



PARKLANDS COLLEGE

& Christopher Robin Pre-Primary (Est. 1980)

"Reaching Outwards, Growing Minds, Building Futures"

1. GENERAL

Date of implementation:	October 2020
Category:	Criterion 2 Leadership Management and Communication
Application:	Whole School
Objectives:	<ol style="list-style-type: none"> 1. Create and nurture an environment where every person is treated with kindness, respect, dignity and a sense of belonging. 2. Acceptance of diversity for each other's race, ethnicity, cultural beliefs, customs, values, language and sexual orientation. 3. Encourage the reporting of any kind of unfairly discriminatory behaviour. 4. Ensure that an effective process is followed to resolve these complaints in a fair and timeous manner. 5. To raise awareness and understanding of the impact that behaviour and actions may have on others. 6. Promote every individual is aware of their rights and responsibilities as they are outlined in the South African Constitution. 7. Promote equal opportunities for employment or admission, or any kind of position or place at the College, regardless of their race, gender, sexual orientation, socio-economic status, religion, and/or any other prohibited grounds; and 8. Prevent the victimisation, harassment or harm of individuals who have laid a complaint under this policy, and/or who serve to support the complainant by acting as a witness of the allegedly unfair discriminatory behaviour. 9. Prevent aggression and harassment against any male or female that are or may be LGBTQIA+
Responsibility	<p>It is the responsibility of all members of the College community to:</p> <ol style="list-style-type: none"> 1. Promote a sense of belonging and embrace the objectives of this policy. 2. Behave in a manner which respects and values diversity. 3. Challenge and eliminate discrimination, harassment, aggression and abuse.

2. DEFINITIONS¹

Aggression and Harassment²	In the world of work as a single term refers to as “a range of unacceptable behaviors and practices, or threats thereof, whether a single occurrence or repeated, that aim at, result in or are likely to result in physical, psychological, sexual or economic harm and includes gender-based violence and harassment”.
Aggression and Harassment related to gender-based aggressive and Harassment	Means the violence and harassment directed at persons because of their sex or gender or affecting persons of a sex or gender disproportionately and includes sexual harassment. This form of aggression and harassment is rooted in unequal power relations between (and among) women, men which reflects and reinforces the subordinate status of women in many societies. Anyone can be victim to such aggression and harassment, including those who do not conform to gender norms or traditional societal expectations based on gender, for example, LGBTIQ+ persons.
Aggression and Harassment related to race to ethnic or social	Means violence and harassment based on race, ethnic or social origin, and includes conduct complained of as unwanted conduct, which was persistent or serious and demeans, humiliates or creates an intimidating environment, or is calculated to include submission by actual or threatened adverse consequences and is related to race or a characteristic of such groups. ³
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
Executive Management	<ul style="list-style-type: none"> • Board • Director • Principals
Senior Team	<ul style="list-style-type: none"> • Principals • Associate Principals
Management	<ul style="list-style-type: none"> • Associate Principal: Learner Affairs • Equity & Diversity Liaison • Grade Head • School Counsellor
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 aggressive and harassment in the world of work for public comment. No. 43630. 20 August 2020, page 11 https://legalbrief.co.za/media/filestore/2020/08/43630_20-8_EmploymentLabour.pdf

³ Draft Code of Good Practice on the prevention and elimination of aggressive and harassment in the world of work for public comment. No. 43630. 20 August 2020, page 12 https://legalbrief.co.za/media/filestore/2020/08/43630_20-8_EmploymentLabour.pdf

Sexual Gender-based Aggression and harassment⁴	Refers to any sexual act or unwanted sexual comments, verbal or nonverbal advances, attention, proposition, coercion, threats of harm or physical force, by any person regardless of their relationship to the complainant(s) in any setting. It may be driven by power differences and perceived gender norms. It includes forced sex, sexual coercion and rape of adult or adolescent man, women and includes child abuse and rape.
Socio-economic status	Includes a social or economic condition or perceived condition of a person who is disadvantaged by poverty, low employment status, or lack of or low-level educational qualifications.
Victimisation	Refers to the action of singling out a person for cruel or unjust treatment.

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. This policy extends to social media platforms and to any other form of media and communication platform.

4. PREAMBLE

- 4.1 The College recognises, values and promotes diversity, inclusion and belonging and aims to promote positive personal relationships in an environment where individuals feel free to be themselves and are treated with dignity and respect.
- 4.2 This policy seeks to ensure that everyone, regardless of their race, disability, gender, sexual orientation, socio-economic status, religion or any other prohibited grounds, feels safe and comfortable at Parklands College.

5. LEARNER SPECIFIC REFERENCES

5.1 Extract 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.*

⁴ Draft Code of Good Practice on the prevention and elimination of aggressive and harassment in the world of work for public comment. No. 43630. 20 August 2020, page 11 https://legalbrief.co.za/media/filestore/2020/08/43630_20-8_EmploymentLabour.pdf

- (5) *A child, having regard to his or her age, maturity and stage of development, and 20 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.*

5.2 Extract 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.

6. POLICY STATEMENT

6.1 The College strives to be an inclusive, diverse and culturally responsive place of learning and therefore will not tolerate any discriminatory or racist behaviour.

