



South African College Junior School

Diversity & Inclusion Policy

(to be renamed: 'SACS Junior Diversity & Belonging Policy')

PREAMBLE of South African Schools Act, 1996 (Act 84 of 1996)

WHEREAS the achievement of democracy in South Africa has consigned to history the past system of education which was based on racial inequality and segregation; and

WHEREAS this country requires a new national system for schools which will redress past injustices in educational provision, provide an education of progressively high quality for all learners and in so doing lay a strong foundation for the development of all our people's talents and capabilities, advance the democratic transformation of society, combat racism and sexism and all other forms of unfair discrimination and intolerance, contribute to the eradication of poverty and the economic well-being of society, protect and advance our diverse cultures and languages, uphold the rights of all learners, parents and educators, and promote their acceptance of responsibility for the organisation, governance and funding of schools in partnership with the State; and

WHEREAS it is necessary to set uniform norms and standards for the education of learners at schools and the organisation, governance and funding of schools throughout the Republic of South Africa;

Policy Draft	Date
Date for Review:	Date

Definitions:

Diversity: The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognising our individual differences.

Inclusion: The fact and address of not excluding members or participants on the grounds of gender, race, faith, belief system, class, sexuality or disability. Including all people and treating them fairly as equal human beings.

Transformation: The process of growing and nurturing Diversity in the School and its Community.

Diversity and Inclusion Policy

1 Introduction

SACS Junior School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice in the case of all of its stakeholders.

SACS Junior School seeks to ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic. These include: *race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, generation, responsibility for children or other dependents, disability, sexual orientation, gender, age, trade union or political activities, socio-economic background, living situation, or spent convictions.*

In this we include all members of the extended school community – boys, staff, Governors, Parents, Guardians, Carers and others from our local community.

Partners, contractors and other visitors to the school are also expected to adhere to this policy.

2 Legal Framework

This policy stands to uphold the following South African Legislation:

- Constitution of Republic of South Africa; Section 28(2) – Rights of the child
- South African Schools Act, 1996 (Act 84 of 1996), as amended
- SACE Act, 2000 (Act 31 of 2000), as amended
- Employment of Educators Act 76 of 1998, as amended
- Education Labour Relations Act, 1993 (Act 146 of 1993), as amended

We base our approach on best practices and sound evidence.

3 Aim

Diversity & Inclusion is about making a difference to the lives of the boys we serve, treating all boys with dignity and respect and recognising the value of each individual. We are committed to ensuring that our services meet the varied and individual needs of boys in our school, that our employment practices are fair and promote equity and that we respect the wide variety of lifestyles and cultures, locally and nationally.

We aim to prepare our boys for living within a diverse society with increasing global connections and

controversial issues.

We work hard to build strong and trusting relationships with our pupils and their families in order to harness their engagement and enjoyment in all aspects of school life. We recognise that pupils and family members may experience a range of different needs during different times in their lives and we endeavour to meet these needs by working in close partnership with relevant agencies.

4 Our Ethos - School Mission Statement (FN)

SACS is committed to an education of quality, based on the provision of a wide spectrum of academic, cultural and sporting activities.

The intention is to enable each learner to realise his full academic potential and develop into a well-balanced, mindful and socially skilled person, who is able to cope with his ever-changing world.

The SACS motto '*Spectemur Agendo*'

Let us be judged by our actions - motivates our Mission.

SACS Junior School is a welcoming and caring community of children, Parents / Carers, staff and Governors. Together we continually strive to provide a happy and supportive environment in which the unique potential in every child is realised. Our vision is that within a comprehensive curriculum we will enable each child to share the responsibility for becoming independent and confident young men and achievers in a continually changing world.

Refer to SACS Junior School Code of Conduct

5 Guiding Principles

Principle 1: All boys are of equal value and shall benefit equally from school policies, practices and programmes.

Principle 2: Relevant differences are recognised in order to foster positive attitudes, relationships and a shared sense of belonging.

