



PARKLANDS COLLEGE

& Christopher Robin Pre-Primary (Est. 1980)

"Reaching Outwards, Growing Minds, Building Futures"

1. GENERAL

First implemented:	January 2019
Category:	Criterion 2 Leadership Management and Communication
Application:	Whole School
Purpose:	<ol style="list-style-type: none"> 1. Provide a safe learning environment. 2. Take positive action to eliminate racial discrimination and harassment. 3. Promote good relations between people of different racial and ethnic groups. 4. Create a supportive, transparent climate which encourages disclosure of discriminatory behaviour. 5. Raise awareness and provide information regarding racism. 6. Support and empower those affected by discriminatory behaviour. 7. Implement processes and procedures
Responsibility	<p>It is the responsibility of all members of the College community to:</p> <ol style="list-style-type: none"> 1. Promote race equality and support the implementation of the Race and Equity Policy, including the Racial Incidents Reporting Procedure. 2. Behave in a manner which respects and values cultural and linguistic diversity. 3. Challenge and eliminate racial discrimination, harassment and abuse. 4. Encourage an awareness of racism which begins in the home, and it is, therefore, the responsibility of parents and family members to promote equality and create an environment that accepts and respects diversity.

2. DEFINITIONS¹

Anti-Racism	Anti-Racism is the process of opposing racism through focused and sustained actions, movements and policies adopted to oppose racism.
Bullying²	Means unwanted conduct in the College which, is persistent or a single incident which is serious and insults, demeans, humiliates, lowers self-esteem or self-confidence or creates a hostile or intimidating environment or is calculated to induce by submission or by actual or threatened adverse consequences, which includes the abuse of coercive power by either an individual or a group of individuals, whether it be on campus or externally.
College	Means Roth Educational Services (Pty) Ltd t/a Parklands College & Christopher Robin Pre-Primary
Department Manager	Head supervisor of a specific department, faculty or classroom
Discrimination (Prohibited Grounds)³	Means any act or omission, including a policy, law, rule, practice, condition, or situation which directly or indirectly imposes burdens, obligations or disadvantage on; or withholds benefits, opportunities or advantages from, any person on one or more of the prohibited grounds, namely: race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language, birth and HIV and AIDS status; or any other ground where discrimination based on any other grounds causes or perpetuates systemic disadvantage; undermines human dignity; or adversely affects the equal enjoyment of a person's rights and freedoms in a serious manner that is comparable to discrimination on a ground in Section 6(1) of the EEA. ⁴
Executive Management	<ul style="list-style-type: none"> ● Board ● Director ● Principals
Management	<ul style="list-style-type: none"> ● Associate Principal ● Employment Equity Liaison ● Grade Head ● School Counsellor
Senior Team	<ul style="list-style-type: none"> ● Principals ● Associate Principals
HR Department	Human Resource Administrator
External Consultant	An independent consultant to mediate, e.g. labour consultant or attorney

¹ Certain terminology/definitions have been derived from the Draft Code of Good Practice on the prevention and elimination of aggression and harassment in the world of work for public comment. No. 43630. 20 August 2020. https://legalbrief.co.za/media/filestore/2020/08/43630_20-8_EmploymentLabour.pdf. To the extent necessary, we have adapted those definitions to apply to our specific circumstances. In addition, as the Draft Code is still open for public comment, we may amend the definitions in the future, subject to the final version of the Draft Code being gazetted.

² Draft Code of Good Practice on the prevention and elimination of aggression and harassment in the world of work for public comment. No. 43630. 20 August 2020, page 9. https://legalbrief.co.za/media/filestore/2020/08/43630_20-8_EmploymentLabour.pdf

³ Department of Employment and Labour - Employment Equity Act, 1998 (Act 55 of 1998 as amended) Draft Code of Good Practice on the prevention and elimination of aggression and harassment in the world of work for public comment. No. 43630. 20 August 2020, page 9. https://legalbrief.co.za/media/filestore/2020/08/43630_20-8_EmploymentLabour.pdf

⁴ Employment Equity Act, no 55 of 1998, Section 6. <https://www.labourguide.co.za/download-top/135-eepdf/file>

