



# CURRO

## Serengeti

### 1. CODE OF ETHICS

Building trust with all Curro's stakeholders (also includes its employees) and maintaining a good reputation and brand value, are of paramount importance to the sustainability of Curro.

Curro's current vision is to make independent school education accessible to a wider group of learners throughout South Africa, reaching 80 schools by 2020 and accommodating about 90 000 learners.

Curro's mission is to develop, acquire and manage independent schools and related businesses.

For the Group to be able to work towards achieving this vision and mission all employees collectively are required to aspire to living the same organisational values and culminating in our ethical behaviour. This Code of Ethics sets out these values and standards of conduct.

Strong ethics performance by employees in their relations with people whether it be internal or external stakeholders should contribute to the sustainability of the Company, its employees as a collective group, the overall wellbeing of the Company. Strong ethics performance should also have a positive impact on Curro's external stakeholders and the environment in which Curro operates. A strong ethical culture together with the perceptions that stakeholders have of Curro, plays an important role in measuring the quality of the Curro brand and Curro's reputation.

Proudly, Curro's organisational values have existed since 1998. These values were formulated in the context of the moral ethics Curro wishes its client i.e. **the learners**, to be educated in, which influences the learners' character development and is expected to positively impact the quality of leaders and good corporate citizens developed for the future. These values are to be communicated as a prerequisite to the learner's parents/guardians so that the parents/guardians can take these into account when deciding whether or not to enrol their child in a Curro school.

There are four ***indicators/determinants*** for excellent education which are practically seen as indicators contributing to the formulation of those norms and values reflecting “***what Curro stands for***”.

These indicators are:

- Teaching, learning and assessment;
- Ethos and partnerships;
- Leadership and management; and
- Accountability.

The formulation of the Curro organisational values takes into account the afore-mentioned determinants. Our organisational values impact character development which positively impacts ethical behaviour and has a direct impact on Curro’s ethics performance. The essence is that the better we consistently live the organisational values the better unified we will be as a Group and individually the better corporate citizens we will be. Good ethics performance not only strengthens the trust amongst one another but also that of our stakeholders externally, a strength which should not be underestimated. These organisational values also inform policy formulation and form the basis on which behaviour of all employees and learners are evaluated.

All directors, managers and employees of Curro head office, schools and its subsidiaries aspire to live the organisational values of Curro culminating in the organisational culture and impacting how the brand is experienced and perceived by external stakeholders, reflecting “***what Curro stands for***”.

These organisational values are:

- **Child friendliness**
- **Positive discipline**
- **Christian ethos**
- **Creative thinking**

Note: refer to the attached “annexure A” on what these organisational values within Curro mean. “Christian ethos” means the **framework of a set of values** informed by Christianity and is **not** about religious practices nor traditions **nor** a specific Curro curriculum approach.

To apply Curro organisational values daily in our lives at Curro, we all aspire, as part of Curro’s ethics, individually and collectively to:

- Have a positive attitude in how we carry ourselves, how we do our work and how we treat others;
- Portray loyalty towards Curro, our colleagues and our customers, who are the learners and the parents at our schools;
- Be enthusiastic about the work we do and how we do it;
- Have respect for Curro, our colleagues, our learners and the parents/guardians of those learners and in our dealings with all people;
- Acknowledge the dignity of life of oneself and others;
- Practice positive racial relations and religious tolerance and respect;
- Be a good corporate citizen, the guidelines and principles on Curro’s guidelines in this regard are more fully set out in the “Curro Good Citizenship – Policy”;
- Never offer, accept or pay any bribes or condone anti-competitive practices in our day-to-day activities nor use our positions in Curro for private gain and personal advantage. More detail on Curro’s business principles relating to bribery, corruption, fraud and conflicts of interests can be found in the “Curro Good Citizenship – Policy”;
- Be trustworthy;
- Appear and present oneself in a manner that will reflect our professionalism and respect for others. At Curro and in our business dealings we agree to dress in accordance with Curro and or school specific dress codes;
- Commit to maintaining the highest degree of integrity in all our dealings with potential, current and past customers, both in terms of normal commercial confidentiality, and the protection of all personal information received in the course of providing the business services concerned. Refer to the “Curro Good Citizenship – Policy”.

As employees we collectively contribute in a substantial manner through our day-to-day behaviour how stakeholders experience and perceive our ethics. When opportunities arise that could positively impact the ethics profile of the company, employees are encouraged to:

- Explore it with your manager (i.e. Executive Head or if you are head office employee: the manager you report to) to evaluate the validity, and also whether the opportunity is for a specific school or relevant to the whole Curro group, thereof; and
- For group-wide relevant opportunities: then to be explored by the Regional Head, COO and CEO for consideration.