We practice positive interactions, good relations, respect and dialogue between all parties in acknowledgement our differences in relation to:

- Disability,
- Ethnicity
- Generation
- Gender

- Religion, belief or faith background
- Healthy sexual citizenship

Principle 3: Staff recruitment, retention and development follow the necessary steps to positively promote equality, especially where there is evidence of inequality.

Steps are taken to promote equality positively, especially where there is evidence of inequality.

Refer to Staff Recruitment Policy

Principle 4: Positively reducing and removing inequalities in addressing barriers that may already exist.

Maximising opportunities for positive impacts in addressing, reducing and removing inequalities and barriers that already exist.

Principle 5: Policy review and development involves the consultation and involvement of affected stakeholders.

People affected by a policy or programme are consulted and involved in the design of new policies, and in review of existing ones.

Principle 6: Society as a whole benefits.

Policies and programmes must benefit society as a whole, locally, nationally and internationally.

Principle 7: The policy efficacy is reviewed, adapted and published based on reflective practices and feedback from all stakeholders.

6 Implementation of Policy

6.1 Admissions

SACS Junior School welcomes applications from the whole community. We base our Admissions Policy on a fair system (refer to Admissions Policy) [ADMISSIONS POLICY WEBSITE](#)

6.2 School and Curriculum

Diversity & Inclusion are embedded as far as possible in all areas of the curriculum and boys are given opportunities to explore prejudice and discrimination, and to explore positively the difference in relation to race/ethnicity, religion/belief, gender, disability.

6.3 Valuing Diversity in Families

We welcome and encourage the diversity of family lifestyles and value the interaction with all families.

6.4 Food and Dietary Needs

We work in partnership with parents, guardians and carers to ensure that the medical, cultural and dietary needs of children are met as far as is reasonably possible. (See Environmental Impact Policy)

6.5 School Events

Events are arranged to ensure that all families may become involved in the life of the School if they wish to do so. # need to bring a bonding event to all activities to make all feel part of the SACS family

6.6 Employment

Posts are advertised widely and all applicants are evaluated against explicit and fair Criteria. Refer to Staff Recruitment Policy

6.7 Staff Training

All staff at SACS Junior School will have their professional development needs met in relation to this agenda within reason.

7 Roles and Responsibilities of Stakeholders

7.1 Diversity Policy Review Body

This body is made up of members of the Senior Management Team of the School, the SGB and Staff.

7.3 School Governors

Refer to SGB Code of Conduct

7.2 Headmaster

- Be a proponent of the Staff Code of Conduct.
- Be aware of the needs of the SACS boys, parents and staff as change evolves.
- Endorse a school environment which caters for all in each facet of inter-cultural engagement.
- Apply the School Admissions and Employment Policies fairly and in the interests of building diversity.
- Refer to School Code of Conduct and Principles meeting feedback

7.3 Staff:

- Proactively follow this policy and any associated guidelines.
- Subscribe to the Staff Code of Conduct in The SACS Guide.
- Follow DBE and WCED resource information and disciplinary procedure
- Refer to School Code of Conduct
- Refer to School Staff Disciplinary Policy

7.4 Boys:

- Treat others kindly and fairly without prejudice, discrimination or harassment.
- Subscribe to the SACS Guide Code of Conduct.

7.5 Parents, Guardians and Carers:

- Support our school in its implementation of this policy
- Subscribe to the SACS Guide Code of Conduct.

7.7 Visitors and Contractors:

- Know and follow our policy which is available on the website.
- Read the Mission Statement displayed in our School foyer.
- Follow the Procurement Policy.

8 Regular Review of Objectives and Due Process.

Responsibility for overseeing equality practices in the School lies with named member/s of staff and named Governor/s.

1 Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the SACS Junior Management and the School Governing Body.

2 Monitoring and Evaluation

As part of the monitoring and evaluation procedure, we shall review the effectiveness of this policy every three years in the light of experiences and best practice.

3 Publication and Dissemination

We are committed to sharing content and information about our Diversity and Inclusion Policy as widely as is appropriate. To this end, we will publish an annual update consisting of the outcome of annual reviews, progress made, refinements, amendments and new actions which will make the policy relevant as change happens.

Last date reviewed: 17 August 2019

Next review date: 17 August 2020