Intimidation⁵	Means the (intentional) behaviour that “would cause a person’s ordinary sensibilities” to fear injury or harm. It is not necessary to prove that the behaviour was so violent as to cause or mean harm or that the victim was frightened.
Microaggression	A statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalised group such as a racial or ethnic minority.
Mobbing	Is a form of harassment by a group of people targeting an individual. Like bullying, mobbing occurs when an individual is ridiculed, humiliated or otherwise targeted with hostile or harmful behaviours.
Online aggression	Includes any act of aggression and harassment that is committed, assisted or aggravated in part or fully by the use of Information and Communications Technology (ICT), e.g. mobile devices, the internet and social media platforms or emails.
Racism	Racism is defined as conduct or words which advantage or disadvantage people because of their colour, culture, ethnic, language and national origin.
Systematic (Institutional racism)	Racism that is embedded as normal practice within society or an organisation.

3. INTRODUCTION

- 3.1 This policy applies to all members of the College community, including staff, learners, parents, guardians and past learners.
- 3.2 This policy applies whilst on Campus, at College events, representing the College in any capacity, supporting the College on or off Campus, or when recognisable as members of the College community.
- 3.3 This policy extends to social media platforms and to any other form of media and communication platform.

4. PREAMBLE

- 4.1 We recognise the discriminatory, racist and fractured history of South Africa and in so doing, we commit ourselves to working actively against any form of discrimination based on race or ethnicity. This includes the transference of material whether in paper or electronic format, intentional/unintentional, that contains any form of discrimination/racism.
- 4.2 We recognise that the Constitution of South Africa is the supreme authority regarding matters of human rights, and that it guides all interpersonal and institutional conduct.
- 4.3 The College Community works together to provide for the growth of each individual by building mutual respect and acceptance, within a secure and supportive structure.
- 4.4 To ensure that all interpersonal interactions are conducted with respect and acceptance of diversity for each other’s race and ethnicity, cultural beliefs, customs and values.
- 4.5 We recognise that to disregard, ignore, or be complicit in alleged racist incidents is to give tacit support to racist behaviour.

5. OUR COMMITMENT

- 5.1 We commit to being anti-racist & anti-discriminatory.
- 5.2 We commit to reflect anti-racism of any form in the life and culture of our College.
- 5.3 We commit to developing strategies to dismantle any form of institutionalised racism.
- 5.4 We commit to educating all members of the College Community through awareness campaigns relating to injustices and racist behaviour.

⁵Draft Code of Good Practice on the prevention and elimination of aggression and harassment in the world of work for public comment. No. 43630. 20 August 2020, page 10. https://legalbrief.co.za/media/filestore/2020/08/43630_20-8_EmploymentLabour.pdf

6. LEARNER SPECIFIC REFERENCES

6.1 Extracts from Children's Act [No. 38 of 2005]

CHAPTER 2 GENERAL PRINCIPLES

The general principles set out in this section guide the implementation of all legislation applicable to children, including this Act; all proceedings, actions and decisions by any organ of state in any matter concerning a child or children in general.

32 No.28944 GOVERNMENTGAZETTE, 19JUNE 2006 **Act No.38,2005 CHILDREN'S ACT, 2005**

- (2) *All proceedings, actions or decisions in a matter concerning a child must-*
 - (a) *respect, protect, promote and fulfil the child's rights set out in the Bill of Rights, the best interests of the child standard set out in section 7 and the rights and principles set out in this Act, subject to any lawful limitation;*
 - (b) *respect the child's inherent dignity;*
 - (c) *treat the child fairly and equitably;*
 - (d) *protect the child from unfair discrimination on any ground, including on the grounds of the health status or disability of the child or a family member of the child;*
 - (e) *recognise a child's need for development and to engage in play and other 10 recreational activities appropriate to the child's age; and*
 - (f) *recognise a child's disability and create an enabling environment to respond to the special needs that the child has.*
- (3) *If it is in the best interests of the child, the child's family must be given the opportunity to express their views in any matter concerning the child.*
- (4) *In any matter concerning a child-*
 - (a) *an approach which is conducive to conciliation and problem-solving should be followed, and a confrontational approach should be avoided; and*
 - (b) *a delay in any action or decision to be taken must be avoided as far as possible.*
- (5) *A child, having regard to his or her age, maturity and stage of development, and a person who has parental responsibilities and rights in respect of that child, where appropriate, must be informed of any action or decision taken in a matter concerning the child which significantly affects the child.*

