulance (cellphone)	112
Fire Brigade	313 8168
Private Hospital	313 0168
Provincial Hospital	312 1166
Jeanne-Marie Botha	084 951 4109
Julio Laset	071 520 6424
Angie Coetzee	083 969 0687
Lilian Teunissen	076 501 4989
Selmon Swanepoel	072 246 6093

## **APPENDIX 1: BRIEF INFORMATION ON EPILEPSY**

Epilepsy is a medical condition in which there is a tendency toward brief disruptions in the normal electrical activity of the brain. Epilepsy can be minor and/or major.

### ***Minor Epilepsy (Petit Mal)***

A minor epileptic fit can pass unnoticed, as the casualty often appears to be daydreaming.

#### Signs and Symptoms

- may appear to be daydreaming or staring ahead blankly
- may be slight or localised twitching or jerking of lips, eyelids, head or limbs
- may be odd movements, including chewing and smacking of lips, fiddling with clothes, saying odd things and making noises.
- Usually suffers memory loss

### ***Major Epilepsy (Grand Mal)***

A major epileptic fit may be sudden and dramatic but the patient may experience a warning period, for example have a strange feeling, smell or taste beforehand. An epileptic fit usually follows a two stage pattern:

1. rigidity or loss of consciousness
2. jerking

#### Signs and Symptoms

Pattern of epileptic fit:

- sudden loss of consciousness, falling down, strange crying out
- becomes rigid for a few seconds, arching his/her back
- breathing may cease. His/her mouth and lips turn blue and there is congestion of the face and neck
- convulsion follows with contraction and relaxation of alternative groups of muscles. The jaw may be clenched and the breathing noisy. Saliva, which may be blood stained if his/her lips and tongue have been bitten, will appear at the side of the mouth
- loss of bladder control and sometimes bowel control
- muscles may relax and breathing becomes normal, although he/she will remain unconscious for a few minutes
- on regaining consciousness, he/she may feel dazed, behave strangely or confused, might have a headache
- a fit may be followed by a deep sleep
- injuries such as burns or scars from previous fits may be seen

## **Management**

### ***During the fit:***

1. The first priority is to prevent injury – when the child is falling, try to support or ease his/her fall and lay him/her gently. Clear away furniture or other objects that could cause harm.  
NEVER LEAVE AN EPILEPTIC CHILD ALONE IF HE/SHE HAS A FIT.
2. Loosen any clothing around his/her neck and if possible, support his/her head (slightly tilt it backwards)
3. Talk to the child in a quiet, reassuring way to call them back to consciousness.
4. If the child vomits, turn the head to face downwards so vomited materials are ejected from mouth and not taken into the lungs
5. Do not move or lift the child, unless he/she is in danger

6. Apply Rosemary bath milk with your finger below the nose, on the temples and wrists of the learner
7. Do not try to restrain his/her arms or legs but gently ease the limbs
8. Do not put anything in his/her mouth like handle of a spoon or your fingers between the child's teeth during a fit
9. Do not give anything to eat or drink until the fits have stopped, fully awake and alert
10. Take note of the duration and character of fits

***After the fit:***

1. When the fit ends, put him/her in recovery position
2. Cover the patient with a light blanket in case he/she wets himself/herself
3. Check the patient's breathing and resuscitate (rescue breathing) if necessary
4. Get emergency assistance if:
  - the fit lasts for more than 5 minutes
  - the patient is unconscious for more than 15 minutes
  - the patient is having repeated fits – more than one fit in an hour

**Important Reminders for co-workers:**

- remain calm and not to panic during the fits.
- Never leave the child in a fit alone
- No epileptic child should be left alone in the shower/bath
- Medication must be given by co-workers regularly as prescribed and the child watched while taking it
- Never leave an epileptic child unsupervised when they use the swimming pool
- All co-workers who work with epileptic learners should carry a small bottle of Rosemary bath milk at all time wherever you go with your epileptic learner. This should be available in every house and class
- Report all fits to the House Parents and teachers

## **APPENDIX 2 BRIEF DESCRIPTION OF THERAPIES**

***Therapeutic Eurythmy.*** An art form of expression in which speech and music are made visible through human movements executed by the whole body, especially the limbs. Eurythmy is sometimes described as visible speech or visible music. Specific curative eurythmy exercises, prescribed by a doctor, are used with individual children to address a wide variety of developmental problems and to help strengthen and heal aspects of their mental or physical constitution.