6.2 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.

7. TYPES OF DISCRIMINATION

The transference of material whether in paper or electronic format, intentional/unintentional, containing any form of discrimination/racism is strictly prohibited.

There are **four** categories of discrimination according to the Equity Act which includes, but is not limited to the following, under the Employment Equity Act, 55 of 1998:

Direct discrimination	Indirect discrimination
When an individual person is treated less favourably on the basis of race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth, or any other prohibited grounds as outlined by the South African Constitution.	When practices and policies in fact affect a certain group of people more than others, and when such practices and policies seem to be neutral but, in fact, have a disproportionate effect on individuals from different groups.

<p style="text-align: center;">Harassment</p> <p>Harassment is unwanted conduct which is persistent or is a single incident which seriously 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 or presumed membership of a group identified by one or more of the prohibited grounds or a characteristic associated with such a group.</p> <p style="text-align: center;">Aggressive behaviour and Harassment⁵</p> <p>This can include aggression and harassment that will generally fall into the following three broad categories:</p> <ol style="list-style-type: none"> a) Self-directed aggression (aggression against oneself) b) Interpersonal aggression (aggression against another person); and c) Collective aggression (group or community aggression). 	<p style="text-align: center;">Hate speech</p> <p>The publishing, propagating, advocating or communication of words based on one or more of the prohibited grounds, against any person, that could reasonably be construed to demonstrate a clear intention to:</p> <ul style="list-style-type: none"> • be hurtful; • be harmful or to incite harm; • promote or propagate hatred.
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8. FORMS OF UNFAIR DISCRIMINATION

8.1 Unfair discrimination includes, but is not limited to, one or more of the following, whether in the form of direct or indirect conduct or as expressed on social media platforms:

- 8.1.1 oral abuse and threats;
- 8.1.2 written abuse in whatever form it appears
- 8.1.3 psychological conduct;
- 8.1.4 physical actions;
- 8.1.5 cyberbullying, social media;
- 8.1.6 provocative behaviour;
- 8.1.7 workplace/School bullying⁶
- 8.1.8 harassing, offending, professionally or socially
- 8.1.9 physical bullying
- 8.1.10 tangible/material bullying
- 8.1.11 verbal bullying
- 8.1.12 passive Aggressive or covert bullying
- 8.1.13 subversive behaviour

8.2 In cases of hate speech and harassment, the determination of fairness does not apply.

9. REPORTING DISCRIMINATION

9.1 Any incidents may be reported following the process below or to a person for whom 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.

⁵ Draft Code of Good Practice on the prevention and elimination of aggressive and harassment in the world of work for public comment. No. 43630. 20 August 2020, page 19 https://legalbrief.co.za/media/filestore/2020/08/43630_20-8_EmploymentLabour.pdf

⁶ Draft Code of Good Practice on the prevention and elimination of aggressive and harassment in the world of work for public comment. No. 43630. 20 August 2020, page 19 https://legalbrief.co.za/media/filestore/2020/08/43630_20-8_EmploymentLabour.pdf

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 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 must 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 is kept.
- 10.11 Anonymous complaints will be taken seriously and investigated as far as possible. However, it is emphasized 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, appropriate action will still be taken.

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

Behaviour regarding Discrimination	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, the incident is recorded and kept on file. • A written apology by the offender to the aggrieved. • Any appropriate form of restorative justice. Community service. • Enrolment in a programme educating the offender in whichever category the discrimination occurred.

Examples of Level 2

Behaviour regarding Discrimination	Actions
<ul style="list-style-type: none"> • Ridicule based on differences of colour, race, ethnicity, nationality, culture 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;

- Physical Assaults
- Ridicule based on differences of colour, race, ethnicity, nationality, culture, religion or language

- Full internal suspension (class and breaks) for up to two days; full internal suspension up to a week (to be confirmed by the Principal);
- 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 prejudiced face a range of consequences. Any retaliation against someone who reports an incident will be viewed very seriously and action will be taken according to the code of conduct. Complaints will be addressed in an age appropriate manner as will the consequences. 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 Discrimination".
- 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 respectful and fair 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 incidents in the Secondary Faculty.

- 13.4 **The Secondary Faculty** values the assistance and input of the Equity & Diversity Prefects. All concerns will be addressed, discussed and evaluated during regular meetings with the Principal or Equity and Diversity Liaison. **The Preparatory Faculty** is monitored by Teachers or members of staff.
- 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 enable 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 discrimination 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 all 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 diversity.

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 Parklands 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)



PARKLANDS COLLEGE
& Christopher Robin Pre-Primary (Est. 1980)
"Reaching Outwards, Growing Minds, Building Futures"

DISCRIMINATION COMPLAINT FORM

Date, Time and Location of Incident

VICTIM's Details	TRANSGRESOR'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)

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

Action Taken

.....
.....

Has the Principal been informed? Yes No

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

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

transgressor’s ethnic origin (including Traveller or Refugee)

Victim’s ethnic origin (including Traveller or Refugee)

Outcome Recorded in victim’s / transgressor’s files? (please circle)

Record completed by

Full Name

Position Held

Grade, Activity

Signature

Date