Unethical behaviour (notified or reported on by internal or external stakeholders) depending on the severity (type of transgression and or consistency of the transgression) thereof (so determined by management) will be handled in terms of the Curro's "Disciplinary Policy" and procedures.

This Code of Ethics applies to Curro, its directors, management, employees, contractors and the suppliers of outsourced functions to Curro.

To be part of Curro, the ethical practices as set out in this Code of Ethics and related policies are to be adopted. In so doing, the Code of Ethics is to be provided to all employees and agreed to by prospective candidates when the candidate accepts an offer of employment with Curro and or its subsidiaries.

## **2. REPORTING AND AMENDMENTS**

Given the paramount importance of this Code of Ethics, the Curro Social and Ethics Committee discusses annually as a topic, Curro's ethics performance.

The Curro Social and Ethics Committee is responsible to approve the Code of Ethics and related policies as well as any amendments thereto.

### 3. RELATED POLICIES

As a responsible corporate citizen Curro has designed policies and procedures to guide its business activities. The policies and procedures that relate to and are in addition to this Code of Ethics which are imperative for developing an ethical culture which Curro directors, managers and employees subscribe to include:

- 3.1. Good Citizenship Policy – our business principles policy (describes Curro’s business principles as a good corporate citizen which covers conflicts of interests; anti-bribery and corruption and fraud; business gifts and entertainment; and rules relating to human rights behaviour and rules relating to confidentiality);
- 3.2. Whistle Blowing Policy (facilitates a process on how you could report on unethical behaviour and also facilitates the monitoring of ethical performance);
- 3.3. Moonlighting Policy (deals with secondary employment).

I, \_\_\_\_\_, hereby acknowledge receipt of this Code of Ethics (including the specific policies and annexures thereto) and confirm that I have read and accept the content thereof.

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

***Note: this Code of Ethics is to be placed on the Curro and or subsidiary letterhead when given to an employee and or outsourced contractor***

## Annexure A

### **ORGANISATIONAL VALUES – MORE FULLY DESCRIBED**

All directors, managers and employees of Curro head office, schools and its subsidiaries aspire to live the organisational values of Curro which is not rules based but based on a values driven approach, culminating in the organisational culture and impacting how the brand is experienced and perceived by external stakeholders, reflecting ***“what Curro stands for”***. ***The essence of these values is described as follows:***

#### **1. CHILD FRIENDLINESS**

- Acknowledge and appreciate others: every person wants to feel and experience that he/she is important and therefore we aspire to acknowledge, recognize and appreciate others;
- Inclusivity: acceptance of others regardless of differences (e.g. ability, age, ethnic background, culture, gender, religion, sexual orientation);
- Respect for one another forms the foundation in relations with other people. This also includes that Educators are to have respect for learners in that they will not scream at learners, discuss or gossip about learners and allow learners the opportunity to express themselves;
- To have dignity for yourself and others and developing your identity and self-image;
- Taking into account the needs of others within the boundaries set by legislative environment, policies, procedures and rules that exist;
- Establishing and developing healthy relationships is the foundation for quality education and a non-negotiable in Curro;
- Showing genuine interest in the lives of others;
- For educators: knowing the learners’ names, making eye contact, celebrating birthdays of learners, attending their learner’s sports activities, letting learners feel welcome but also challenging them appropriately so that they can develop; treating learners fairly (no educators’ pets), ensuring sufficient bi-lateral communication between learners and parents takes place, ensuring that nobody is stigmatised, a focus on positive peer group pressure (i.e. this is how we do things here) are practical ways to develop healthy relationships with the learners in their classes. Additional behaviour requirements may be issued by the school he or she is an educator of;

- Curro is the Latin word that means “I Run” and is interpreted as follows: allowing learners to learn at his/her own pace and according to his/her own aptitude, attitude and talents;
- Bullying, peer group cruelty, inhumanity, degrading mockery, extreme competition, unfair comparison, and hurtful sarcasm is not allowed;
- A friendly, colourful clean environment that contributes to the positive atmosphere is important and practical way of implementing this include: proper maintenance of buildings and terrains, soap in dressing rooms, fresh and neat posters in class rooms or offices all contribute to the type of environment a Curro school portrays;
- Fair treatment of all should be evident;
- Setting an example in how we treat one another especially the way we treat one another in front of children is important;
- Preparing our learners with habits that will ensure that they become life-long learners.

