

Durban Girls' High School

495 Lena Ahrens/Manning Road, Glenwood 4001 • Private Bag X14 Congella 4013
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Tel: 031 274 2700 • Fax: 031 205 6123

DURBAN GIRLS' HIGH SCHOOL

ANTI-DISCRIMINATION POLICY

1. PRINCIPLES

1.1 Durban Girls' High School recognises the rights of each individual, as enshrined in the Constitution of South Africa, and is dedicated to the protection of these rights.

1.2 Mindful of the past, Durban Girls' High School seeks to build an inclusive, affirming and transformed institutional culture.

1.3 Durban Girls' High School rejects and condemns any unfair discrimination on the basis of race, gender, sex, ethnic or social origin, religion, colour, sexual orientation, disability, conscience, belief, culture, language preference, pregnancy or other similar grounds and commits itself to the eradication of these practices and beliefs whether intentional or the unintentional result of unconscious biases.

1.4 Durban Girls' High School recognises that the work of building an inclusive, affirming and transformed school cannot be achieved merely procedurally. Realising the vision of a transformed school will depend on the persistent, ongoing individual and collaborative efforts of all who work at and attend the school.

1.5 Durban Girls' High School is committed to the pursuit of restorative justice.

2. PURPOSE

2.1 This policy aims to:

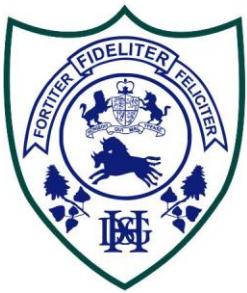
2.1.1 support the aim of Durban Girls' High School to create a fair, safe, inclusive, nurturing and respectful school environment, conducive for positive learning and teaching;

2.1.2 promote the achievement of both formal and substantive equality;

2.1.3 address, condemn and prevent unfair discrimination in all its manifestations, including individual and systemic forms of discrimination;

2.1.4 outline support and procedures should discrimination occur;

2.1.5 take proactive steps to promote a culture of inclusivity.



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2.2 This policy reinforces the commitment of Durban Girls' High School to:

2.2.1 the elimination of unfair discrimination and racism at every level;

2.2.2 engendering, through its policies, procedures, practices and structures, an anti-discriminatory and anti-racist culture;

2.2.3 implementing measures to redress the disadvantages experienced by designated groups, in order to ensure their equitable and fair treatment in all spheres of the school;

2.2.4 ensuring that complainants do not feel that their grievances are ignored or trivialised, and that they will not suffer any retaliation or victimisation;

2.2.5 acting against discrimination of any form, including racism, through staff and learner procedures outlined in this policy and the Code of Conduct.

3. SCOPE

3.1 Durban Girls' High School as an institution is subject to this policy.

3.2 All staff and learners of Durban Girls' High School are subject to this policy.

3.3 This policy is applicable:

3.3.1 on and off the school property of Durban Girls' High School;

3.3.2 at all official school events, including school tours;

3.3.3 at all times when the learner or staff member is recognised as a learner/member of Durban Girls' High School.

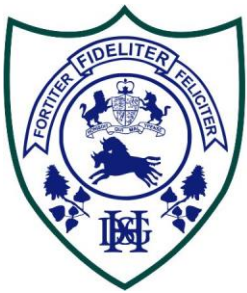
3.4 All parents of learners at Durban Girls' High School and members of the school community are expected to commit to the principles of this policy.

3.5 Annexure A reinforces the commitment of the Durban Girls' High School community to anti-discrimination.

4. PROCEDURE

4.1 Any form of unfair discrimination by any person within Durban Girls' High School, or by the school as an institution, will be treated seriously. Durban Girls' High School will record, investigate and act upon such incidents.

4.2 On receipt of a report, the appointed Diversity, Equity and Inclusivity Team must act within a reasonable time and must avoid undue delay.



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4.3 The steps to be taken by the appointed Diversity, Equity and Inclusivity Team on receipt of a report will include, but are not limited to:

4.3.1 assessing the reported behaviour or complaint; this could include but is not limited to:

- physical assault because of difference
- derogatory name calling, insults and jokes
- derogatory graffiti
- provocative behaviour
- verbal abuse or threats
- bullying
- incitement of others to act in a discriminatory and/or racist way
- discriminatory or racist comments
- ridicule of individual for difference
- refusal to co-operate with others on the basis of difference
- systemic forms of discrimination and inequality

4.3.2 advising the Complainant that the matter shall, as far as possible, be dealt with confidentially;

4.3.3 approaching the Respondent to explain the context and nature of the complaint with a view to obtaining further information;

4.4.4 preparing a written report containing a summary of the incident and recommendations on how to adequately resolve the matter - this may or may not lead to further disciplinary measures in accordance with the Durban Girls' High School's Code of Conduct;

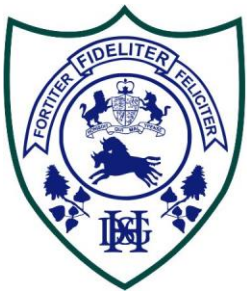
4.4.5 providing the Complainant and Respondent further advice, mediation, counselling or support as required;

4.4.6 if necessary dealing with the impact of the behaviour on the school and community.

