

**GENERAL INFORMATION
BROCHURE
(GIB)**

2018

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NAME

1. Waterford Kamhlaba United World College of Southern Africa. Referred to as WK / the College.
2. The emblem of WK is the PHOENIX.

CONTACT DETAILS

Address

3. Physical: Kamhlaba Road, Sidwashini, Mbabane, Swaziland.
4. Postal: PO. Box 52, Mbabane, Swaziland, Southern Africa.

Email / Website

5. Email: principal@waterford.sz
6. Website: www.waterford.sz

Telephones

7. Swaziland international code: +268
 - Fax: 2422-0088
 - Main reception: 2422-0866 / 7 / 8
 - Head of Elangeni: 2422-0135
 - Elangeni Residence: 2422-0137
 - Head of Ekukhuleni: 2422-0091
 - Ekukhuleni Residence: 2422-0136
 - Head of Esiveni: 2422-0085
 - Esiveni Residence: 2422-0084
 - Head of Emhlabeni: 2422-0082
 - Emhlabeni Residence: 2422-0077
8. All residences have a public pay phone (card operated in Emhlabeni).

ORIGINS

9. The College was founded in 1963 as a response to the separate and unequal educational systems in South Africa. The property on which the College is situated was originally a farm called "Waterford Park Estate". When His Majesty King Sobhuza II, the former Ngwenyama of Swaziland, visited the College in 1967, he gave it the name "Kamhlaba", by which he meant both "of the world", a world in miniature, and also that we are "of the earth" and therefore without distinctions such as race or religion. The College's aims were almost exactly the same as those of the United World Colleges Movement. In November 1981 WK became a full member of this organisation.

MISSION AND VALUES

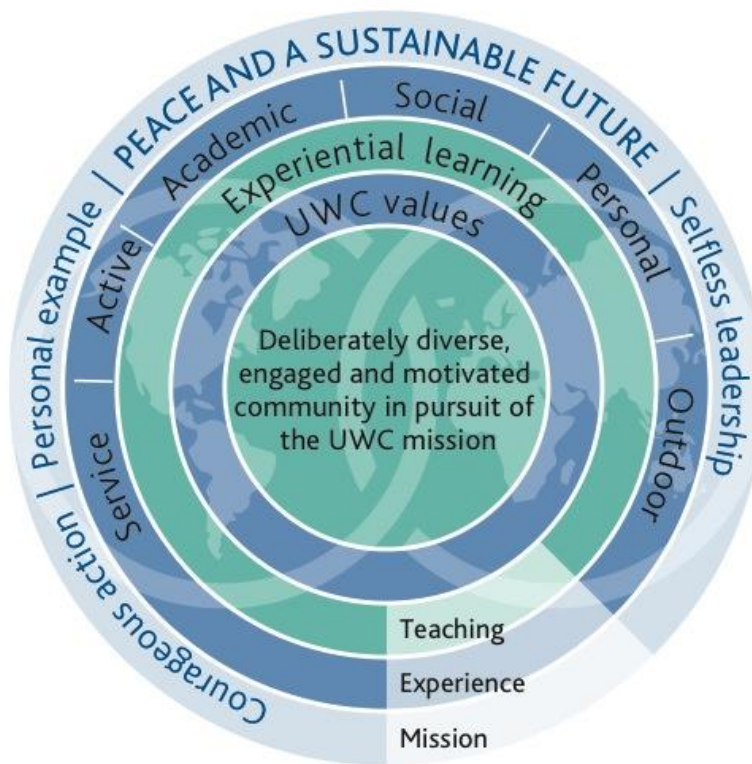
10. Our mission and values are articulated on the website as follows:

WKUWCSA strives to lay the foundation for its students to become responsible citizens who have the skills, knowledge and sense of purpose to provide leadership in both Africa and the world.

We passionately believe that all young people must be given access to education of the highest standard to enable them to realise their potential. WKUWCSA is proud to deliver that opportunity to disadvantaged yet talented African students through its Scholarship Programme.

Waterford highly values its socio-economic and cultural diversity. In 1967 His Majesty King Sobhuza II, Ngwenyama of Swaziland, granted Waterford the title “Kamhlaba”, eloquently describing Waterford’s culturally rich and diverse community thus: “We are all of the earth, which does not see differences of colour, religion or race. We are ‘kamhlaba’ – all of one world.”

11. This aspirational mission of the school is realised through the implementation of the UWC Educational Model, which incorporates the UWC Mission. (The full version of the Educational Model can be found on the College website.)



UWC Mission

UWC makes education a force to unite people, nations and cultures for peace and a sustainable future

UWC Values

International and intercultural understanding | The celebration of difference
 Personal responsibility and integrity | Mutual responsibility and respect
 Compassion and service | Respect for the environment
 A sense of idealism | Personal challenge | Action and personal example

UNITED WORLD COLLEGE MOVEMENT

12. WK is a United World College whose primary identity and purpose comes from its location in Southern Africa.
13. We continue to strive to promote personal development including development of each individual's intellectual, creative and physical potential, spiritual awareness and moral integrity, and students' willingness to act responsibly according to their beliefs, abilities and opportunities.
14. We continue to strive to celebrate the richness and opportunity that comes with living, learning and serving in a community drawn together from a wide diversity of backgrounds. Through our recruitment policy we continue to include Students from different nationalities, cultures and religions including students who lack material resources and those who have experienced loss or trauma in their lives.
15. WKUWC strives to lay the foundations for its graduates to be responsible citizens of the world and of Africa, creating a network of people with the intellectual skills, broad outlook and sense of purpose throughout society.
16. The United World Colleges:
 - 16.1. The United World College of the Atlantic in Wales (founded 1962)
 - 16.2. The United World College of South East Asia in Singapore (joined 1972)
 - 16.3. The Lester B Pearson United World College of the Pacific in British Columbia, Canada (founded 1974)
 - 16.4. Waterford Kamhlaba United World College of Southern Africa in Swaziland (founded 1963, joined UWC 1981)
 - 16.5. The United World College of the Adriatic in Italy (founded 1982)
 - 16.6. The United World College - USA, (founded 1982)
 - 16.7. The Li Po Chun United World College in Hong Kong (founded 1992)
 - 16.8. The Red Cross Nordic College in Norway (founded 1995)
 - 16.9. Mahindra United World College, Judia, in India (founded 1997)
 - 16.10. The UWC Costa Rica (founded 2006)
 - 16.11. The UWC in Mostar in Bosnia and Herzegovina (founded 2006)
 - 16.12. The UWC Maastricht in Netherlands (founded in 2009)
 - 16.13. UWC Robert Bosch, Fribourg, Germany (2014)
 - 16.14. UWC Armenia, (2014)
 - 16.15. UWC Chang Shu, China (2015)
 - 16.16. UWC Thailand International School (2016)
 - 16.17. UWC ISAK Japan (2016)

SUSTAINABILITY

17. In line with the UWC mission and values for 'Peace and a Sustainable Future and 'Respect for the Environment WK is committed to a Carbon Neutral future. To this end the College has many environmental programs including energy, water, bio-diversity, food and recycling programs. All community members are encouraged to assist in securing the College goals by becoming involved, being energy and water efficient, recycling and reducing waste and litter on campus.

HOUSES

18. For sports and games, students and staff are members of one of the three houses in the College: GUEDES, HENDERSON or STERN.

ACADEMIC INFORMATION

Forms 1 to 5

19. The academic programme is geared to the University of Cambridge International General Certificate of Secondary Education (IGCSE).
20. The Form 1 & 2 programme is an introduction to the core subjects of our secondary school curriculum: English, Mathematics, General Science, History, Geography and French. Students also study Music, Art, Drama, SiSwati and Information Technology, as well as attending Physical Education, Library and Life Skills sessions.
21. In Form 3 the sciences are taught separately: Physics, Chemistry and Biology. In addition, students must choose two option subjects from groups consisting of Spanish, SiSwati, Drama, Art and Music. During this year students make their choices of subjects to be followed in Forms 4 and 5.
22. During Forms 4 and 5, courses follow the internationally recognised University of Cambridge Local Examinations Syndicate IGCSEs. We expect that most students will begin this stage with 9 subjects, but it is possible that new students entering WK in Form 4 with a narrow background of study will not be able to fulfil this requirement and, therefore, may take fewer subjects.
23. Our prime objective at this level is to continue providing a broadly-based education which will not place restrictions on future studies (whether this be at WK or elsewhere), or career possibilities. To ensure this we provide a core of compulsory subjects: English Language and Literature, Mathematics, a Science (although students may take all three), a Humanity, a Second Language and Life Skills. Art, Music, Drama, Business Studies, PE Studies and International Computer Driver's Licence are also offered as examination courses. Advanced Mathematics or AS Level Mathematics is taken by a few students at IGCSE level. Some students will take IGCSE Mathematics in Form 4, followed by AS or Ad Maths in Form 5. The remaining students will take IGCSE Mathematics in Form 5.
24. Students and parents should refer to the Form 4 and 5 Subject Guide for further information regarding subject choices.
25. In Form 5, students may apply to enter the International Baccalaureate programme (IB). Entry is not automatic.

International Baccalaureate (IB) Diploma Programme (DP) – IB1 and IB2

26. Students in the last two years at WK follow the International Baccalaureate diploma programme. This is a two-year pre-university course, with continuous assessment and final examinations at the end of the IB2 year. Students from the WK Form 5 year group do not gain automatic admission to the IB diploma programme: there is an application process and students who do not meet academic and other requirements are not offered places.
27. Students take 6 subjects, 3 at Higher Level and 3 at Standard Level. Students are also required to write an Extended Essay in one of the IB subjects, to take the Theory of Knowledge course, and to fulfil Creative, Active and Community Service requirements.
28. Students and parents should refer to the booklet entitled "The IB Programme at Waterford Kamhlaba" for further information regarding subject choices.