6.2 Extracts from South African Constitution - Chapter 2: Bill of Rights

7. *Rights*

- (1) *This Bill of Rights is a cornerstone of democracy in South Africa. It enshrines the rights of all people in our country and affirms the democratic values of human dignity, equality and freedom.*
- (2) *The state must respect, protect, promote and fulfil the rights in the Bill of Rights.*
- (3) *The rights in the Bill of Rights are subject to the limitations contained or referred to in section 36, or elsewhere in the Bill.*

8. *Application*

- (1) *The Bill of Rights applies to all law, and binds the legislature, the executive, the judiciary and all organs of state.*
- (2) *A provision of the Bill of Rights binds a natural or a juristic person if, and to the extent that, it is applicable, taking into account the nature of the right and the nature of any duty imposed by the right.*
- (3) *When applying a provision of the Bill of Rights to a natural or juristic person in terms of subsection (2), a court— (a) in order to give effect to a right in the Bill, must apply, or if necessary develop, the common law to the extent that legislation does not give effect to that right; and (b) may develop rules of the common law to limit the right, provided that the limitation is in accordance with section 36(1).*
- (4) *A juristic person is entitled to the rights in the Bill of Rights to the extent required by the nature of the rights and the nature of that juristic person.*

9. *Equality*

- (1) *Everyone is equal before the law and has the right to equal protection and benefit of the law.*
- (2) *Equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken.*
- (3) *The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.*
- (4) *No person may unfairly discriminate directly or indirectly against anyone on one or more grounds in terms of subsection (3). National legislation must be enacted to prevent or prohibit unfair discrimination.*
- (5) *Discrimination on one or more of the grounds listed in subsection (3) is unfair unless it is established that the discrimination is fair.*

10. *Human dignity*

Everyone has inherent dignity and the right to have their dignity respected and protected.

7. POLICY STATEMENT

- 7.1 The College strives to be an inclusive, diverse and culturally responsive place of learning and therefore will not tolerate any discriminatory or racist behaviour.
- 7.2 It is our shared responsibility at the College to create and nurture an environment where every person is treated with kindness, respect and dignity and has a sense of belonging.

8. RACIST BEHAVIOUR

- 8.1 **Racial aggression and Harassment⁶** is a form of a racial discrimination and it is prohibited by Section 6(1) of the EEA.
- 8.2 Racial aggression and harassment is unwanted conduct which is persistent or a single incident which is serious, demeans, humiliates or creates a hostile or intimidating environment or is calculated to induce submission by actual or threatened adverse consequences and which is related to a person's membership of a group identified by one or more of the prohibited grounds or a characteristic associated with such group.
- 8.3 Racial aggression and Harassment shall include direct or indirect behaviour which involves issues such as racist verbal and nonverbal conduct, remarks, abusive language, racist name calling, offensive behaviour gestures and racist cartoons, memes or innuendos.
- 8.4 Forms of Racial, Ethnic, Social Violence and Harassment may include:
 - 8.4.1.1 Abusive language and racist jokes, cartoons, or memes based on race or ethnicity;
 - 8.4.1.2 Making jokes or passing discriminatory comments in reference to appearance, clothing, culture, habits, names or accents of a person or persons of a different race or ethnicity; laughing or giving tacit approval of the same;
 - 8.4.1.3 Racially offensive written or visual material, including cyber harassment;
 - 8.4.1.4 Racist name calling and/or negative stereotyping impacting dignity;
 - 8.4.1.5 Offensive behaviour in the form of open hostility to persons of a specific racial or ethnic group
 - 8.4.1.6 Subtle or blatant exclusion from activities and interactions and activities;
 - 8.4.1.7 Bringing racist or discriminatory materials to the College (e.g. leaflets, software books) or distributing these via social media;
 - 8.4.1.8 Marginalisation; and
 - 8.4.1.9 Threatening behaviour, which intimidates a person and creates a hostile environment.
- 8.5 Factors to be considered in Racial Violence and Harassment:
 - 8.5.1 Whether the language or conduct complained of is abusive
 - 8.5.2 Whether the language or conduct complained of impairs the dignity of the complaint(s)
 - 8.5.3 Whether the language or conduct is directed at a particular employee or employees
 - 8.5.4 The level of malice
 - 8.5.5 The extent and degree of abuse or impairment to dignity; and
 - 8.5.6 The impact of the conduct
- 8.6 Racial harassment has to be assessed objectively with reference to the reaction of the normal or reasonable person.
- 8.7 To establish racial violence and harassment on a balance of probabilities that the conduct complained of:
 - 8.7.1 Was unwanted, conduct which
 - 8.7.2 Was persistent or serious,
 - 8.7.3 Demeaned, impaired dignity, humiliated, or created a hostile or intimidating environment or
 - 8.7.4 Was calculated to induce submission by actual or threatened adverse consequences and
 - 8.7.5 Was related to race, ethnic origin, or characteristic with such group.
 - 8.7.6 Whether a perpetrator would have spoken these words or behaved in the manner complained of towards the complainant but for the complainant's race or ethnic origin.