4.5 Any learner or staff member who is found to have contravened this policy, either through commission or omission, will be held accountable in accordance with the South African Schools' Act, and/or the code of conduct prescribed by the South African Council of Educators.

4.6 The time frame of reporting shall not undermine the process of decision-making relating to the merits of the complaint.

4.7 Ongoing reflection and review of reported behaviours, incidences, resolutions and outcomes will be conducted.



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5. GLOSSARY OF TERMS

5.1 unfair discrimination: the unjust or prejudicial treatment of different categories of people

5.2 racism: unfair treatment directed against a person on the basis of their membership of a particular racial group or background that will cause prejudice or harm to that person

5.3 individual discrimination: behaviour of an individual that is intended to have a harmful effect on a member of another group

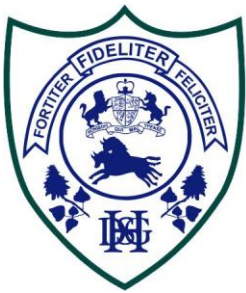
5.4 systemic discrimination: patterns of behaviour, policies or practices that are part of the structures of an organization, and which create or perpetuate disadvantage, particularly for marginalised or minority groups

5.5 formal equality: equal and consistent treatment; equal application of rules

5.6 substantive equality: equality of opportunity, outcomes and recognition acknowledging that rules that appear neutral may actually enforce disadvantage and that treating people exactly the same is not always appropriate as different people experience different contexts and realities. It requires taking steps to eliminate barriers, ensure equal outcomes, and celebrate difference rather than promote assimilation.

5.7 restorative justice: “an approach to justice that aims to involve the child offender, the victim, the families concerned and community members to collectively identify and address harms, needs and obligations through accepting responsibility, making restitution, taking measures to prevent a recurrence of the incident and promoting reconciliation.” (Child Justice Act 75 of 2008)

5.8 social justice: justice in terms of the distribution of opportunities and privileges within a society



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ANTI-DISCRIMINATION COMMITMENT

As a stakeholder in Durban Girls' High School, I commit to respecting and upholding the Principles guiding the Anti-Discrimination Policy that value all stakeholders and the broader community that I serve.

As a member of staff at Durban Girls' High School, I commit to the pursuit of the following guidelines:

- to embrace diversity, including differences in race, ethnicity, culture, socio-economic status, disability and sexual orientation.
- to set and foster clear expectations of non-discriminatory, non-racist behaviour.
- to teach learners about their rights and responsibilities in relation to discrimination.
- to establish classroom practices that reflect and value the different races, cultures, languages and perspectives present.
- to identify my own training needs in relation to implicit bias.
- to assess and monitor the 'institutional climate' to understand institutional bias and its consequences.
- to respond to discriminatory behaviour immediately, through restorative justice and mediation.
- to treat all matters confidentially, fairly and consistently.
- to resolve to be a positive role model to my learners and colleagues by being inclusive and non-judgmental of others.
- to evaluate my own teaching practices and content for bias and insensitivity and pursue inclusive teaching practices.
- to escalate any matter/s further to the Diversity, Equity and Inclusivity Team, if support is necessary.
- to facilitate civil discourse.

As a learner at this school, I commit to the pursuit of the following guidelines:

- to challenge discriminatory opinions or behaviour and stereotypes by my peers, and report incidents to the Diversity, Equity and Inclusivity Team if I need support in solving any matters/conflict that may arise.
- to be aware of my own prejudices and undertake to understand and effect change.
- to learn about and acknowledge diversity.
- to be inclusive in my interaction with my peers.

As a parent/caregiver, I commit to the pursuit of the following guidelines:

- to take a firm stand against discrimination.
- to ensure that my child/ward knows her rights and responsibilities in relation to discriminatory behaviour.
- to support my child/ward by demonstrating an inclusive perspective in society.
- to encourage my child/ward to value others in their differences.