Internal assessment of students

29. Each student's academic progress is evaluated twice a term at a meeting of teachers and tutors. In the middle of the term a 'midterm indicator' is used to identify which students are excelling, making good progress or having trouble.

Term 1:	All Forms: a midterm indicator and end of term grade
Term 2:	All Forms: a midterm indicator and end of term grade
Term 3:	• Form 5 and IB2: Trial Examinations

	<ul style="list-style-type: none"> Form 1: a midterm indicator and end of term grade
	<ul style="list-style-type: none"> Form 2, 3 and 4: a midterm indicator and end of term grade and end of year examinations

30. Reports are sent by email to parents three times a year at the end of each term.

Achievement grades

31. Forms 1 to 5: The grading is similar to that used by the IGCSE: i.e. Letter grades A to F with A being the highest achievement.
32. IB1 & IB2: The grading used is that of the IB Examinations Office, i.e. Number grades from 7 to 1.

	Descriptor	Non – official rough percentage equivalent
7	Excellent	85% – 100%
6	Very good	70% – 84%
5	Good	55% - 69%
4	Satisfactory (IB Pass)	45% - 54 %
3	Mediocre	30% - 44%
2	Poor	15% - 29%
1	Very poor	1% - 14%

33. The grade assessment for each cycle is derived from work done by the student over the whole cycle period: i.e. Prep assignments, tests, projects and oral work.
34. Grade boundaries are discussed at departmental levels. The same grade boundaries are used by all teachers in that Department. If there is any confusion about grade boundaries, this should be discussed with the HOD of the relevant department.

Effort

35. In addition to a 'grade' indicating the students' academic progress a "plus" and "minus" system is used to reflect the student's effort over the course of the entire term. The following scale is used:

+	Outstanding: indicates a student who makes an extra effort to give of their best. This may not always be students who achieve the top grades – they may keep their notebook really well-organised and neat, they may have improved significantly from one assignment or test to the next, they may contribute on an ongoing basis to discussions in class etc. A plus sign is not awarded on the basis of only one good piece of work or one good test.
No sign	Good: indicates that a student is performing satisfactorily, they are doing what is expected of them and maintaining a good standard overall.
-	Insufficient: conveys concern about a student – not handing in work on a regular basis, poor attendance, poor class participation, poor work ethic, struggling with concepts, lacking in self-control, disruptive behaviour, etc. A minus symbol is not awarded on the basis of only one poor piece of work or one poor test.

36. Commendations:

36.1. Principal's Commendation awarded for Academic Excellence: this is a very special certificate awarded for exceptional effort and achievement. The criteria for this is as follows:

- Form 1 – 3: A combination of 15 As and + symbols
- Form 4: A combination of 15 As and + symbols
- Form 5: A combination of 14 As and + symbols

- IBDP: Add Number of 7 + Number of 6 + Number of + symbol. Include the + symbol for TOK but not the grade. To qualify for a Principal's Commendation for Academic Excellence, the total required is 10. If the student studies a self-taught language then the total required is 8.
- 36.2. Principal's Commendation for a particularly good project or extended piece of work: subject teachers may award this Commendation after discussion with their HOD and the relevant Phase Co-ordinator.
- 36.3. Principal's Commendation for exceptional contribution to the wider life of the College: any teacher may recommend a student for this award. All recommendations are sent to the Phase Co-ordinators with a relevant supporting motivation.
- 36.4. Tutor's Commendation: there is no certificate for this but mention is made in the tutor comment. The criteria for this is as follows:
- Form 1 – 3: Academic Excellence: 6 As, Effort: 6 +s
 - Form 4 and 5: Academic Excellence: 5 As, Effort: 5 +s

Participation in school activities

37. Students are expected to participate fully in all school activities. In particular attendance by all students is compulsory at, School Assemblies, all lessons, tutor periods, and other events announced as such.
38. In addition, attendance by all boarding students is compulsory at: all prep sessions, Residence meetings, other events decided by the Head of Residence.
39. Academic Review (AR). If there is continued concern that a student is not meeting the above expectation in any way an AR may be convened. This is a meeting of the student, his / her tutor, the relevant Phase Coordinator and chaired by the Deputy Principal (academic). Any element of the student's participation in the school and his / her progress may be discussed and a remediation programme decided upon.
40. A continued lack of full participation in school activities may be considered a breach of the Major Rules and be treated as such (see below).

DAILY ROUTINE

The academic school day

41. All students are expected to attend school according to the times published below.
42. Daily registration:
- 42.1. Forms 1 to 5: 07:55.
- 42.2. IB day students: before the first lesson of the day on their timetable.
43. The start of the school day:

	Wednesday	Monday, Tuesday, Thursday, Friday
Forms 1 to 5	07:55	08:00
IBDP	07:55	The first lesson of the day on their timetable.

44. The end of the school day:

	Wednesday	Monday, Tuesday, Thursday, Friday
Forms 1 and 2	13:00	14:40
Form 3	13:00	The last lesson of the day on their timetable.
Forms 4 and 5	13:00	The last lesson of the day on their timetable.
IBDP	The last lesson of the day on their timetable.	The last lesson of the day on their timetable.

45. During examinations students are informed about expected attendance.
46. Break times: there are two breaks of 40 minutes each, except on Wednesday, when there is only one break of 35 minutes.
47. On special occasions the Principal may designate a weekend day as a full school day. Day students are required to attend and boarding students will not be granted permission to exeat for that day. Examples include UWC Day and the School Fete.

Absence from school

48. Parents of day students are expected to inform the office by 08.30 if their child is going to be absent from College. The school (Principal or anyone else) will never give permission for a child to miss school. All absences from school are entirely the decision of the parent / guardian. A note explaining any absence (illness or otherwise) should be submitted to the school the first day the student returns to school after the absence.

Meals

49. All boarding students should attend all meals.
50. No food, cutlery or kitchen equipment may be removed from the dining hall area.
51. Meal times are as follows:

Day	Breakfast	Lunch	Supper
Monday, Tuesday, Thursday, Friday	07:00 – 09:00	One of three sessions at: 12:00, 12:40 or 13:20	17:30 – 18:15
Wednesday	07:00 – 07:45	13:00	18:00 – 18:30
Saturday	08:00 – 09:30	13:00 – 13:30	18:00 – 18:30
Sunday	08:00 – 09:30	13:00 – 13:30	18:00 – 18:30

52. Day students are provided morning tea from Monday to Friday and lunch on Mondays, Tuesdays, Thursdays and Fridays (excluding the last day of term).
53. Students with specific dietary requirements must please email requests for changes to the Deputy Principal (pastoral).

Prep times for boarders

54. Prep takes place every evening from Monday to Thursday (Sunday to Thursday for Ekukhuleni). The times are as follows:

Ekukhuleni:	18:50 - 19:45
Esiveni:	18:45 - 20.15
Elangeni:	18.45 - 20.45
Emhlabeni:	18.45 - 20.45

EXEATS FROM THE COLLEGE CAMPUS

Introduction

55. An Exeat is formal College permission for the temporary absence of a student without staff supervision, from campus or any school activity or outing.
56. The rules governing Exeats are taken very seriously by the College due to the safety concerns of the students.
57. Illegal Exeats are dealt with in the section of the GIB dealing with the Major Rules.

Exeats during the academic school day applicable to all students

58. All students (day and boarder) need permission to leave school during the day (see section above “The academic school day”).
59. Permission will only be given after the school has received a written request for such exeat. Written requests are required as follows:
 - 59.1. A day student: to be provided by the parent / guardian.
 - 59.2. A boarder: to be provided by the HOR or DHOR.
60. Permission will be granted by the relevant Academic Coordinator or either Deputy Principal, who will countersign the letter from the parents or HOR / DHOR.
61. The letter of request will include the date of the exeat, the times, the name of the person collecting the student, the contact details of the parents / guardians and of the person collecting the student (if it is not the parent / guardian).
62. The letter will be presented to the Receptionist, when the student is to be collected. A copy will be made and placed in the students file.

Exeats for boarders

63. There are different sets of circumstances governing Exeats for boarders. These are described below.
64. The Exeat rules apply to all Boarders during the school term. They do not apply to any school holidays including mid-term breaks.
65. Differences in the rules based on the Residence they are resident in, is indicated.
66. Once a student has left the College on an approved exeat, s/he is no longer under the jurisdiction of the College and is the legal responsibility of the parent. Therefore the school is not responsible for the activities and behaviour of the student during an approved exeat. Parents are therefore advised to consider carefully the permissions they give for any exeats on the Contract of Enrolment form when enrolling the student at the College.

The exercise of discretion

67. The Head of Residence (HOR) acts in *loco parentis* and as such has primary responsibility for the welfare of the students in his/her residence. As such s/he will apply whatever discretion is deemed necessary in the application of these rules to protect the welfare of the students.
68. Exercising discretion in the application of the exeat rules may also be exercised by the Principal, Deputy Principal or CMG member on duty.
69. Factors to be considered in the application of this discretion include, but are not limited to the following:
 - 69.1. Varying the terms of the instructions / permission of the parents of the Boarder. Many parents live in countries in which the language, social and cultural differences are such that they are unable to understand the circumstances that may pertain here in Swaziland.
 - 69.2. Further written or verbal assurances of responsible supervision from any hosts (including friends, families, link families, etc.) or parents of the Boarder may be requested.
 - 69.3. Proof of a reservation at any private commercial establishment (backpackers, hotel, guesthouse, etc.) that the IB student intends to use, may be requested.
 - 69.4. Usually weekend or overnight Exeats are not allowed to:
 - The homes of ex WK students who have recently been expelled or asked to withdraw for disciplinary reasons.
 - Households where the head of the household is under 25, unless the parent of the Boarder expressly gives written permission in such circumstances.
 - Any destination or event where it is perceived there to be an aggravated risk to the student.