⁶Draft Code of Good Practice on the prevention and elimination of aggression and harassment in the world of work for public comment. No. 43630. 20 August 2020, page 25 - 26. https://legalbrief.co.za/media/filestore/2020/08/43630_20-8_EmploymentLabour.pdf

- 8.7.7 How the alleged perpetrator treats another person not of the complainant's racial group or ethnic origin, even if the conduct complained of is race-neutral and whether language or other conduct is considered violence and harassment might depend on the circumstances; and the motives of the perpetrator
- 8.7.8 The impact of the violence and harassment; and
- 8.7.9 Whether the language or conduct is violence and harassment might depend on the circumstances or the particular circumstances and whether the language and conduct are directed at a particular person(s) and is insulting, abusive and/or derogatory.

9. REPORTING RACIST BEHAVIOUR

- 9.1 Any incidents may be reported following the process below or to a person for whom ever the aggrieved feels comfortable to speak to or electronically to the designated email address: equity@parklands.co.za; LGBTQ@parklands.co.za; helpme@parklands.co.za. Alternatively, the attached form can be completed.
- 9.2 All learner matters will be dealt with age appropriately and with the support of the faculty Principal.
- 9.3 Reports must include details of what, where, when, how and who was present or witnessed the matter.
- 9.4 The designated people or individuals (based on whether coming from a staff member, learner or parent) dealing with the reported incident, will discuss the complaint with a Department Manager / Principal who will decide on the action and process to be implemented in the event of the following unacceptable behaviour / action:
 - 9.4.1 Level 1: unconscious/non-deliberate action
 - 9.4.2 Level 2: deliberate hurtful/unacceptable behaviour
 - 9.4.3 Level 3: repeated offense/ongoing unacceptable behaviour
- 9.5 Racist incidents are recorded and kept on file, regardless of how minor they may appear to be. Follow-up meetings relating to the incident are also recorded and kept on file. Parents are informed of these incidents as well as any possible prescribed consequences.

Procedure to lodging a complaint:		
Learners	Staff	Parents
<p>Step 1: Equity & Diversity Liaison and Department Manager* to review complaint</p> <p>*Department Manager: Head supervisor of a specific department, faculty or classroom</p>	<p>Step 1: The Management Team* will review the complaint</p> <p>*Management Team: Equity and Diversity Liaison, Grade Heads, Associate Principal - Learner Affairs</p>	
If further intervention is necessary:		
<p>Step 2: The Management Team* will review the complaint</p> <p>*Management Team: Equity and Diversity Liaison, Grade Heads, Associate Principal - Learner Affairs</p>	<p>Step 2: The Senior Team* will review the complaint</p> <p>*Senior Team: Associate Principal and Principal</p>	<p>Step 2: The Senior Team* will review the complaint</p> <p>*Senior Team: Associate Principal and Principal</p>
If further intervention is necessary:		
<p>Step 3: The Senior Team* will review the complaint</p> <p>*Senior Team: Associate Principal and Principal</p>	<p>Step 3: The Executive Management Team* will review the complaint</p> <p>*Executive Management Team: Principals, Director, Board</p>	<p>Step 3: The Executive Management Team* will review the complaint</p> <p>*Executive Management Team: Principals, Director, Board</p>
If further intervention is necessary:		
<p>Step 4: An independent specialist consultant</p>	<p>Step 4: An independent specialist consultant</p>	<p>Step 4: An independent specialist consultant</p>