***Painting Therapy.*** Painting exercises, given on either an individual or a small group basis, are designed to achieve balance and harmony of colour and form, using graceful movements of the brush and colour on wetted paper. The child is guided through these exercises by the therapist, using primary colours, to explore the whole spectrum of the rainbow.

***Speech Therapy.*** The therapy focuses on receptive language, or the ability to understand words to you and the expressive language, or the ability to express yourselves. It also deals with mechanics of producing words, such as articulation, fluency, pitch and volume. It involves activities or exercises to strengthen tongue and lips. It also involves activities that will stimulate communication among the children with no speech.

***Occupational Therapy.*** The occupational therapy aims to improve the level of functioning in all areas of everyday living (work, school, play, free time, self-care and social life). Among the techniques used include improving postural control, cognitive stimulation, perceptual skills and sensory integration. Hence, it involves activities and exercises that improve the gross and fine motor skill, concentration, visual discrimination, sensory processing and discrimination among others.

***Physiotherapy.*** This therapy focuses on the gross motor skills pursuing the developmental milestones that may have been delayed by various causes. There are therapeutic routines and techniques that may include like a play but helps to strengthen, reinforce and push in areas of difficulty in a non threatening way.

***Rhythmical Massage.*** Oils and ointments are applied to the child's body using gentle rhythmic massage movements. The rhythmical quality of the oiling follows the rhythm of breathing, with its variation between the slight tension of in-breathing and the longer, slow relaxation of out-breathing. Massage sessions are followed by rest periods where a child may listen to music played on the lyre or to singing, which encourage relaxation or even sleep.

***Therapeutic Baths/Hydrotherapy.*** Baths are usually for frail, anxious and restless children and for those with low body temperature, poor circulation or slow metabolism. Plant oils are sometimes dispersed in a warm bath into which the child is immersed to allow the oil to be absorbed by the skin. The child is warmly covered by blankets and rests. During the rest period, there is usually a significant increase in body temperature.

***Riding Therapy.*** The different movements of the horse in walking, trotting and cantering are used to promote both active and passive movements in the rider. Riding therapy can be prescribed in order to improve, stimulate or enhance the senses, to help establish dominance or correct posture and body position and to help development of self confidence. As such, it can be effective for a wide spectrum of disabilities, from physical to social and developmental problems.

***Music Therapy.*** Music therapy, designed individually for the child and given two or three times a week for a certain period of time, is of particular value to children who are severely disturbed in their connection to the world. It is used for children who are autistic or very restless, as well as those who are wholly or partially deaf. Music therapy may consist of simply listening to music or may involve the child in responding in a certain way, through movement or by playing a simple instrument. The lyre is often used in music therapy.

## APPENDIX 3

### CAMPHILL SCHOOL HERMANUS

#### *Contract for the use of the School temporary co-worker car*

The short term co-worker car belongs to the Camphill School and by using it, co-workers take responsibility for the vehicle and are accountable. The School car is for the exclusive use of School co-workers.

#### HOW TO BECOME A DRIVER

In order to make use of the car, the co-workers need:

- (a) A driving licence valid in South Africa. If the co-worker is less than 21 years old, the licence must have been obtained at least one year previously. All must acquaint themselves with both the theory and practical side of driving in South Africa. Text books are available. If necessary, the co-worker should take driving lessons at a driving school at his/her own expense. The Camphill cars may not be used for this purpose. All co-workers have to pass a driving assessment. The co-worker arranges this him/herself through H & O Driving School (028 313 0663).
- (b) To read this contract carefully, sign it and hand it in at the School Office with the Driving Assessment sheet.
- (c) To pay a deposit of R750.00 to the office. R 500 of the deposit (minus outstanding charges, and other bills) will be refunded on departure and R 250 will be retained owing to the high insurance risk and consequent premium. **IMPORTANT:** Please inform the Secretary of your leaving date at least two weeks in advance. The cost of the journey will be charged to the DRIVER.