Formal checking in and out procedures

70. Students must check in or out, with Residence staff on duty on leaving and returning to the campus, on the prescribed form.
71. Checking in and out procedures must be done in person, not by messages through other students.
72. These procedures apply to all exeats described below except the “Informal exeats on school approved transport”.

Informal exeats on school approved transport

73. Formal checking in and out procedures are not required. Students are only expected to sign out on the prescribed form.
74. These exeats involve the use of the school buses and usually happen:
 - 74.1. On Wednesday afternoons and Saturday mornings, the “town run”.
 - 74.2. On Sunday mornings for Church services around Mbabane.
 - 74.3. On special occasions when students request a bus to take them somewhere in Mbabane or further afield such as The Gables to shop or watch movies. Permission for such requests is given by the Director of Residences.
75. A formal exeat (“after school hours”) is required if the student returns later than the school transport, to school.

Exeats after school hours: Monday to Friday and on the weekend (non-overnight)

76. It applies to any exeat from the Residence as follows:
 - 76.1. Monday to Thursday: from the end of the academic school day to the start of prep in the evening. This is not encouraged as students are expected to plan properly and avoid disruptions to their school day.
 - 76.2. Fridays: from the end of the academic school day until check in at night.
 - 76.3. Saturdays and Sundays: from the time requested until check in at night.
77. Permission is given only by Heads and Deputy Heads of Residence and is recorded on the prescribed form.
78. Normally used for short visits to Mbabane for shopping or to visit family or friends.
79. Granted to Form 1 to 5 students only in exceptional circumstances.

Overnight / weekend exeat (including party and public events)

80. An overnight exeat during the week (Sunday to Thursday) will only be granted in exceptional circumstances.
81. “Weekend” refers to:
 - 81.1. From the end of school on Friday to check-in time on Sunday.
 - 81.2. It also applies to Public holidays observed by the College.
82. Permission:
 - 82.1. Permission is only given by the HOR or DHOR and not by the assistant tutor staff.
 - 82.2. Permission is given based on these rules and the instructions given by parents / guardians on the Contract of Enrolment form that parents and students are required to sign when they join the school (specific permission is required from parents for attending party and public events).
 - 82.3. Students sign up for weekend Exeats by Thursday evening on the prescribed form.
 - 82.4. Additional permission requirements for Form 1 – 5 students:
 - Even if the parents / guardians have given permission for this exeat on the Contract of Enrolment form, written (email) permission from a parent is required for each exeat request.
 - Parents must indicate the contact details of the host and if they grant permission for their child to attend any party or public event whilst staying with the host.

83. Exeats are allowed to:
 - 83.1. A student's own home.
 - 83.2. Family members and guardians.
 - 83.3. Link parents.
 - 83.4. The house of a friend.
 - 83.5. IB students only: Guest houses, back packers, hotel, bed and breakfast, camping grounds, etc.

Guidelines for those hosting WK Boarders

84. Hosts are not legally responsible for any visiting WK student they host. The legal responsibility of the student remains with their parents.
85. The College encourages hosts to treat student guests in the same way they would treat their own children, applying the same house and other rules.
86. It is recognised in any family that sometimes rules are applied differently to different members of the family depending on various circumstances such as age, level of maturity and sense of responsibility, etc. The College has full confidence in host parents to exercise the appropriate judgements.
87. Hosts are encouraged to contact either the parents of any visiting student or the College for any assistance or advice in situations of uncertainty.
88. Hosts are encouraged to share with the school any concerns or incidents that take place during the Home Stay that the host was uncomfortable with.

Parties and public events: advice to parents

89. This information refers to the conditions, risks and safeguards for students when they are off-campus. It is intended to inform and not alarm unduly. There are specific risks associated with travel, and entertainment venues in the region which may differ from those which exist in the student's home country. Students are advised to always seek and heed advice from Residence and teaching staff and other long term residents in the region when leaving the safety of the campus.
90. It is to be noted that private parties include those hosted by present or past WK students and by people or groups unconnected with the College. Following a number of incidents over the years, the College has concerns for the welfare of students attending some parties and public events. The information below will assist parents in this regard.
91. Transport:
 - 91.1. Students may decide to ride with other partygoers who may be drunk or unfit to drive.
 - 91.2. Students may make use of taxis. The operation of taxis in Swaziland is unregulated and the condition of the vehicle and/or driver may be such as to constitute a hazard to the passenger. This is particularly so in the early hours of the morning when the choice of operators is very limited.
92. Alcohol and drugs: Lack of responsible adult supervision at some parties results in the uncontrolled sale of drink and in some cases the availability of drugs.
93. Other partygoers: Where the guest list is open and there is no security there can be an unsuitable mixture of juveniles and adults. Alcohol fuels aggression and in addition there is often a criminal element present at the more widely publicized parties. There have been reports of theft, violence (sometimes involving weapons) and sexual assault including rape. Students run the risk of becoming victims of such incidents.

HOLIDAY AND MID-TERM ARRANGEMENTS

Accommodation at the school

94. All Residences are closed over mid-term and holiday breaks.
95. Students may be required to pack up their cubicles at the end of term, as the Residences are sometimes required for other purposes.

96. Accommodation is not available at the College during these periods. The College does attempt to place students who are not from the region with local residents, but this is often not possible for many students. Consequently, students who do not return home should be prepared to make their own arrangements (including the finances for board and lodging) during this time.
97. In a small number of cases students and their families do struggle to find alternative accommodation. Such cases are evaluated on a case by case basis and if permission is granted to remain at the school residence, the student will be required to pay a daily boarding fee (reflected annually in the Schedule of Fees), which includes meals. The Principal may waive this charge only in exceptional circumstances, for example, for scholarship award students.
98. Some IGCSE and IB examinations are offered only during the May examination session in the school holidays. In this instance examination candidates may remain / return in Residence (without charge) to enable them to write the exams. They will not be expected to vacate before or after the exams if those are taken near the start or end of the holidays. Such requests are to be directed to the Director of Residences who will exercise his / her discretion in this regard.

Travel during holiday and mid-term breaks

99. Students who elect not to return to their home countries often travel within the region. Advice is available on the dangers and precautions needed for travel in Southern Africa.
100. In case of emergency:
 - 100.1. Students are urged to lodge travel plans with their Tutor or Residential Staff prior to departure.
 - 100.2. Students may also contact the Principal, their HOR or travel@waterford.sz at any time.
 - 100.3. Emergency telephone numbers of former and current Waterford students living in the major cities of the region are available.
 - 100.4. Contact telephone numbers for CMG and Residence Staff and, where possible for the embassies of the student's passport country in the countries to be visited, should be carried.
101. Students are advised to purchase travel and medical insurance for their stay in Swaziland and to carry proof with them when travelling.
102. Students should not travel alone.
103. Please ensure that there are sufficient funds to cover travel, accommodation and living expenses for any absence from campus.

WALKS AND RUNS IN THE VICINITY OF THE CAMPUS

104. Only students in Form 4 and above may go walking or running off campus. There must always be at least three students going out together. Should an accident occur to one of them, the second student remains with the injured person, while the third goes for help. Students going off campus must check out and check in with the Residence staff on duty.

SPORTS & RECREATION

105. The College offers a wide variety of sporting activities. Team sports include athletics, badminton, basketball, cricket, hockey, netball, rugby, soccer, softball, squash, swimming, volleyball and tennis. Other recreational activities include camping, climbing, horse riding, kayaking and road as well as cross-country running. There are also regular opportunities for students to participate in educational and recreational expeditions, both locally and regionally.

CLUBS AND HOBBIES

106. Within the College a variety of clubs and societies are run by both staff and students. These are advertised on a termly basis.

Drama

107. Senior, junior and whole-school productions take place on a regular basis.

Individual music

108. Individual tuition is available at the College in singing, piano and some other instruments. Lessons are offered on a termly basis and may only be taken up or discontinued at the beginning or end of a term. There is an extra charge for these lessons. Interested parents should contact the Head of the Music Department.

Community service

109. Service to the community has been an ideal for WK students since the College's foundation. Since 1979, however, a commitment to community service has been formally recognized as an essential part of the College's policy, organisation and life. A regular commitment of two hours a week to a service project is required of IB and Form 5 students. (For IB students, this is also a requirement for the diploma) The choice of project is, as far as possible, left to the individual student. Students in Form 1 to 5 are expected to participate in formal community service on specific designated days. The forms of service undertaken are as widespread as possible and include planning and working with the local community. The projects likely to be permanent are various forms of involvement at the local hospital, work for the Disabled, at local schools and preschools, and environmental awareness activities such as a recycling programme. A directory of Community Service projects is available.

MEDICAL

110. All medical concerns (except for minor complaints that can be dealt with by residential staff on duty) are to be referred to the school nurse or the school counsellor. Staff and fellow students are not trained to deal with medical issues and the professional staff who are employed in these areas are to be consulted.

Medical declaration on admission

- 111. On application to the College all students are expected to provide necessary medical information (including mental health)
- 112. In terms of the College Admissions Policy the College reserves the right to regret any application if the College believes it does not have the requisite capacity to manage any given medical condition.
- 113. Failure to declare such condition could lead to the cancellation of any such registration and requirement that a student leaves the College.
- 114. The school nurse or the school counsellor may request that parents take their child for a medical assessment (at the parents cost) and that these results are shared with the healthcare provider at the school.

Day students

- 115. Parents are asked to inform the School Receptionist if illness necessitates absence from the College or being excused from any activity by informing the Office before 08.30. Parents are requested to please not send students to school if they are obviously sick.
- 116. If sick during the school day:
 - 116.1. The student is to report to the office and the school receptionist will call a parent / guardian to come and collect them.
 - 116.2. If the parent / guardian is unable to collect the student, the student will be expected to report to the Clinic for the duration of the school day. There is a charge for the use of the clinic in these circumstances.

116.3. Day students may not make use of the nurse for routine check-ups or mild illnesses – this is the responsibility of the parent. If there is an emergency involving a day student, the Nurse will assist.

