



## Anti-Racism Policy

### Background

In 1996, the South African Schools Act of 1996 repealed the many discriminatory laws that existed during the apartheid system, aimed at establishing a national non-racial, non-discriminatory education system. However, South Africa is still faced with challenges of inequality marked by race, poverty and language. We have witnessed many shifts in education policy, however despite the increased expenditure, the construction of more schools, the rising learner enrolment the fundamental inequalities still exist. Today, the discriminatory patterns of education can still be discerned through an examination of the data related to teacher qualifications, drop-out rates, and the output of education in terms of matric results. Furthermore, the system has failed to support teachers in dealing with the issue of diversity, missing critical opportunities to address education practices related to issues such as race, poverty, language and religion. Even post 1994, we still have entrenched problems as the learner remains part of a broader environment, which in the case of a black learner is often an environment of poverty, social deprivation, hunger, gangsterism and violence. Even though we have “desegregated” schools, access to schools is still skewed by race, class and language.

Rondebosch Boys’ High School is situated in an economically advantaged suburb largely populated by white families. While the demographic is undergoing change, it has at present a predominantly white student population. As the demographic has undergone a transformation, RBHS has been confronted with the challenge of dealing with learners from varied cultural, religious, economic and environmental backgrounds impacting on learning and teaching at the school. Against the backdrop of socio-political transformation in South Africa, the school has had to recognise the urgency to look to sustainable and authentic transformation.

Propelled by the Bosch 125 vision process, RBHS embarked on a journey of exploring Transformation and Diversity. The process, has raised awareness of differences in unequal power relations and socio-economic imbalances. In 2015, on the back of the Bosch 125 strategic discussions, in addition to Academics, Sport, Cultural and Pastoral, a fifth area of focus began to take shape in the operational life of the school; that of Civic and Social Engagement. This led to the appointment of a member of the school senior management team to lead and influence in this area and to the establishment of a Transformation and Diversity Committee. With the inputs of these bodies, we have made significant strides in addressing some of the imbalances of the past, particularly in terms of changed policies and raised consciousness.

In 2020, the rise of the Black Lives Matter movement has given past and present pupils, teachers and parents the courage to speak of their own experiences of being on the receiving end of both overt and implicit racism and marginalisation at school and it is these stories that has led us to the realisation that policies may scratch the surface, but they do not dig deep enough. In our discussions with Old Boys of the school, the word ‘performative’ was often used. In other words the accusation is that we are not authentic; we are performing or playing a part and our policies are about appearances, not about changing the reality. It is clear that learners from disadvantaged communities struggle for recognition and inclusion in a culture of privilege at t schools like RBHS.





RBHS must strive to be a safe and welcoming place where boys of all backgrounds are able to achieve success. It is not possible to achieve this if prejudice and hostility towards any individual is permitted to exist. We therefore need to have in place an anti-racist policy which helps ensure equality of opportunity of education for all children. By having such a policy we give a clear message to everyone in the school community that not only will racism will not be tolerated, but that RBHS is a unequivocally anti-racist community. It also gives us clear direction on how we will behave when faced with racism, both overt and implicit.

### 1. Principles

RBHS is committed to promoting unity amongst its learners, staff members and parents and acknowledges the diverse South African society within which it exists. The School welcomes the diversity of cultures, backgrounds, faiths and beliefs and celebrates the home languages, dialects and accents of all pupils, staff and others associated with the School. We will ensure that the School nurtures an ethos and environment where all are valued and where views are taken into consideration. This embraces a culture that enables all who teach and learn in the School to review their practices and behaviours, to have the confidence to build on prior experiences and to make appropriate changes.