#### INSURANCE (Very important)

- (a) **The car is insured by Camphill School. If a co-worker causes an accident which is their fault, the R 500 deposit may be taken towards the repair cost and another deposit required before that person may drive the car again.**
- (b) **The car carries a maximum of 5 people. The insurance will be invalidated if more people are carried.**
- (c) **Please note: Due to restrictions by our insurance company, we are not allowed to give lifts to persons not belonging to Camphill, e.g. hitch-hikers.**

#### BOOKING

The car may be reserved on the booking sheet at the School Office. Bookings may not be made more than a week in advance. As there is only one car for all School temporary co-workers, shared use would seem advisable. The destination must be marked on the booking sheet to enable others to join the lift. For co-worker weekends, the car may be booked further in advance. The car may not be booked to be away for more than one night during term time and for up to three nights during holiday times. Co-workers who are 'day off' take priority.

#### RECORDING OF JOURNEYS

Every time the car is used, the log sheet must be filled in with as much detail as possible and has to include the names of the drivers and passengers. The car log sheet must be submitted to the office on the first day of the week (Monday).

#### CHARGES

A charge will be levied per kilometer on a monthly basis. The current rate of R 1 per kilometer and the driver will put their own petrol. Please note this rate does not cover the full petrol, maintenance and repair costs.

If a co-worker has unpaid charges outstanding, he/she may be suspended from using the car until they have been paid.

#### MAINTENANCE AND ACCIDENTS

The Foreman is responsible for the general maintenance of this vehicle. If the car gets damaged or anything is not in good working order, this needs to be immediately reported to him. Should the car be damaged it may have to be taken out of use until the damage is repaired.



Any co-workers found to have driven in a negligent or irresponsible manner or under the influence of alcohol will be suspended from using the car for a period of time to be decided on by the School Management Team.

Please treat YOUR car with care. If it has to be taken out of service, it is highly unlikely that it will be replaced.

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#### CLEANING

The co-worker car will be cleaned and checked once a week. The cleaning time will be Friday morning between 9am and 11am. If anyone uses the car at the booked cleaning time, that person will be responsible for cleaning it before giving it back. **Please leave the car as you would like to find it.**

#### GENERAL

- A Whenever the car is not in use it should be parked at Cloister.
- B Never drive faster than 25 kph within Camphill Communities and 40 kph on a gravel road.
- C Always lock the doors while driving. Park the car in safe places only, make sure all windows are closed and all the doors are locked and that the gear lock/alarm is engaged. This is vital due to the high incidence of hijacking and theft in this country.
- D When driving long distances, please check tyre pressure, oil and water. Keep cash slips for fuel bought at petrol stations and hand them in at the School Office for refunding. Use only lead replacement petrol.

To be signed by all co-workers wishing to use the School temporary co-worker car as drivers or passengers.  
(Original to School office – Copy to co-worker)

I, the undersigned, hereby declare that I understand the contents of this document and agree to abide by all the rules stipulated herein.

Date: .....

Name of co-worker: .....Signature: .....

---

Received deposit of R750.00 from (Name of co-worker) .....

Date: ..... Signature: .....

Camphill School Office

## APPENDIX 4 CHILD PROTECTION POLICY

### Child Protection Policy

#### Principles

- The protection of children is the highest concern for anyone in the position of parental responsibility. This responsibility is handed to us in part during the school year.
- Good control is dependent on clear management structure and strong values and positive care practices.
- A good quality, homely environment where all staff are informed of the signs and symptoms of abuse means that it will be more easily detected.
- To work together with other legislative bodies and NGO's to promote measures that help prevent abusive practices in order to protect our learners and the school.

Such measures include:

- Open communication of concerns and forums for support for carers.
- The necessary screening of all new staff members and on-going evaluation of those wishing to become longer-term co-workers.
- On-going in-service training and induction programmes covering all aspects of Care Policies and the protection of children.
- Positive care practices
- Acceptable measures of control including physical restraint
- Understanding the dynamics and patterns of abuse
- Procedures for reporting suspected abuse

The two main dynamics in abuse are power and secrecy. Our learners are safeguarded by clear guidelines for communication and responsibility within caring healthy Community life.