10. INVESTIGATIONS AND PROCEDURES

- 10.1 The aggrieved may be called to clarify details of the events.
- 10.2 The offender will be given the opportunity to explain his/her actions.
- 10.3 Counselling will take place at each level to ensure that all parties feel safe.
- 10.4 The appropriate form of action takes place depending on the severity of the complaint and the necessary age appropriate action will be taken, and may include one or more of the following:
 - 10.4.1 Verbal warning
 - 10.4.2 Detention
 - 10.4.3 Community Service
 - 10.4.4 Compulsory Counselling
 - 10.4.5 Sensitivity training
 - 10.4.6 Suspension
 - 10.4.7 Expulsion/Dismissal
- 10.5 The aggrieved will be given appropriate emotional support or counselling should this be requested.
- 10.6 The desired outcome of a disciplinary procedure is restorative justice. This means that, wherever possible, there is an informal, amicable, respectful, and equitable resolution of the incident. This resolution must take into account the seriousness of the infringement and must be supported and accepted by both individuals or groups involved. Through mediation and discussions both parties should reach a point where they are confident that they can continue in the College environment

without fear of intimidation, harassment, or retribution. Re-education/counselling on the nature of the transgression will be provided.

- 10.7 The aggrieved and the alleged offender may request the presence of another member of the current College community to support them.
- 10.8 The aggrieved may choose to receive a 'formal' or an 'informal' outcome as a result of the complaint. It is recognised that there are times when the aggrieved may have been hurt or offended by the actions, behaviour or comments of another, but may not *want* a formal outcome.
- 10.9 The option of an informal outcome in no way diminishes the seriousness of the disciplinary action and facilitates a less threatening approach for an individual to come forward and report an incident where they have been hurt or offended.
- 10.10 Meticulous record-keeping of the process and any relevant documentation will be kept.
- 10.11 Anonymous complaints will be taken seriously and investigated as far as possible. However, it is emphasised that it may not be possible to reach a satisfactory outcome for an anonymous aggrieved person. Anonymous complainants are encouraged to identify themselves.
- 10.12 An aggrieved may withdraw their complaint at any stage of the process, however, the withdrawal must be provided in writing. The incident may still be investigated and kept on record.
- 10.13 If it is decided that a complaint has been made falsely or with malicious intent, age appropriate action will still be taken.

Examples of Level 1 (but could also be escalated to Level 2)

Behaviour regarding Racism	Actions
Derogatory name-calling, insults, jokes and language	<ul style="list-style-type: none"> • The offender is made aware of the hurt caused, and an apology is required. • When the transgression is by a learner, parents are informed, and the incidents will be recorded. • Incidents are recorded for record-keeping.
Verbal Abuse and Threats	<ul style="list-style-type: none"> • The offender is made to understand that verbal abuse is offensive and unacceptable, and a disciplinary process may follow. In the case of a learner, parents are invited to a meeting, and the incident is recorded and kept on file. • A written apology by the offender to the aggrieved. • Any appropriate form of restorative justice e.g Community service (Learners) • Enrolment in a programme educating the offender in whichever category the discrimination occurred.