Boarders

117. Medical expenses:

117.1. The college is not responsible for medical insurance cover for students, nor for the cost of medical consultations, treatment or hospitalization.

117.2. If the school has to refer a student for any medical treatment, such treatment will be wholly for the account of the parent / guardian.

117.3. There is a fee (determined annually) for every visit to the School Nurse, which is charged to school accounts.

117.4. There will also be a charge for any treatment (medicines, plasters, bandages, etc.) administered at the clinic.

118. It is the parent's responsibility to see to routine check-up visits to doctors, dentists and opticians for their child during the holidays.

119. Students who wear glasses and / or contact lenses should have spares with them at the College, because of possible delays in repair or replacement.

120. The College has a facility (the sickbay) to accommodate a small number of sick students. However, in the event of the outbreak of an infectious disease (e.g. Chicken pox), the College has no isolation facilities and parents or link parents may be asked to take students home.

121. Visits to doctors and other healthcare professionals, are arranged when necessary, either by the Nurse or other staff.

122. The School Nurse:

122.1. The school nurse is appointed to minister to the needs of boarders. As a registered healthcare professional, the nurse is able to provide basic primary healthcare and do referrals to external specialists.

122.2. The school nurse is available at the campus clinic from 07:30 to 13:00, Monday to Friday.

122.3. Referrals to the Nurse: students should be referred to the Nurse by a teacher (during lesson times) or by the residential staff on duty after hours.

123. Referrals to the Nurse:

123.1. Form 1 – 3: will be either admitted to the clinic or treated and sent back to class. They may not go to their dormitories during class time, unless referred there by the nurse, who will inform the head of Residence.

123.2. Boarders (forms 4 – IB2) may be sent to their cubicles by the school nurse, who will inform the head of Residence.

123.3. The school nurse will list ill students on the "sick list" and only those students are permitted to miss classes.

123.4. Students must be physically seen by either the school nurse or the Head or Deputy Head of Residence to be put onto the 'sick list'.

123.5. If the Nurse is unavailable, students should report to the relevant HOR, DHOR or the school reception.

124. In the evening or over weekends, the student must report to the HOR, DHOR or residential staff on duty.

125. Administration of medication:

125.1. Chronic medication: parents will inform and make any necessary arrangements for the administration thereof with the HOR. The Head of Residence should be informed if special treatment is necessary. Please note that if this is not adhered to by the parent / guardian and / or the student, the school reserves the right to give the parent a term's notice to withdraw the student from the school.

125.2. Occasional medication: the administration thereof will be determined by the School Nurse in consultation with the HOR on a case by case basis.

SCHOOL COUNSELLOR

126. The school counsellor is a trained professional, who is well-equipped to provide individual and group therapy. His / her focus is on optimising functioning in terms of human development, and in areas of learning. This can include certain physical challenges, psychiatric, mood, anxiety, relational difficulties and more. The counsellor is trained to assess and intervene when faced with barriers to healthy development. The counsellor, as a healthcare professional, is tightly bound by legal and ethical guidelines regarding confidentiality.

CAREERS

127. Careers education is covered in Life Skills classes. The university advisor is available to counsel any student on their career aspirations, subject choices and tertiary education options.

128. The College welcomes Admission Officers from a number of regions on an annual basis.

STUDENT LEADERSHIP

129. In line with the UWC Educational Model, students play an active role in organising the life of the school, especially regarding extra-curricular activities. There are a range of activities for students to get involved in, many of which are organised by student-led committees. The committees sometimes change from year to year, depending on the level of interest by the students themselves. Some committees have existed for many years as the students and community at large recognise the important role they play in the life of the school.

130. The Student Representative Council consists of representatives of different constituencies in the school community and is elected on an annual basis, usually by the end of the first term. It has its own Constitution, which can be found on the school website. It provides a forum for discussions of student issues and serves as a channel of communication between the various committees, the student body and the College management.

GUIDELINES – ANTI BULLYING

Introduction

131. As we are a proud member of the United World College (UWC) group of schools, our anti-bullying guideline is based on some of the values of this organisation. In particular, we pay attention to the following areas:

131.1. International and intercultural understanding - we are committed to building communities that are free from prejudice and intolerance, irrespective of people's gender, and socioeconomic, cultural, racial, religious or national background.

131.2. Celebration of difference - we consciously create supportive environments where differences are valued and recognised for the strength they bring to communities.

131.3. Personal responsibility and integrity - personal responsibility, accountability and integrity are at the heart of the UWC experience. We expect the people we work with to behave in a similar way.

131.4. Mutual responsibility and respect - we believe in collaboration and mutual support, and recognise that respect underpins the smooth functioning of any encounter or team. People who work with our members find them dependable and respectful.

131.5. Compassion and service - our actions and language communicate compassion and commitment to communities. We work at all levels – personally, locally, regionally, nationally – to make the world a better place.

132. It follows from this that any behaviour which damages respect, replacing it with fear or shame, will not be tolerated. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our students can develop their potential. Students and staff should treat one another with courtesy and co-operation so that they can learn in a relaxed but orderly and safe atmosphere. All students should care for and support each other.
133. Bullying, harassment, victimisation and discrimination will not be tolerated. Anyone behaving as a bully is made aware of it and is required to stop. Students are encouraged to tell any member of staff if they are being bullied. The first person that a student should preferably speak to is their tutor teacher.
134. Parents and guardians have an important role in supporting the school in maintaining high standards of behaviour. It is hoped that school and homes have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part of our standard terms and conditions. If a parent or guardian is concerned about bullying, they are asked to contact the students' tutor teacher immediately so that the situation can be investigated and resolved.
135. We treat all our students and their parents and guardians fairly and with consideration and we expect all parties to reciprocate.

Definition of bullying

136. Bullying is behaviour by an individual or group, (often repeated over time), that hurts another individual or group either physically or emotionally. Bullying can take many forms (see the table on page 2), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, economic standing or ability. It might be motivated by actual differences between people, or perceived differences. Bullying often starts with apparently trivial events such as so-called 'banter', teasing and name calling. There is a difference between jokes shared equally between friends and bullying, which is when one person or group exerts more power than another.

Identifying different forms of bullying

137. This is not an exhaustive list, but examples of bullying may include the following:

Verbal Bullying	Social Bullying	Physical Bullying	Cyber-Bullying
<ul style="list-style-type: none"> • Teasing • Name Calling • Unwanted sexual remarks • Taunting • Slut-shaming • Threatening to cause physical harm • Threatening to expose someone's personal information or publically embarrass them • Verbal attacks about someone's weight, body, sexual orientation, gender, race, nationality. 	<ul style="list-style-type: none"> • Telling other children not to be friends with someone • Spreading rumours about someone • Slut-shaming • Sharing someone else's personal information in a social forum • Making fun of or leaving someone out because of their weight, body, sexual orientation, gender, race, nationality, economic status, language, ability or any other personal 	<ul style="list-style-type: none"> • Physically attacking someone including hitting, kicking, pinching • Spitting at someone • Tripping/pushing someone • Throwing things at someone • Taking, hiding or intentionally damaging someone's belongings • Making mean, rude or sexual hand gestures at someone • And other 	<ul style="list-style-type: none"> • Pretending you are another person online to trick someone • Trick people online into revealing personal information • Spreading rumours about someone via the internet, social media or chat • Posting or sharing someone else's personal information

<p>Language, ability or any other personal characteristic</p> <ul style="list-style-type: none"> • Making sexual or rude sounds at someone • And other 	<p>characteristic</p> <ul style="list-style-type: none"> • And other 		<p>online</p> <ul style="list-style-type: none"> • Posting or sharing pictures of someone else online, in social media or via chat without their consent • Send or forward mean text messages • And other
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Cyber-Bullying

138. Cyber-Bullying is defined as “the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else”. It can involve Social Networking Sites like FaceBook, Instagram, Whatsapp, Twitter, Snapchat, etc, emails and mobile phones, used for SMS messages and as cameras.
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140. To help prevent cyber-bullying, the school:
- 140.1.Expects all members of its community to adhere to its Acceptable User Policy for the safe use of the internet and other information and communication technologies, such as mobile phones.
 - 140.2.Certain sites are blocked by our filtering system and our IT Department can monitor students’ use and reports misuse by staff or students to the Deputy Principal.
 - 140.3.May impose sanctions for the misuse, or attempted misuse of the internet.
 - 140.4.Issues all students with their own personal school email address.
 - 140.5.Offers guidance on the safe use of social networking sites and cyber-bullying in IT and Life Skills lessons, which covers blocking and removing contacts from “buddy” lists.
 - 140.6.Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
 - 140.7.Encourages people to be aware of others when using their devices, so as to not cause annoyance or disrespect to others.
 - 140.8.Encourages all staff and students to gain permission from others before taking and / or sharing images and videos of them

Victims of bullying

141. Any person is vulnerable to being bullied, but bullying often occurs if a person has been identified, rightly or wrongly, as in some way vulnerable, different or is inclined to spend more time on his or her own. Students living away from home are particularly vulnerable to bullying and abuse by their peers. The damage inflicted by bullying can often be underestimated. It can cause considerable distress to students, to the extent that it affects their health and development or, at the extreme, causes depression and self-harm. Students are often held back from telling anyone about their experience either by threats or by a feeling that nothing can change their situation. Parents, guardians and school staff need to be alert to

any changes in behaviour such as refusing to attend school or a particular place or activity, becoming anxious in public places and crowds and becoming withdrawn and isolated.