As carers, we have a duty to always be informed of all aspects of child abuse. It is in similar situation, schools and care facilities where abuse has been identified.

We therefore have to find the right balance between giving our learners and students a warm, homely environment and being alert to any evidence of abuse. We must at all times be satisfied, whatever our age, position or experience, that we see no such signs. We have both legal and moral responsibilities in this area.

#### Categories of Abuse:

Abuse usually falls into one of more categories:

##### Physical Abuse

Any act(s), which may result in injury to or death of a child.

##### Emotional Abuse

Any act(s) or failure to act by a parent, guardian, caregiver, young person or adult working with or in contact with a child which results in the impaired psychological, emotional functioning or development of a child. This may be expressed as anxiety, withdrawal, aggression, depression or delayed development. Emotional abuse is sometimes hard to detect.

## Sexual Abuse

Any act(s) which results in the exploitation of a child, whether with their consent or not, for the purpose of sexual or erotic gratification. This may be by adults or other young persons who are intellectually, emotionally, physically or sexually more mature than the child victim. Types of sexual abuse include, but are not limited to, incest, rape, exhibition, sodomy, child prostitution, paedophilia, pornography, voyeurism, and cyber sex.

## Neglect

Any act(s) or failure to act by a parent, guardian, caregiver, adult, or young person working with or in contact with a child that can hurt or cause injury to a child or even cause a child to leave home. Like emotional abuse, it can also result in the impaired emotional functioning and development of a child. Types of neglect include, but are not limited to physical or emotional neglect, or the failure to provide primary education.

These actions or failure to act must be intentional. That is, a parent/ guardian /caregiver /adult/young person must wilfully neglect a child. For example, a parent who wilfully withholds primary education from a child despite having the necessary resources for that child to receive a primary education is neglecting that child.

All forms of abuse may cause a child to withdraw or show unexplained changes in behaviour and we have to bear in mind the possibility of one child abusing another. At the beginning and end of each term every child or young person should be checked, as appropriate to age and sensitivity, for any possible physical signs.

If one suspects abuse, the co-worker should inform the House Parent or Teacher who will inform the school's Child Protection Officer, at the moment, Julio Laset, for further action.

# ANNEX 5 ACCIDENT/INCIDENT REPORT FORM

## CAMP HILL SCHOOL

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Place: \_\_\_\_\_

Name of Learner/s involved: \_\_\_\_\_

Name of co-worker/s/staff involved: \_\_\_\_\_

Witnesses: \_\_\_\_\_

Description of Incident/Accident:

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Action Taken:

Notification to:	Phone Call			Letter	
	Date	Time	By whom	Date	By whom
(Name)					
Parent					
Social Worker					
School Fire Officer					
Police					
Doctor					
Hospital					
Management					

Cc: Learner's File, Co-worker's/Staff File, House File, Incident/Accident File

## **APPENDIX 6: DISCIPLINING STAFF AND CO-WORKERS POLICY**

### **DISCIPLINING STAFF AND CO-WORKERS**

#### **1. Introduction and Principles**

Camphill School fully endorses the principles of fairness and the just application of appropriate disciplinary measures to address conduct of performance deviations when appropriate. The School will apply its rules of conduct and this procedure in a positive and corrective manner, in order to promote and maintain an orderly and productive learning and working environment for all its stakeholders: the children and young adults with special needs, all co-workers and staff.

This procedure indicates the broad standards of behaviour and performance that are expected of all staff and co-workers, encouraging a responsible and self-disciplined approach, rather than a punitive one based on fear. Should any staff or co-workers not meet the expected norms of conduct, the School Management shall initiate appropriate corrective action. Corrective action may or may not include the application of formal disciplinary steps being applied to prevent further occurrences of unacceptable conduct, and to restore the working relationship.

The disciplinary procedure and the disciplinary code of offences are documented to ensure that the corrective action and discipline is administered transparently, consistently and promptly.