Examples of Level 2

Behaviour regarding Racism	Actions
<ul style="list-style-type: none"> • Ridicule based on differences of colour, race, ethnicity, nationality, culture or language. • Physical Assaults • Ridicule based on differences of colour, race, ethnicity, nationality, culture, religion or language 	<ul style="list-style-type: none"> • Counselling from within the College • Counselling from outside the College. • Detention including Saturday detentions; internal suspension during breaks for a maximum of two weeks (learners); • Full internal suspension (class and breaks) for up to two days; full internal suspension up to a week, to be confirmed by the Principal (Learners); • Extreme cases may lead to termination of an enrollment/employment contract. • Support provided to aggrieved. • Extreme cases may lead to termination of an enrollment/employment contract. • Reporting the incident to the necessary authoritative bodies.

11. CONSEQUENCES

- 11.1 Persons who are found to be racially prejudiced face a range of consequences. Any retaliation against someone who reports a racist incident will be viewed very seriously and action will be taken according to the code of conduct. Complaints of racism will be investigated and addressed. In the case of learners all consequences will be age appropriate. During the internal process which is set out in the Code of Conduct, learners will be supported and where it is appropriate, a parent or friend, College counsellor or educator may be called to accompany them.
- 11.2 Consequences will be based on an individual basis as investigated in the steps provided above in "Reporting Racist Behaviour".
- 11.3 Matters must be addressed as follows:
 - 11.3.1 Strive for both procedural and substantive fairness during considerations and outcome.
 - 11.3.2 Ensure that both the aggrieved and the alleged offender are dealt with in a fair and respectful manner. Learners will be dealt with in an age appropriate manner.
 - 11.3.3 Deal with incidents and inform the aggrieved of its intended course of action and proceed timeously.
 - 11.3.4 Ensure that age appropriate outcomes are followed.
 - 11.3.5 In the case of learners, parents will be informed.

12. SUPPORTING THE AGGRIEVED

- 12.1 All staff and learners are encouraged to report any incident they may witness, or experience and all such reports will be followed up. Staff dealing with incidents must be sensitive to the matter of retaliation on the part of the aggrieved, which may be a reaction to a series of relatively minor incidents which have not been reported or dealt with appropriately.
- 12.2 When dealing with racist incidents, staff must:
 - 12.2.1 Listen attentively and empathise.
 - 12.2.2 Remain calm, understanding and reassuring.
 - 12.2.3 Accept the aggrieved persons language and terminology.
 - 12.2.4 Remember that to report an incident may require considerable courage.
 - 12.2.5 Acknowledge the feelings of the aggrieved(s).
 - 12.2.6 Confirm they were right to make the disclosure.
 - 12.2.7 Offer immediate support: reassure the aggrieved that the matter will be treated seriously and that a full investigation will take place.
 - 12.2.8 Ascertain whether or not the incident is part of a pattern – ask if the person has been aggrieved by racism on previous occasions.
 - 12.2.9 Report: indicate that the information needs to be shared with others in authority in order to prevent further harassment. If the aggrieved is adamant that they do not want any further action, the incident should, nevertheless, be recorded and a withdrawal must be in writing.
 - 12.2.10 The circumstances of the aggrieved, e.g. age, self-confidence in dealing with the situation for themselves will be a guiding factor when deciding on a course of action. In certain cases, the aggrieved person's identity must be protected, and the situation handled sensitively.

13. OUR CONTINUED COMMITMENT

- 13.1 The College will continue to develop clear procedures to deal with racism, aggression and discrimination and will at all times attempt to deal with these matters in a sensitive, efficient and effective manner.
- 13.2 Staff development will take place continuously during professional development programmes.
- 13.3 Free time and break times will be monitored by the educators/Equity and Diversity Prefects to avoid any racial incidents.
- 13.4 **The Secondary Faculty** values the assistance and input of the Equity & Diversity Prefects. All concerns are addressed, discussed and evaluated during regular meetings with the Principal or Equity and Diversity Liaison. **The Preparatory Faculty** is managed by the Management Team.
- 13.5 Age appropriate issues are integrated throughout the curriculum across all faculties, on a continuous basis and at designated times e.g. assembly and other gatherings.
- 13.6 Awareness is created through workshops and open discussions.
- 13.7 These procedures will promote the immediate resolution of problems, in a sensitive, efficient and effective manner.