Signs of bullying

142. Staff, parents and students should be alert to changes in behaviour that may indicate that a student is being bullied. These may include:
- 142.1. Unwillingness to return to school or go to a particular activity or lesson
 - 142.2. Displays of excessive anxiety, becoming withdrawn or unusually quiet
 - 142.3. Seeking negative attention
 - 142.4. Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
 - 142.5. Books, bags and other belongings suddenly go missing, or are damaged
 - 142.6. Change to established habits (e.g personal hygiene and routines such as showering, eating or involvement in activities)
 - 142.7. Diminished levels of self confidence
 - 142.8. Frequent visits to the school clinic with symptoms such as stomach pains, headaches
 - 142.9. Unexplained cuts and bruises
 - 142.10. Frequent absence, erratic attendance, late arrival to class
 - 142.11. Choosing the company of adults over peers
 - 142.12. Being alone and separate from peers/other students
 - 142.13. Displaying repressed body language and poor eye contact
 - 142.14. Difficulty in sleeping, experiences nightmares, bed wetting
 - 142.15. Evidence of self-harm, including talking of suicide or running away
 - 142.16. Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers and addressed.

A person who exhibits bullying behaviour

143. People who bully, have often been bullied themselves and suffered considerable disruption in their own lives. The bullying behaviour may occur because the child is unhappy, jealous or lacking in confidence.
144. Staff who work with students who bully should recognise that these students are likely to have significant needs themselves and may not even recognise that they are a bully or are doing anything wrong.

Reporting and responding to bullying

145. Adults and other students should show through actions and words that bullying is not acceptable; it is never the victim's fault that they are bullied. The school wants students to be reassured that staff deal with bullying seriously. Students should feel confident to address issues and incidents of bullying.
146. It is important that we all try to be conscious of our behaviour, putting ourselves in the other person's shoes, so that we are aware of effects which may have been unintentional on our part.
147. In order to have a community that is conducive to equality of opportunity, co-operation and mutual respect we don't believe that:
- It is only a bit of harmless fun
 - It is all part of growing up
 - The victim just has to put up with it
 - Adults getting involved make it worse
148. We:

- do not tolerate instances of minor bullying – staff stop any incidents which appear inappropriate at the earliest sign;
 - never ignore victims of bullying and always show an interest and concern;
 - organise group discussions which allow students to work together to identify their own problems, the causes and the solutions, usually with members of staff.
 - When addressing bullying behaviour by another child, we avoid accusations, threats or any responses that will lead to the child being uncooperative, and silent.
149. The following techniques are advisable when speaking with anyone involved in possible bullying, whether bystander(s), aggressor(s) or target(s):
- listen patiently and attentively to encourage, clarify, restate, reflect and summarise what is said;
 - investigate the situation sensitively and patiently, thoroughly and objectively;
 - see the student’s side, acknowledging and allowing them to express their feelings;
 - establish what help is being asked for and offer practical and realistic help.
150. The focus is on the bullying behaviour rather than the student and where possible the reasons for the behaviour are explored and dealt with. A clear explanation of the extent of the distress the bullying has caused should be given and encouragement to see the bullied student’s points of view and apologise.

Advice for people who are experiencing bullying or know someone who is

151. Whether the bullying concern relates to an adult or a student, we hope that the person who is affected will tell a trusted adult so that the matter can be resolved as soon as possible. They could also tell a trusted friend, one of the student peer supporters, a parent, any member of staff, or the school counsellor.
152. Students who know that someone is being bullied should act immediately by speaking to an adult who can then investigate the matter. Whilst students may be concerned about telling an adult about bullying or think it may make things worse, they must do so as soon as possible to ensure that those involved can be supported so that it stops.

Bullying and disciplinary action

153. Any form of bullying and other harmful behaviours is considered a breach of the major rules at the College, and is governed by the section entitled “Code of Conduct for Students”.

CODE OF CONDUCT FOR STUDENTS

Introduction

154. This Code of Conduct replaces all other disciplinary procedures, rules and regulations previously published at WK. The legally enforceable Code is the version that is published on the College Website under the section on Policies.
155. During the process of enrolling a student at the College, parents / guardians and students confirm in writing that they accept the policies and procedures of the College and agree to be bound by the statements and procedures set out in this code of conduct.

Expectations of good conduct

156. The College community aspires to behaviour consistent with upholding the ideals and values of the College as a United World College. The UWC Common Code of Conduct approved by the UWC International Board of Directors on 17 October 2010 serves as the basis upon which this Code of Conduct is based. The UWC Code can be found at Appendix A.
157. The Code of Conduct has a number of purposes:

- 157.1.To protect the dignity of all who are part of the school community and therefore to encourage students to have respect for themselves and others.
- 157.2.To protect the integrity of the College so that the school can effectively discharge its duty of ensuring that the learning environment is an effective and happy one.
- 157.3.To protect the rights of all and to this end to ensure that students understand their responsibilities regarding their behaviour at the College. All have the right to be protected from any negative behaviour from students.
- 157.4.To ensure that students know what is expected of them and to encourage behaviour which is socially acceptable.
- 157.5.To help young people develop a sense of self discipline, responsibility towards others and values and attitudes in line with the mission of the College.
- 158. Expectations of students:
 - 158.1.Respecting and being courteous and co-operative with teachers, other College staff, other students and visitors, at all times.
 - 158.2.Aiming to achieve the highest standard of which the student is capable in all areas of College life.
 - 158.3.Respecting the feelings and property of other people, both in College and in the community.
 - 158.4.Caring for the buildings, furniture, equipment and grounds of the school.
 - 158.5.Respecting, upholding and abiding by all college policies.

Upholding a culture of good conduct

- 159. All students, staff, student leaders, management and parents / guardians are responsible for ensuring that all students adhere to the rules described in the Code of Conduct, especially where a student’s compliance is dependent on support from parents / guardians, staff or both. All are responsible for creating a peaceful, law abiding and happy environment, which is conducive to a culture of learning and upholding the highest expectations of behaviour of the College.
- 160. All behaviour will be judged according to the above expectations. Students accept that there are certain consequences in not taking these responsibilities seriously.
- 161. When addressing occurrences of bad behaviour no one will threaten any particular punishment and all are encouraged to refrain from threats, abuse of power or any indication of bias, dislike or interpersonal difficulties, that may compromise the authority of any disciplinary processes or the atmosphere of equity, due process, and fairness in which any disciplinary process should take place.
- 162. Students accept that a particular sanction imposed after the disciplinary process is legitimate and fair and is a necessary consequence of the breach of a School Rule.
- 163. Discipline is aimed at reconciling the student to the expectations of good conduct and restoring any broken relationships between the student and any other member of the community.
- 164. Discipline is aimed at creating and maintaining a stable and fair learning environment, in which everyone’s right to fairness and an education, is recognised.

General Rules

- 165. Noise and music:
 - 165.1.Loud noise, particularly loud music, is not allowed within the College or on school transport.
 - 165.2.Boarding students only may bring low-output musical equipment for use in their own cubies and in public spaces in the residences only with permission from the staff member on duty. Headphones or earphones are recommended as there are long periods when music may not be played in the Residences. Abuse of this rule and the bringing of inappropriately large and powerful machines will lead to the confiscation of that equipment.
 - 165.3.The use of headphones and earphones in the classroom block, by all students is not allowed.
- 166. Graffiti and Vandalism: Students may not wilfully damage the property and equipment of the College or of an individual. This includes graffiti. Students who reside in hostel have the right to decorate their

room with non-permanent things like posters, without incurring any costs to the school through paint or anything else. Student's school accounts will be charged a fee so that maintenance may return their room to the original state at the time of their departure, notwithstanding a reasonable amount of wear and tear.

167. Language: Students may not use language that is inflammatory or disrespectful, such as swear words or hate speech. Hate speech is speech that offends, threatens, or insults groups, based on race, colour, religion, national origin, sexual orientation, disability, or other traits.
168. Firecrackers are not permitted on campus.
169. In addition to these general rules each of the Residences may adopt rules. Such rules will be reduced to writing and a copy given to each student at the start of each year.

A breach of the General Rules

170. Staff members should have their own expectations regarding behaviour in the classroom, residences or during any school activity. These expectations must be very clear and the repercussions of not abiding by an expectation should also be clear.
171. The breach of the General Rules is normally dealt with at a classroom, residential or activity basis.
172. Academic detentions:
 - 172.1. Usually happen on Friday afternoons from 4 – 5pm.
 - 172.2. At the detention the student will complete any academic work set by the teacher who placed the student on detention.
 - 172.3. It is supervised by the CMG member on duty.
173. Useful Labours:
 - 173.1. Usually happen on Wednesday afternoons from 2 – 4pm. Students report to the foyer outside the classroom block and should be prepared for dirty, manual work – gloves, hats & water bottles are recommended. The students will do work that is required around the campus such as litter pick up, cleaning windows, sanding desks, weeding, etc.
174. If a student cannot attend a useful labour or detention for a valid reason then they must go in person to the Deputy Principal, Pastoral (before the date of the sanction) and explain, so that another time can be made.
175. If a student does not arrive for a useful labour or a detention or does not follow the instructions given during this time, then they will receive an additional useful labour or detention as punishment.

Major Rules

Introduction

176. Any alleged breach of the Major Rules will be dealt with by means of fair process, following which an appropriate consequence will be imposed.
177. All alleged breaches of the Major Rules will be dealt with through the process described in this Code of Conduct.
178. Parents / guardians, students, staff and management accept that the final decision as to whether or not a breach of the Major Rules has occurred rests with the Chairperson of the hearing.
179. These procedures make provision for an appeal and once again it is accepted that the outcome of the appeal hearing is final and binding and that no person outside the hearing is in a position to make a judgment of this nature, because they have not heard all the evidence.
180. Principles of fairness of a DC:
 - 180.1. A full hearing of all the allegations and evidence before an impartial Chairperson is a pre-condition to a fair outcome.

- 180.2. Following an opportunity to face accusers and respond to complaints in the controlled and even-handed environment of a hearing before an impartial Chairperson, if found guilty the student accepts that s/he has breached a Major Rule.