The School is **an anti-racist establishment** and is committed to ensuring that:

- 1.1. All learners, staff members and parents understand their responsibility to promote the acceptance of South Africa's racial, cultural, religious and ethnic diversity;
- 1.2. All staff members embrace a shared responsibility to challenge attitudes and prejudices that contribute to racism and
- 1.3. The School is committed to dealing with incidents involving racism (including prejudice and stereotyping), racial harassment, and racist name calling whenever they occur and to apply sanctions against racial and discriminatory behaviours at Rondebosch;
- 1.4. All forms of racism will not be tolerated, including direct and implicit racism, racial discrimination and harassment on the basis of race, culture, religion or ethnicity;
- 1.5. Racism is addressed both through the curriculum and through on going messaging;
- 1.6. We are committed to supporting victims of racism;
- 1.7. We are committed to updating existing school policies to address inappropriate behaviour around racism and other discriminatory practices;
- 1.8. Transparent recording and reporting racist incidents.

### 2. Scope of the Policy

Learners, educators and all other staff members working at Rondebosch are subject to this policy and must comply with it by showing respect for one another's diverse racial, cultural, religious and ethnic backgrounds and treating one another with dignity and respect.





### 3. Practice

- 3.1 Curriculum: We will use the curriculum to teach tolerance and opportunities across all subjects to support learners in valuing cultural diversity and understanding. We are committed to identifying cultural awareness issues across the curriculum, and to maximising opportunities both within and outside the classroom to promote greater understanding and to lead pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities, according to their maturity. A revised LO curriculum is key in enabling pupils to gain insights into the origins and practices of their own cultures, and into those of the wider community.
- 3.2 Outside of the classroom: There are regular opportunities available through personal, social and educational interactions to prepare pupils to meet their responsibilities as citizens in a multi-cultural society. Various outings by different year groups to allow firsthand experience of different cultures and beliefs.
- 3.3 Training: Our staff management and in-service arrangements take into account the need to identify and meet staff training needs through access to good quality training and opportunities to exchange good practice. This includes dealing with racial equality and racist issues appropriately. Within this context the School will continue to find opportunities to teach learners the difference between right and wrong and the need to respect one another as well as themselves. Through staff training, we seek to promote racial harmony, prepare pupils for living in a diverse and increasingly interdependent society and specifically to address racism, sexism and other forms of discrimination.
- 3.4 Learners, or groups of learners, who are underachieving are identified and strategies are put in place through the Sikunye project to increase their rate of progress and success;
- 3.5 The achievement of learners of different races in terms of being selected for extra-curricular teams or groups can be explained, based on the keeping of effective records and the use of and transparent access to, relevant and verifiable data;
- 3.6 There is a continuous system of monitoring, evaluating and reviewing the strategies implemented, including tracking the progress of individual learners;
- 3.7 Account is taken of parent and alumni views as we seek to remove barriers to racial inequality.
- 3.8 Social Inclusion: Moments of social interaction in the school which create exclusionary 'banter' and exclusionary practices and attitudes are identified and explicitly discussed.
- 3.9 All educators respect the rights of others and respect those with different beliefs: expressing a personal view in an unprofessional way is considered inappropriate and the staff commit themselves to mediating classroom conversations where diversity and inclusion are directly discussed or implied without personal bias and in a way that reflects the policy of the school.
- 3.10 As an anti-racist and inclusive school, Senior Managers and the Governing Body will seek to ensure that all learners are encouraged to fulfil their potential, and derive maximum benefit from the opportunities provided by the School;
- 3.11 Code of Conduct / Anti-bullying Policy: We include racial issues in the School's Code of Conduct and Anti-bullying and Discrimination policies and reference to our principle of promoting anti-racist practices and behaviour.





- 3.12 Practices, names, traditions, gatherings that recognise significant moments in the School's life and imagery around the school that are seen to promote exclusion will be interrogated and transformed where appropriate after consultation with members of the School Community.
- 3.13 Structures are put in place to allow for the anonymous reporting of racism and steps for redress are clearly outlined.
- 3.14 Employer Responsibilities: The School has in place a number of personnel policies and procedures which meet our legal responsibilities and promote good practice in the area of equal opportunities, including:
- Recruitment and selection procedures;
  - A Code of Conduct for School-based staff;
  - Induction arrangements for staff newly appointed to the school, including the Staff Handbook.
- 3.15 Governing Body Responsibilities. The Governing Body will ensure that:
- The SMT is supported in assisting all staff to understand and implement this policy;
  - The financial commitment to staff training needs on anti-racism are met;
  - The policy is communicated to all associated with the School and kept current;
  - It is made aware of racist incidents and offers support to the SMT in dealing with these through the Transformation and Diversity Committee