#### **2. Staff and Co-worker Conduct**

The School expects reasonable efficiency, furthering and protecting the school's interests, rendering honest and efficient service, being respectful towards one another, co-operative and refraining from misconduct for all its learners, staff and co-workers. This is in accordance with South African common law. In addition to this, Camphill School has its own accepted values, rules and conduct regulations that shall guide in the performance of duties.

#### **3. Disciplinary Measures**

Disciplinary measures may be initiated by the School to address poor performance or the misconduct of any staff or co-worker.

The severity of measures taken will depend on the circumstances of each offence and the seriousness of the impact of the incident / offence on the working relationship.

Disciplinary measures that may be applied by the School, in order of severity, include

- conduct counselling/training
- formal verbal warning
- written warning
- final written warning
- dismissal

Discipline shall be applied progressively where appropriate. The repeated committing of a similar or related offence will therefore usually result in progressively more severe action being taken against the offending staff or co-worker and particularly where a clear pattern or escalating trend is indicated by the staff/co-worker's misconduct.

Any formal warnings issued by the School will be recorded and noted on the staff / co-worker's personal file. Any warnings issued will generally only be valid for a six (6) month period.

#### **4. Disciplinary Action Process**

While we acknowledge that a healthy personal and social life makes working in Camphill School a pleasant experience, we ask you to please acknowledge the disciplinary procedure which shall be viewed not as punitive but rather corrective.

##### ***Stage 1: Report of Incident***

a. The disciplinary process for any incident which requires corrective or disciplinary action may be triggered by the receipt of a complaint, an observation or a signed report of an act of misconduct to the houseparent, the mentor, or the Head of the relevant Department, for the staff.

##### ***Stage 2: Informal Investigation***

a. The House Parent or the mentor or the Head of the Department shall initiate an informal investigation including conversation with peer group representatives to determine the seriousness of the alleged misconduct/offence and whether or not the incident warrants disciplinary action.

b. The staff/ co-worker involved shall be invited to a meeting to discuss the complaint to give their own perspective or explain their behaviour. He/she may invite a colleague to be with him/her during the meeting.

c. If, after investigation, the infringement is considered to be of a nature which does not require severe disciplinary measures, the houseparent or the mentor shall counsel the staff/ co-worker and give an appropriate warning.

##### ***Stage 3: Formal Disciplinary Procedure***

a. If the infringement is considered to be of a nature which requires severe disciplinary measures, or even possibly dismissal, the case shall be forwarded to the Management Team. A Group of three members from the Management Team shall be formed to investigate the case.

b. The staff or co-worker involved shall be invited to a meeting to discuss the complaint to give their own perspective or explain their behaviour. A colleague may also be invited to be with the staff/ co-worker involved.

c. The Group shall decide on the case and depending on the seriousness of the case, he/she shall be given a written warning and this will be communicated to the involved staff/ co-workers and the Management Team within forty eight (48) hours.

##### ***Stage 4: Appeal***

a. The involved staff or co-worker may appeal against for the decision within forty eight (48) hours and this shall be submitted in writing to the Management Team stating the reasons for appeal.

b. A second meeting shall be arranged with at least three (3) members of the Management Team who are acceptable to both parties. After the meeting, he/she will be informed of the decision in writing within forty eight (48) hours and this shall be placed in his/her file.

***Stage 5: Dismissal***

a. Should the concerned staff/co-worker not improve in his behaviour which warrants dismissal, he/she will be invited again to a meeting to discuss his behaviour / complaint and this will be attended by the Principal and where necessary a labour lawyer. The concerned staff or co-worker may invite a colleague to be with him/her in the meeting. He/she may be suspended from duties and he/she will stay in a temporary place designated by the Management pending appeal.

b. After the meeting, he/she will be informed of the decision in writing within forty eight hours (48) which shall be placed in his/her file.

c. The involved staff/ co-worker may appeal against the decision within forty eight (48) hours and this shall be submitted in writing to the Management Team stating the reasons for appeal.

d. The case shall be discussed by the Management Team meeting and the decision shall be handed to the concerned staff within forty eight (48) hours. The decision of the Management Team is final.