The Rules

181. Illicit substances:

- 181.1. Students may not buy, sell, have in their possession, distribute, use or be under the influence of illicit substances. This includes marijuana (dagga).
- 181.2. If the Principal, Deputy Principal, HOR, DHOR or member of senior management on duty has grounds to believe a student is in breach of this rule in residence, he / she may require the student to be tested for the use of an illicit substance and / or for their room to be searched. A teacher in charge of a tour away from the school may exercise this function in regard to all students on the tour.
- 181.3. A positive result from testing or the discovery of any illicit substances will be regarded as proof of the use of the substance concerned.
- 181.4. Should a student refuse to be tested or have their room searched, the Disciplinary Committee will determine the student's breach of this rule on the basis of the 'balance of probabilities'.
- 181.5. A student will not be brought to a DC for this offence if they voluntarily disclose their use of an illicit substance to the Deputy Principal (pastoral / administration), and if the student is willing to enter into a contract with the College in order to stop the usage or involvement with the substance. The contract includes provision for on-going testing and counselling. If any subsequent test is positive after the student has entered into a contract, the College may revert to managing this through the disciplinary procedures above.

182. Alcohol:

- 182.1. Students may not buy, sell, have in their possession, consume, distribute or be under the influence of alcohol while under the jurisdiction of the College. This applies to all students even those over the age of eighteen.
- 182.2. If the Principal, Deputy Principal, HOR, DHOR or member of senior management has grounds to believe a student is in breach of this rule, he / she may require the student to be tested for alcohol and / or for their room in residence to be searched.
- 182.3. On the balance of probabilities, students are likely to be found in breach of the alcohol rule if they are together with other students drinking and / or found with empty alcohol bottles in their possession or in their cubicles.

183. Sexual Activity:

- 183.1. Students are expected to show sensitivity and respect by behaving in a manner that does not cause offence to others in the vicinity.
- 183.2. Given the wide range of views as to what is and is not appropriate behaviour for students in these parts, the following is laid down as the specific compromise which WK upholds in a disciplinary sense:
- 183.3. Displays of affection and sexual activity beyond the holding of hands, hugging and simple kissing are not permitted.
- 183.4. Students found to have engaged (or were about to engage) in intimate sexual activity, such as sexual intercourse, the giving or receiving of oral sex, or being together in a state of undress (even partially), will be considered to be in breach of the rule.
- 183.5. Clearly the list of intimate sexual activity cannot be viewed as exhaustive.

184. Hazing / initiation, bullying, harassment or assault:

- 184.1. Physical violence and / or any form of threatening, or intimidatory behaviour is forbidden.
- 184.2. Any form of humiliating, harassing (including sexual harassment) and / or bullying (including cyber bullying) is forbidden.

- 184.3. It will be considered an aggravating factor if a more than one student is involved in any of the behaviours described above against a single student.
- 184.4. The extent of the violence, threat, abuse, humiliation, intimidation or harassment and the actual harm or potential harm caused by this will be considered in disciplinary procedures.
185. Offensive weapons (or toys which look like offensive weapons) may not be brought onto campus.
186. Stealing or 'borrowing without permission':
- 186.1. Students may not remove the possessions of the school or others without their consent. Such removal is considered as theft.
- 186.2. Students found in possession of stolen items will be assumed to have stolen them.
187. Residential mixed socializing:
- 187.1. Many parents would consider it inappropriate for students to be allowed to visit the corridors or rooms of students of the opposite sex. Other parents would see this type of contact as natural, especially students at an IB level where students can and should be expected to behave responsibly.
- 187.2. The following is laid down as the delicate compromise which WK upholds in a disciplinary sense:
- Students may not engage in Mixed Socializing (i.e. boy(s) and girl(s) in the same area) in those areas of Residences demarcated as only for boys or only for girls.
 - The only exception to this is during those times allowed for mixed socializing for IB students in the IB Residences, and in this instance for IB students, bathrooms remain out of bounds for visiting students of the opposite sex. The door of a room in which there is a visitor or visitors of either sex may not be locked.
 - The disciplinary application for this rule applies to all the students found together in a mixed socializing gathering, and students who come across such a gathering and do not wish to be found in breach of the rule must leave the gathering immediately.
- 187.3. On any overnight school tours residential rooms (dormitories, hotel / guest house rooms / etc.) girls and boys may not be in a room of the opposite gender under any circumstances.
- 187.4. Concurrent breach of the rules relating to alcohol and / or sexual relations will be considered as aggravating circumstances.
188. Unauthorized Exeats: any breach of the exeat regulations as described in the GIB is considered a serious breach of the College's major rules and will be dealt with accordingly.
189. Smoking:
- 189.1. Students are not permitted to smoke (e-cigarettes and hubbly-bubbly are considered as smoking) at any time while under the jurisdiction of the College.
- 189.2. Aggravating circumstances, such as repeated breaches of this rule or smoking indoors or in a place where there is a threat of fire, may be considered a breach of the Major Rules.
190. Participation in school activities:
- 190.1. Attendance and full participation in whatever academic, sporting, cultural, Community Service or any other programme a student may be enrolled in is required.
- 190.2. A breach of this rule and / or consistent late-coming to school activities may be considered a breach of the Major Rules.
191. The accessing, possession or distribution of any pornographic material. This includes any such material in print or digital format on any device including both school and private devices.
192. An on-going breach of the "General Rules, or particularly aggravating circumstances surrounding a particular breach of the "General Rules".
193. Any breaches of the College Academic Integrity Policy: the sanctions of such breaches are contained in the said policy.
194. Any breach of school policies regarding IT on campus. In particular:
- 194.1. The deliberate hacking into any school or person's computer or system.
- 194.2. The abusive use of the school's internet bandwidth.

195. Any breach of any school policy that has the impact of undermining the functioning of the school.
196. Any other criminal acts not included above. In addition to attending a DC, criminal matters may be reported to the national authorities.
197. Any behaviour which brings either WK or the United World Colleges into disrepute, whether or not the student concerned is formally under the jurisdiction of the College.

Investigating an alleged breach of the Major Rules

198. The Deputy Principal (pastoral) or another staff member so designated by the Principal or Deputy Principal (pastoral) investigates any alleged breach of the Major Rules.
199. All interviews with possible culprits and witnesses will be conducted confidentially.
200. The School may suspend a student (from residence or all school activities or both) during the course of the investigation.
201. All alleged to be involved in a breach of the Major Rules will be expected to tell the truth. Any deceit may be considered an aggravating factor in the determination of punishment, if guilt is established.
202. Any notes taken by the investigator and / or a witness present during the investigation will be for the personal use of the investigator only and will not form part of an official record of any proceedings.
203. Students may be asked to make written statements, which will be signed and dated. Such statements may be used later in any procedures that follow the investigation. Any person who makes a statement as provided for in this paragraph shall be entitled to read it before signing it and shall be given a personal copy to keep.

Convening a Disciplinary Committee (DC) Hearing

204. Factors that will be considered in the convening and outcome of a DC are:
 - 204.1. The student's best interest must be considered at all times. This must be tempered by the responsibility of the Chairperson of the hearing to the rest of the College community.
 - 204.2. The strictest confidentiality must be adhered to. In this regard the College undertakes to inform only those staff as is necessary for the continued smooth functioning of the College. What information to be given to other members of the community is left to the discretion of the Principal.
 - 204.3. The Chairperson of the hearing will be impartial. The Chairperson cannot be involved in any way in the investigation of the alleged offence. If the Chairperson's interests are, or might be seen to be, compromised in any way, this is a ground for recusal or disqualification.
205. A DC is convened for an alleged breach of the Major rules. A DC does not need to be convened for a breach of the Major Rules if all the following circumstances are met:
 - 205.1. The student admits to the breach of the Major rules.
 - 205.2. The sanction contemplated is not more severe than one week's suspension from school and / or the Residence.
206. The Disciplinary Committee (DC) comprises:
 - 206.1. The Principal or Deputy Principal (Chairperson),
 - 206.2. Deputy Principal (pastoral or academic depending on the nature of the offence)
 - 206.3. SRC representative(s) (maximum of two of either Presidents and / or the Secretary/Treasurer). If requested by the accused the SRC representatives will be required to recuse themselves. If it is considered in the interests of the community, the Chair may overrule this.
 - 206.4. The accused student.
 - 206.5. The student's Tutor.
 - 206.6. The Director of Residences (residential student).
 - 206.7. The composition of the committee may vary from the above according to various circumstances: the nature of the allegations, the availability of personnel, the timing of the Hearing, etc.

207. The accused may choose a friend or member of the family (for moral support) to be present as an observer. The inability of the College and / or the accused to contact the family or a friend will not be a cause to delay the DC proceeding.
208. As this is an internal matter, legal representation is not a right, but may be allowed at the discretion of the Chairperson of the hearing.
209. All deliberations of a DC are conducted in the strictest confidence. No member present may discuss the contents of the DC with anyone else except with the express permission of the Chair of the DC.
210. The decisions taken are those of the Chairperson of the DC. Other members are present to assist the Chairperson to make a decision both to the guilt and appropriate sanction of the Student
211. The Chairperson may impose any sanction he/she considers appropriate for the purposes of progressive discipline or reform of the Student concerned.
212. The Chairperson may refer the matter back to the Investigator for further investigation, in which case the DC will reconvene at a later date set by the Chairperson to hear further evidence.