#### 4. Racist Incident Reporting:

- 4.1. Complainants (or their representatives) may lodge a complaint using the channel with which they are most comfortable. These channels include but are not limited to:
- Verbal and recorded, Email, Written or by the Guardian Mobile application adopted for this purpose
  - The Head of CSR
  - Any staff member (e.g. educator, member of the school executive, school counselor or school psychologist)
  - A member of the Student Executive or member of the LRC
  - The Chair of the SGB
  - The Chair of the OBU
  - A member of the Transformation and Diversity Committee
- 4.2. Irrespective of whether the complainant is seeking a formal or informal outcome, the person receiving the complaint must refer the complaint to the Head of CSR within forty-eight (48) hours of receiving the complaint. The Head of CSR must report to the Headmaster at the earliest opportunity.
- 4.3. A written record will be made of each instance and it is the responsibility of the Headmaster and the Head of CSR to take appropriate steps and inform the department of education Circuit Manager and the chairman of the SGB Transformation and Diversity Committee.
- 4.4. The Headmaster will consult with the **Anti-Discrimination Committee (ADC)** which will be constituted annually and will include: The Head of CSR, the Chair of the Transformation and Diversity Committee of the SGB, The Head of Pastoral Care and an elected staff member and a nominated member of the Student Executive.





- 4.5. Should the complaint involve two or more stakeholder groups, the other implicated parties will also have representation on the ADC. Where possible the composition of the ADC should display diversity within itself, to gain a wider range of perspectives and greater representativeness.
- 4.6. The Anti-Discrimination Committee should endeavour to set up a meeting with the complainant (and if necessary his/her representative) within twenty-four (24) hours of receiving the complaint. The group must evaluate the written statement of the complainant if there is one, and may pre-emptively investigate certain aspects of the case in preparation for the meeting. The extent of this should be limited, to maintain confidentiality and as the timeframe is restrictive.
- 4.7. The complainant may nominate a representative to join him/her in this meeting. In cases where the complainant is a learner, this will be the parent(s)/guardian(s) where possible.
- 4.8. The Anti-Discrimination Committee must ensure that the emotional and psychological needs of the complainant are addressed and the school Counselor, Pastoral Head and Psychologist should be involved where necessary. In the case of a Learner, the pastoral needs of the student may be met by the student's pastoral Grade Head.
- 4.9. Within forty-eight (48) hours of meeting with the complainant and taking into account the wishes of the complainant for a formal or informal outcome, the interests of the school and the rights and duties of all parties, the group must decide how the complaint will be addressed. Options include, but are not limited to:
  - 4.9.1. A mediated meeting between the complainant and the perpetrator with appropriate corrective sanctions should the committee feel that the matter can be dealt with in this manner and if the complainant and his / her representative is in agreement.
  - 4.9.2. If the behaviour is deemed by the committee to fall into the category of Serious Misconduct and a learner is the alleged perpetrator, a formal disciplinary hearing of the Disciplinary Committee of the SGB;
  - 4.9.3. A disciplinary enquiry in terms of the Disciplinary Procedure in the case of a staff member or subcontractor being the alleged perpetrator;
  - 4.9.4. School management must deal with the complaint in terms of the Enrolment/Parent contract in the case of a parent being the alleged perpetrator;
  - 4.9.5. The OBU must deal with the complaint in terms of its constitution in the case of a member of the OBU being the alleged perpetrator;
  - 4.9.6. A member of the SGB with legal expertise must deal with the complaint in the case of a visitor to the campus being the alleged perpetrator;
  - 4.9.7. The Chairman of the SGB must deal with the complaint in the case of a member of the Governing Body being the alleged perpetrator;
  - 4.9.8. Mediation, education, pastoral care and reconciliation and ways in which the alleged perpetrator and the wider school community can be educated and rehabilitated should be sought where possible;