## **2. POSITIVE DISCIPLINE**

- Caring enough to confront unethical or wrong behaviour in a manner that builds character and dignity is the way we do things as Curro;
- Compliance with rules of schools and the Company’s policies and procedures is required;
- Portraying acceptance of authorities (whether it be between educator:learner; or manager: employee) and the adoption of the rules/boundaries set for these relationships is important for a proper functioning school and Company;
- Praise for good efforts and focus on positive behaviour;
- Accepting responsibility for choices and actions taken is an important characteristic to be aspired by all. Understanding and accepting that acting outside of the “window of safety” has consequences. These consequences should not include humiliating activities and reward for good behaviour should always be considered carefully to avoid the practice of bribery;
- When differing from one another, doing so in a respectful manner is a pre-requisite;
- Criticism is allowed but not in a manner that is degrading or which damages the self-image or personality of the individual being criticised;
- We don’t focus on failure and negative criticism albeit that for learning and behaviour problems appropriate attention thereto is to be given as soon as possible;
- Inappropriate forms of discipline for example corporal punishment, verbal abuse and humiliation is unacceptable to Curro;

- Let learners take ownership for the goals they set for themselves and let them be evaluated against such;
- Embracing what Curro means in how we educate learners. Curro means “I run” and is interpreted as “I learn at my own learning pace and according to my own aptitude, attitude and talents”;
- In the class room or at schools practically the following reflects what is meant with positive discipline as opposed to punishment (behaviour which will not be tolerated at Curro):

<b>Positive discipline includes: whereas</b>	<b>Punishment includes (Curro does not support this approach):</b>
Its pro-active	Reactive
Promotes responsibility and self-discipline	Obeying rules is the most important
Uses internalized values	Uses threats and punishment procedures
Encourages pro-active and positive behaviour i.e. “catch them when they are doing good!”	Focuses on punishment and transgression
Fair application of rules which are based on values and the “window of safety” and learners understand that there are consequences for being outside the “window of safety”.	Inconsistent application of the rule and the rule is not derived from a value so learners find it difficult to understand and obey it.
The ultimate goal of positive discipline is self-control one of the most important characteristics for maturity. Educators are the best example thereof when they themselves act with self-discipline and self-control.	The goal of punishment often results in a degraded individual whose self-image is negatively affected which usually results in further transgressions and rebellion which has an overall negative impact on the well-being of the learner, the relationships and the company.

### 3. CHRISTIAN ETHOS

The values and characteristics embedded in Christianity that we aspire to live by create the framework for the functioning of a school and include:

- Honesty;
- Integrity;
- Acceptance of authorities and obedience with proper boundaries in place;
- Working together as a team;
- Compassion and caring for others;
- Responsibility
- Patience with oneself and with others;
- Courage;
- Being approachable and also willing to learn from others (i.e. no one knows everything);
- Being respectful, friendly, kind and good towards others;
- Showing commitment towards the learners, parents and community the school is located in;
- Being accessible (i.e. aspire to respond to needs and enquiries within 48 hours of receipt thereof and having an “open door policy” and creating an inviting atmosphere);
- Fostering caring relationships with one another and attentiveness;
- Be sensitive to the needs of others;
- Having a good self-image which results in confident people who deal with insecurities in themselves so as to remove obstacles in their relationships;
- Being content, happy at peace with oneself and others, faithful and to have self-control;
- Living a life of excellence meaning: believe in yourself, doing your best (not someone else’s best) and being committed to continuous improvement;
- Walking the walk of what Curro stands for and not just talking it;

For Curro schools this means:

1. When parents of different faiths/religions enrol their children at Curro they should be informed that everything happening at the school takes place within the

framework of a Christian ethos, that reading from the Bible and prayer takes place regularly and that learners and educators talk about their Christian faith;

2. A Christian ethos includes tolerance and respect for other religions;
3. If Curro is verbal about their Christian ethos, educators applying for posts as well as parents enrolling their children, should know in advance about it;
4. Communicating that we celebrate Christian holidays;
5. A significant group of parents enrol their children in Curro schools specifically because of the Christian ethos, if this expectation is created beforehand, and not kept, e.g. that teaching does not take place in a Christian environment and atmosphere, it could imply a lack of integrity.

#### **4. CREATIVE THINKING**

- Allowing individuals to live out their unique personalities to develop independent thinking so that they can contribute to solving problems in a greater community;
- In the classroom learners are to be challenged to find their own solutions to the problems, allowing critical questions from learners; metacognition ie “explain how you reached the answer” approach works well, educating that there is more than one right answer often; allowing for enough opportunities to air their views and to have their own opinions, creating opportunities where learners can display their creative work and to share it with others; encouraging learners to read widely and to be media literate, allowing learners to identify problems in their communities to read and do research thereon and come up with solutions to address it;
- Structuring learning activities to ensure engagement of all learners at different levels in the classroom.
- Educators are to be creative in their teaching which results in creative thinking of learners;
- Create a safe environment so that mistakes can be made otherwise fear of creative thinking will develop;
- Allowing individuals to have their own opinions and that their opinions be heard;
- Educators, executive heads and Head Office are to allow learners the opportunity for their “learner voice” to be heard and taken into account at all levels.