Procedures of Disciplinary Committee Hearing

213. Separate hearings may be convened to hear the case of different students involved in the same alleged breach of the Major Rules. This will be the decision of the Investigator. The Chairperson may determine otherwise at the start of the Hearing.
214. The Investigator will inform the student(s) and the student's parents in writing of the complaints against the student.
215. Details of the time and venue of the hearing will also be provided. All arrangements will be made on reasonable notice, to allow all parties to prepare for the hearing. It is noted that the hearing may proceed in the absence of the Student, if there is no good reason given for the absence.
216. The hearing will be convened within seven working days of the alleged offence having been reported to, unless there are circumstances that make this impossible, in which case the hearing shall be convened as soon as is practically possible.
217. At the start of the hearing, the Chairperson will ask the Investigator to present the complaints. This will involve stating which of the Major Rules are alleged to have been broken and specify the act or omission in question. The written notice of the hearing will be tabled.
218. The student(s) will then be asked by the Chairperson to plead "guilty" or "not guilty" to the charges.
219. The student will then state the defence (if any) and furnish such information as s/he may consider helpful to the hearing in clarification of his/her case.
220. If a "guilty" plea is entered, the hearing will proceed as follows:
 - 220.1. The student will be asked by the Chairperson to state in his / her own words why they are guilty;
 - 220.2. The Investigator and/or Chairperson may question the student(s) to ensure the full facts of the matter have come to light;
 - 220.3. The Chairperson will then determine whether or not the student(s) is guilty of the allegation;
 - 220.4. If the finding is one of "guilty" the hearing will then proceed to hear evidence in aggravation and mitigation.
221. If a "not guilty" plea is entered, the hearing will proceed as follows:
 - 221.1. The Investigator will present the evidence of the alleged act of misconduct.
 - 221.2. The Investigator may call witnesses and present documentary or other physical evidence to substantiate the allegation against the student(s).
 - 221.3. The student(s) will be given an opportunity to cross-examine each witness.
 - 221.4. The student(s) will then be given an opportunity to present evidence in person and/or through witnesses and present documentary or other physical evidence in support of the his / her case.
 - 221.5. After each of the students and any witnesses have testified they may in turn be cross-examined by the Investigator.

222. The Chairperson of the hearing may question any person giving evidence at any time for the purposes of obtaining clarity on any matter.
223. The Chairperson may also request any other witnesses not called by either party, to give evidence after both the Investigator and the student(s) have presented their evidence and witnesses.
224. Once the evidence has been heard, the Chairperson will make a finding as to the guilt or innocence of the student(s).
225. The hearing may be adjourned for no more than 3 working days to enable the Chairperson to make a finding.
226. In the case of a “guilty” finding by the Chairperson, evidence in mitigation and aggravation may then be led. The process for leading such evidence will be the same as that outlined above. The hearing may be adjourned to allow a reasonable amount of time for such evidence to be prepared. Factors to be considered include:
 - 226.1. The level of remorse shown by the Student(s).
 - 226.2. Whether or not the Student was co-operative or deceitful in uncovering the truth of the matter.
 - 226.3. The students’ previous school record.
 - 226.4. Relevant precedents.
 - 226.5. Any other personal, psychological, medical and / or family circumstances.
227. Once a finding has been made it will be reduced to writing by the Chairperson and communicated to the student and his / her parent(s) / guardian(s) as soon as is practicable.
228. These procedures do not in any way limit the rights a student and his/her parent(s) / guardian(s) enjoy under the Constitution of the Kingdom of Swaziland.

Disciplinary action

229. The following sanctions will be applied separately or in any appropriate combination:
 - 229.1. Suspension (internal or external) from school and / or the Residence, for an appropriate period of time.
 - 229.2. Suspension / exclusion from any other school activity.
 - 229.3. Useful labour/s
 - 229.4. Expulsion from a Residence or from the school.
 - 229.5. Gating in the Residence. This typically means the student may not leave campus including any school town runs, to go home or to their friends or link families. Exceptions are made for medical, religious or curricular reasons (sporting, academic, service).

Withdrawing a student from the College

230. At any stage in the process of the investigation, or the convening and procedures of the DC and request for a Review of the outcome, the parent(s) has the option of withdrawing the student from the College.
231. If the parent exercises this option they will confirm in writing that they intend to remove the student from the College within 48 hours. In this situation, the College will take all reasonable steps to assist the student to find a place at another school.

Review process

232. Any student expelled may request a Review of the finding and / or sanction by the Governing Council (GC).
233. Any request for a Review will be in writing, addressed to the Chairperson of the GC and state the grounds for a Review.
234. The request will enclose a copy of the ruling or finding made by the Chairperson of the first instance.
235. The Chairperson of the Governing Council shall appoint a committee of the GC for this purpose.
236. The Review will shall be decided on the record of the hearing of the first instance.

REPAIRS AND MAINTENANCE

237. The College operates a very busy maintenance department which is responsible for general maintenance of the College grounds and buildings. Notwithstanding this, staff and students will be liable for negligent or wilful damage to property on any part of College premises including, but not limited to, unauthorized alterations or damages to houses, academic buildings, hostel cubicles and common areas, normal wear and tear excepted.

CLOTHING AND EQUIPMENT

238. The weather is very changeable, and so both winter and summer clothes are needed in all three terms. WK is situated in the mist belt of the Highveld and receives an annual rainfall of about 1 500 mm, mainly in summer (September to March). Although there are many pleasant warm to hot days during summer, students must also be prepared for cold and wet weather during this time. Winters are bright and clear, temperatures seldom falling below zero degrees centigrade.
239. It is advisable to bring comfortable walking shoes as the school is located on the on the side of a mountain.
240. There is no heating in classrooms; residence corridors are heated but not individual cubicles. Therefore students need plenty of sweaters and other warm clothing. Do not bring or purchase electric blankets or heaters because they overload the electrical supply in the residences

PERSONAL APPEARANCE AND DRESS

241. There is no uniform, but the College retains the right to disallow items considered unsuitable.
242. Students are reminded that as this is an educational institution a professional and suitable approach to clothing should be taken.
243. Students are asked to be modest and moderate in what they wear, so that they do not offend others.
244. Students should not wear hats or caps or beanies in the classroom block, administration block or dining room unless this is required by religious practice. The only exception for wearing beanies in the classroom will be during the colder months in Term 2.
245. For reasons of safety and hygiene, students are required to wear suitable footwear on campus.
246. Chewing gum is not allowed on campus, on College outings or in College transport.

Clothes for daily wear

247. Most students wear casual clothes such as skirts, jeans, T-shirts, sweatshirts, etc. and casual sports shoes.
248. On special occasions (such as UWC Day) students are required to wear a smart outfit and are encouraged to wear their National Dress.
249. Female students will need to bring at least one skirt or dress as Community Service sometimes involves going into Swazi schools or communities and all female students have to wear skirts or dresses in these areas out of respect for local custom. In Swaziland females are required to wear a skirt or dress if entering a government building.
250. Boarding students are reminded that storage space is limited.

Sports clothes

251. Sports shoes are required and light coloured soles must be used in the MP Hall.
252. Sports team kits are provided by the College.
253. Students are requested to dress appropriately for the sport that they are participating in.

Laundry

254. Laundry is normally done for each residence on one day per week. Students are expected to wash their underclothes and socks by hand. All clothing must be clearly marked with name-tags. Unmarked clothing

will not be accepted by the laundry. Unmarked, unclaimed and abandoned clothing will be disposed of at the end of each term. While every care is taken, it must be stated that items of clothing are sent to the laundry at the owner's risk.

ADDITIONAL EQUIPMENT FOR BOARDERS

255. Students must bring two pairs of sheets and pillowcases. Blankets are provided but many students prefer to bring a duvet. Towels, toiletries, name-tags, needles and thread and a torch are also necessary. Candles are not permitted. It is recommended that students bring coat hangers, mug and teaspoon and a small padlock. A sleeping bag can on occasions be useful.
256. Boarders are asked to keep the number of electronic devices in their rooms to a minimum, as these use a large amount of electricity and can be a safety risk.

VALUABLES

257. Valuables (including money, smart phones, laptops, etc.) are not covered by the college's insurance policy and are brought to the college at the student's own risk. Furthermore the insurance policy does not cover loss or damage to electrical devices caused by power fluctuations. Any valuables (except cash) should be handed to the Head of Residence for safe-keeping.
258. Students should not have substantial amounts of cash in their possession:
 - 258.1. They are encouraged to open a bank account to manage their money. Mbabane and most towns and all cities in Southern Africa have ATMs which accept debit and credit cards: this is an easy way for parents and guardians to transfer funds to their children.
 - 258.2. Arrangements can be made with the Bursar if students need to have more cash with them for travel and other purposes.
259. The unit of currency in Swaziland is the lilangeni (plural: emalangeni) represented by "E". It is equivalent in value to the South African Rand (ZAR) and South African notes can be used in Swaziland (and often the coins) but not vice versa.
260. Students must take care of their room keys. When a student is away from their room (even if it is for a short time), they must ensure that the door to their room is locked. Students must not leave their room keys with anyone else or in an obvious place.
261. If a student loses the key to his / her room, s/he must report this to the Head of Residence as soon as possible.
262. Passports and other valuable documents should be handed to the Head of Residence on arrival. The College provides students with a copy of their Swaziland Students' Pass (Temporary Residence Permit).
263. Air Tickets: Students travelling by air are required to bring booked return tickets and these should be handed to the Head of Residence on arrival.

LOST PROPERTY

264. Lost Property is situated in the administration block. Valuable items that are found are placed under the care of the receptionist and will need to be described correctly before they are returned to the individual.

STUDENT FINANCIAL ASSISTANCE FUND

265. If a student requires additional pocket money or needs assistance with purchasing essential items such as bedding, clothing, toiletries etc., s/he must go and see the Deputy Principal Pastoral to apply for financial assistance.
266. At the time of the IB2 and form 5 graduations, students will also be allowed to apply for financial assistance towards the costs of these events.

SWIMMING POOL

267. The use of the swimming pool is governed by a separate policy entitled "Policy: Use of the Swimming Pool".

TUCKSHOP

268. See display notices for times when this is open.

TRANSPORT

Air Travel

269. Before the start of each term parents are sent information about which flights to OR Tambo (Johannesburg) and / or King Mswati III (Swaziland) Airport will be met by College transport. All new students are met on their first arrival.
270. Queries and information about students' flights can be addressed to the Head of Residences at the email address travel@waterford.sz
271. Students are encouraged to use the school transport or other private bus services to get to OR Tambo airport, as King Mswati III airport is located quite a distance from WK and lifts to this airport are difficult to arrange particularly for early morning flights. Furthermore these short flights from Swaziland to OR Tambo are very expensive.