- 13.8 The word “immediate” shall mean, as soon as is reasonably possible under the circumstances and without undue delay, taking into account the nature of the racism or harassment, including that it must be dealt with in a confidential and sensitive manner.

14. ADDITIONAL MEASURES TO PROMOTE EQUALITY

- 14.1 Ongoing audit of *all* College policies and practices with a view to eliminating any discriminatory aspects.
- 14.2 Develop progressive policies and initiate codes of practice in order to eliminate unfair discrimination.
- 14.3 Adopt viable action plans for the promotion and achievement of equality and prevention of any kind.
- 14.4 Prioritise the elimination of unfair discrimination and the promotion of equality.

15. POLICY DEVELOPMENT PROCEDURES

- 15.1 **Identification of Need:** It is an Umalusi requirement for a Quality Management System relating to policies.
- 15.2 **Development and Drafting:** When a need for policy is identified, the need will be communicated to the responsible Management Team, and a process of consultation and policy development will be initiated.
- 15.3 All changes to official College policies and procedures follow the guidelines for the development of these and follow a formal approval process.

16. MONITORING AND REVIEWING OF THIS POLICY

- 16.1 All members of the College community may report incidents of policy malfunction, or of any loopholes in a policy to the Senior Management Team.
- 16.2 The Executive Management Team follows the review process set out in the Operational Plan, over a specific cycle period. College policies undergo an in-depth review and amendment during this process. Policies are reviewed more frequently and amended where necessary due to changes in legislation or College operations. The Board of Directors makes the final approval.
- 16.3 As set out in our Strategic Plan, all policies and practices are reviewed with the objective of eliminating all racism and discriminatory aspects.

17. ACKNOWLEDGEMENTS

- 17.1 Department of Employment and Labour Government Notices, 20 September 2020 No. 43630. Draft Code of Good Practice on the prevention and elimination of aggression and harassment in the world of work for public comment
- 17.2 Children's Act [No. 38 of 2005]
- 17.3 Extract from South African Constitution - Chapter 2: Bill of Rights
- 17.4 Brandon Schiff from Bagraims Attorneys, Labour Law Specialists
- 17.5 Westerford High School and Consultants including:
 - 17.5.1 Kehiloe Ntsekhe, Independent Consultant
 - 17.5.2 Solanga Rosa, Director of the Bertha Centre for Social Intervention and Entrepreneurship at the Graduate School of Business, University of Cape Town
 - 17.5.3 Hugh Corder, Professor Emeritus of Public Law at University of Cape Town
 - 17.5.4 St Peter's College, South Africa: Dignity and Anti-Discrimination Policy (May 2018)



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RACIAL INCIDENT REPORT FORM

Date, Time and Location of Incident

AGGRIEVED's Details	OFFENDER's Details
Name:	Name:
<ul style="list-style-type: none">• Year group/age• Parent/carer• Teaching Staff• Support Staff• Unknown	<ul style="list-style-type: none">• Year group/age• Parent/carer• Teaching Staff• Support Staff• Unknown

Nature of Incident

(Tick any that apply)

- | | |
|---|---|
| <input type="checkbox"/> Racist comments and language | <input type="checkbox"/> Ridicule / ostracism |
| <input type="checkbox"/> Provocative behaviour | <input type="checkbox"/> Verbal abuse and threats |
| <input type="checkbox"/> Racist graffiti | <input type="checkbox"/> Possession / distribution |
| <input type="checkbox"/> Physical assault | <input type="checkbox"/> Written abuse of racist material |
| <input type="checkbox"/> Damage to property | <input type="checkbox"/> Other |
| <input type="checkbox"/> Cyberbullying/social media | |

Details of incident

(To be completed by designated member of staff)

.....
.....
.....
.....

Action Taken

.....
.....

Has the Principal been informed? Yes No

Have parent(s)/carer(s) of aggrieved been informed? Yes No

Have parent(s)/carer(s) of offender been informed? Yes No

offender's ethnic origin (including Traveller or Refugee)

aggrieved's ethnic origin (including Traveller or Refugee)

Outcome Recorded in aggrieved's / offender's files? (please circle)

Record completed by

Full Name

Position Held

Grade, Activity

Signature

Date