- 4.10. The Anti-Discrimination Committee must in the first instance explain to the complainant the next step in the procedure and the possible outcomes of different approaches to dealing with the complaint. They should endeavour to ensure that the complainant receives appropriate emotional support and or counselling within one week of the complaint being received. The complainant should be encouraged to put the complaint in writing using the complaint form contained at Annexure B.
- 4.11. It is recognised that in some instances a person may feel offended or hurt by another's comments and/or behaviour but may not want a formal outcome. The reason for the existence of the informal option is not to delegitimise the seriousness of the incident, but to offer a procedure that is flexible enough to capture the nuances of Unfair Discrimination whilst also normalising complaints and in doing so make people more comfortable and inclined to lay complaints when they have been hurt or offended. Under no circumstance should someone affected by an alleged violation of this policy feel pressured into taking an informal approach.
- 4.12. Rondebosch Boys' High School is an educational institution. Wherever possible we will endeavour to find an educational outcome for all incidents of racism. Responses will be balanced between what is good for the school (which may include exclusion) and what is good for the individuals concerned. Where applicable, the principals of **Restorative Justice and Redress** will be applied. The process of restorative justice includes apology, restitution, changed behaviour and generosity. An apology is not simply expressing sorrow, it involves acknowledgement of wrong-doing, an expression of remorse, of being troubled by what was done, and an admission of being vulnerable. The most important component of making amends is restitution, described as "paying back" or making up for the harm suffered. It is important for the offender to take the initiative in identifying appropriate levels of restitution. Restitution that is imposed by the school reduces the offender to a passive participant and undercuts the principle of involvement by everyone in the process. Changed behaviour may involve an agreement by the offender to act, or not act, in a particular manner, based on changed values incorporated into his life. The final element of making amends also involves taking measures to prevent a recurrence of the incident and active promotion of reconciliation.
- 4.13. In certain circumstances it may be decided that the complaint is not a matter for the school to respond to in the formal, disciplinary manner described above. A distinction may be made between matters that occurred outside of the ambit of the school and is an occurrence that would be better dealt with between families. After due consideration such matters will be recorded and the school will offer mediation processes between complainants. The threshold for such incidents will be agreed upon by members of the ADM.





### 5. Roles and Responsibilities

5.1 The school, through the SMT must ensure that all stakeholders of Rondebosch Boys' High School are made aware of this policy. These stakeholders include:

- Learners
- Educators
- Employees
- Parents and guardians of students
- Members of the OBU
- Members of the SGB

5.2 The role of the Ant-Discrimination Committee is to decide how specific cases of alleged racism at RBHS are handled. This can be on a disciplinary, pastoral, reconciliatory or legal level. This must be done within the time frames specified and with appropriate confidentiality. They have an ancillary duty of educating the community about transformation and the benefits of diversity at Rondebosch and in our broader society.

5.3 The role of the Transformation and Diversity Committee includes *inter alia* oversight of all transformation and diversity initiatives designed to redress past and present Unfair Discrimination and safeguard against future Unfair Discrimination and to monitor compliance with this policy.

<b>Staff and Structures Responsible</b>	Headmaster Head of Pastoral Care Head of Civic and Social Responsibility SGB Transformation and Diversity Committee
<b>Last reviewed</b>	August 2020
<b>Date of next review</b>	August 2021





### Annexure A

#### Discrimination Complaint Form

<b>Name of Complainant</b>	
<b>Date of Complaint</b>	
<b>Name of Complainant's Representative (If any)</b>	
<b>Name of Person to Whom Complaint is Addressed</b>	
<b>DETAILS OF COMPLAINT</b> Please be as specific as possible: <ul style="list-style-type: none"><li>• What happened?</li><li>• Where?</li><li>• When?</li><li>• Who? Did anyone witness what happened?</li></ul>	





# RONDEBOSCH

## BOYS' HIGH SCHOOL

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### Desired Outcome

(What would you like to happen about this complaint?)

Signature of Complainant

Signature of Complainant's  
Representative (If any)



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