School transport into town

272. College transport makes a return trip to Mbabane city centre for boarding students on Wednesday afternoons and Saturday mornings.

Public Transport

273. Kombi (minibus) taxis are available on designated routes around the country and are inexpensive. Private taxis are also available and are more costly.

Private cars

274. Students may not bring private cars on to the campus without having first obtained the Principal's permission in writing. This includes vehicles belonging to parents or friends.
275. Students must bring a letter from their parents / guardians requesting that they are allowed to bring a car onto campus and they must also produce a copy of their driver's license.
276. If permission is granted students must park their cars at the bottom main car park.

Other dangers

277. The danger of accidents throughout Southern Africa is such that the College strongly discourages hitch-hiking.
278. Students should not ride in the back of open vehicles.
279. Students are advised to be careful when using public transport and taxis and to arrange their travel in advance with reputable companies.
280. Students should not ride in vehicles driven by other students without the express permission of their parents.

RESIDENCES

Ekukhuleni (the place of growing)

281. Ekukhuleni, the residence for Form 1, 2 and 3 boarders, can accommodate just fewer than 80 students in pairs in cubicles (or "cubies"). Cubicles are small! Each cubicle has a bunk bed and wardrobe. There are

common areas for both sexes which includes the Games Room and the Common Room, with TV and video facilities.

282. Each day there is one male and one female residence tutor on duty. All wings have direct access to a staff house in case of emergency at night.
283. The daily routine in Ekukhuleni is focussed on encouraging students to develop self-responsibility, with the emphasis being on educating them on routine issues in preparation for greater responsibility in Esiveni. As in all the residences there is a chores rota in which all students are required to participate.

Esiveni (the place of the people of the nation)

284. Esiveni accommodates up to 110 Form 4 and 5 boarders. There are separate floors for boys and girls with ablution blocks on each floor. Most students have their own individual "cubie". This is a compact, lockable room with bed, desk and limited storage space for clothes and other belongings. There is a common room with TV and video facilities.
285. Each day there is a residence tutor on duty and students have direct access to two staff houses attached to Esiveni. There are a number of residence rules which must be adhered to but, for the most part, students are given a good deal of independence and are expected to act in a responsible manner without constant supervision. In addition all students are required to take their turn in carrying out certain weekly chores.

Emhlabeni (the place of the people of the world) and Elangeni (the place of the rising sun)

286. The IB residence, Emhlabeni, can accommodate up to 130 students. It consists of separate wings for males and females, a common room, computer centre, library, TV room and kitchen.
287. Most of the students have individual rooms (cubies) with a bed, desk and drawer and wardrobe. There is also storage space provided for suitcases and trunks etc.
288. Bathroom facilities are communal for each sex. The central common area consists of a large common room, computer room, TV room and equipped kitchen. Students are encouraged to bring their own personal computers but it should be emphasised that storage space is limited and individual insurance cover should be arranged.
289. Elangeni provides accommodation for a maximum of 68 IB students, 20 in shared rooms and 48 in single rooms. There are separate wings for boys and girls, with a common sitting room, games room, and kitchen/dining room. Each boarder has a cupboard with a limited amount of hanging space, and a desk.
290. There are two teachers' houses attached to the wings of the Residence, so that students have access to teachers during the night, in case of an emergency.
291. The emphasis in Emhlabeni and Elangeni, as throughout the College, is to encourage students to develop their own sense of responsibility and self-discipline and the organisation of the residence allows for a considerable degree of student involvement in the day-to-day administration.

Use of residence student areas

292. Dormitory Areas: Students are responsible for the tidiness and cleanliness of their own cubicles and/or dormitory areas. Periodic checks are done to ensure cubicles are well maintained. Kettles, irons, toasters and ironing boards are provided in residences, and Elangeni and Emhlabeni have a fully equipped kitchen for student use. Students must not bring their own kettles, heaters, toasters, or irons as these could lead to electrical overloading.
293. Common Rooms:
 - 293.1. The Ekukhuleni common room and games room are open to invited visitors from other sections of the College except during lessons, prep and meal times. Permission needs to be obtained from the teacher on duty before entry.

293.2. The Esiveni common room is open to invited visitors from other sections of the College except during lessons, prep and meal times. Permission needs to be obtained from the teacher on duty before entry.

293.3. The Emhlabeni and Elangeni common rooms are, in most normal circumstances, for the use of the IB students.

294. Visitors to the campus:

294.1. Students are to inform the residence staff on duty of the presence of any visitors on campus. In order to avoid disturbances to the students' working week, it is convenient for visits to students on the campus to be only at the following times:

- Wednesdays: 13:00 – 17:30.
- Weekends: 09.30 – 18:00.

295. Visitors outside these hours must have the permission of College management.

296. All visitors to the campus are expected to respect College regulations concerning alcohol and smoking.

297. Visitors are not allowed into the private rooms of students and must stay in the communal areas of the school and residences.

GRIEVANCES

298. Any member of the school community is entitled to raise a legitimate grievance concerning the behaviour of any other member of the school community.

299. The College has developed procedures for raising such a grievance which are published on the College website.

300. There are two such procedures. One for parents and students and the other for staff. The Staff process is more detailed as it is also subject to employment law.

A GREETING CONVERSATION IN SISWATI

"Sawubona, Nkhosi!"	"I see you, friend."
"Yebo, Nkhosi!"	"Yes, friend"
"Unjani?"	"How are you?"
"Ngikhona. Unjani wena?"	"I am well. How are you?"
"Ngikhona nami."	"I too am well."
	"I see you, friend."

APPENDICES

Appendix A: UWC Common Code of Conduct

1. Pursuing the UWC Mission – to make education a force to unite people, nations and cultures for peace and a sustainable future – requires a commitment to the following values: international and intercultural understanding, celebration of difference, personal responsibility and integrity, mutual responsibility and respect, compassion and service, respect for the environment, a sense of idealism, personal challenge, action and personal example.
2. At the heart of the UWC ethos is respect for others in all our actions and words. This means that we must think about the common good and be able to rise above our individual desires and needs. In short, our ideals require good heartedness from all members of the UWC community and a recognition that cultural norms are diverse. The common code of conduct is required to make expectations clear.
3. Students who accept a position at a UWC school or college commit to the pursuit of a healthy lifestyle, one that avoid potential harm to self and to others. The following are not tolerated:
 - 3.1. Illicit drugs
 - 3.2. Tobacco
 - 3.3. Alcohol on school property and school sponsored events
 - 3.4. Sexual activity in any public area, including student rooms
 - 3.5. Hazing, bullying or harassment
 - 3.6. Assault
 - 3.7. Stealing or 'borrowing without permission'
4. Additionally, each college will have clear expectations regarding:
 - 4.1. Attendance (at all classes and activities)
 - 4.2. Academic integrity
 - 4.3. Respect for curfew and/or quiet time
 - 4.4. Alcohol 'off-campus'
5. Individual UWC schools and colleges may have additional standards on these issues that reflect the laws and cultural norms of the country in which they are located. The expectation is that the UWC common code of conduct will be followed both in action and in spirit. Those who breach the code will lose the right to remain in their UWC school or college.

Appendix B: Glossary

The following are terms which are in common use at the College and may not be familiar to people from elsewhere. Entries are arranged alphabetically.

Assembly		A gathering of students for notices and announcements delivered by the Principal, Deputy Principal, staff and students.
Bakkie		Small open backed pick-up truck
Casual exeat		Permission to leave campus for part of the day when such exeats are allowed.
College, (the)		Waterford Kamhlaba United World College of Southern Africa
Common room		Student lounge/recreation areas attached to residences.
Cubie		Cubicle, student's room.
Cumulative record	academic	Permanent record of student's marks.
Cycle		Period during which students are assessed; hence cycle grades.
Exeat		<ul style="list-style-type: none">• Permission to leave campus• Period of time to which this permission applies.
Form		A student's year in the college.
GIB		Abbreviation for General Information Brochure.
Grade		Generic term for a year group.
Holidays		Breaks between terms, vacations.
IB		Abbreviation for the International Baccalaureate, the senior educational Programme at the college.
IGCSE		International General Certificate of Secondary Education: the courses followed at Forms 4 and 5 level.
Kit		Sports gear and equipment.
Long weekend		A weekend which is unusually long due to a public holiday or College holiday on the Monday or the Friday
Marks		Grades
Pocket money		Sum of money automatically entered in all boarding students' accounts which can be withdrawn on a weekly basis for everyday expenses. The Bursar, normally

before Wednesday afternoon exeats at a specified time and place, hands out pocket money.

Prep	<ul style="list-style-type: none">• Work assigned in class, to be completed outside class• Evening study period set aside for completing this work (at which attendance is compulsory for boarding students).
Report	A report sent to parents at the end of each term of a student's most recent grades, together with a written assessment by teachers and tutor of the student's current standing.
Report card / diary	Procedure by which a student who has not met his/her academic or behavioural expectations must report daily to teachers who monitor the student's progress. The card is initialled and commented on by each teacher during the course of this reporting.
Residence	Building which houses boarding students. Sometimes referred to as Hostel.
SD	A commonly used written abbreviation for Swaziland.
Tuckshop	Shop on campus selling sweets (candy), soft drinks and crisps (potato chips).
Tutor	Member of staff assigned to a group of students in a particular grouping of years, for their personal and academic guidance.
Tutor period	Scheduled meeting between tutor and tutees.
Wednesday town run	The College provides transport for boarding students to Mbabane and back on Wednesday afternoons.
WK	Waterford Kamhlaba United World College of Southern Africa