



Brackenhurst Primary School

ANTI- RACISM POLICY

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Date approved:		Date policy will take effect: 1 August 2017		Date of next review: 1 August 2018	
Developed by:	A. Burger – Principal ; N. Steinfeldt Kristensen – H.O.D. ; M. Makunyane – H.O.D.				
Approved by:	School Governing Body				
Responsible Body:	School Governing Body				
Supporting documents, procedures and forms for this policy:	Legislation (see below)				
Reference and legislation:	Constitution of the Republic of South Africa no 108 of 1996 as amended National Education Policy Act no 27 of 1996, as amended. South African Schools Act no 84 of 1996, as amended. Employment of Educators Act 1998 no 76 of 1998, as amended. Employment Equity Act of 1998 Promotion of Equality and the Prevention of Unfair Discrimination Act of 2000.				
Scope:	SGB ; School Management Team (SMT), Educators ; Staff ; Parents and Learners				
Expiry date of the policy:	31 July 2018				

1. Preamble

Our school is opposed to any form of racism or racist behaviour.

Respect
Equality
Support
Partnership
Encouragement
Caution
Trust

Brackenhurst Primary School recognizes the importance of the rights of each child, as enshrined in the Constitution of South Africa, and is dedicated to the protection of these rights, while, at the same time, maintaining both the diversity and individuality of a multi-cultural society. We expect people from each ethnic group to have respect for other groups and for each individual and to be proud of her or his own culture. Throughout history, people of different nationalities and races have inhabited this country and this will continue. Our school serves a community, which has a diverse cultural make-up and the school population

is a reflection of this. We believe everyone is due equal respect from us and from each other regardless of race or religion.

2. Purpose of this policy:

The purpose of this policy is to ensure that all students, staff and parent are afforded an educational environment in which there is no discrimination on the basis of race, gender, ethnic or social origin, religion, colour, sexual orientation, disability, conscience, belief, culture, or language preference.

3. Application and Scope of the Policy

- This policy applies to the entire school management, educator, non-educator staff, parents and learners of Brackenhurst Primary School.
- The School Governing Body (SGB) of Brackenhurst Primary School will decide the anti-racism policy of the school in terms of Section 9 of the Constitution of the Republic of South Africa no 108 of 1996 as amended, as well as the Employment Equity Act of 1998 and the Promotion of Equality and the Prevention of Unfair Discrimination Act of 2000.
- The SGB of Brackenhurst Primary School will make a copy of the Anti-racism Policy available to the Head of Department for formal approval.

4. Values that underpin the policy

The staff and students of Brackenhurst Primary School strive to uphold our mission statement...passionately redefining education for tomorrow. The objectives of Brackenhurst Primary School are to educate, develop and prepare all our students, whatever their colour, culture, creed or gender to lead positive lives. We have a set of values that ensure our students and staff uphold our mission.

- **Accountability**
We need to be accountable for our actions and realize that any racist remarks or actions have serious consequences.
- **Respect.**
We are a multi-cultural school and a key value is to respect all. We need to respect the feelings, wishes, or rights of others no matter their race, gender, ethnic or social origin, religion, colour, sexual orientation, disability, conscience, belief, culture, or language preference.
- **Integrity**
It is the quality of being honest and having strong moral principles; moral uprightness. We, as individuals at Brackenhurst Primary School make personal choices to hold ourselves to consistent moral and ethical standards.
- **Value Diversity**
Value diversity encompasses acceptance and respect. As a school we understand each individual is unique and we recognize our individual differences
- **Commitment**

We need to be committed in upholding all the rights of our constitution and the guidelines in this policy.

- Innovation
We strive to be innovative in our teaching methods when teaching different cultures.

5. Legislative Framework:

- Constitution of the Republic of South Africa no 108 of 1996 as amended
- National Education Policy Act no 27 of 1996, as amended.
- South African Schools Act no 84 of 1996, as amended.
- Employment Equity Act of 1998
- Promotion of Equality and the Prevention of Unfair Discrimination Act of 2000.

6. Definitions

- 6.1. Ally - Describes someone who supports a group other than one's own (in terms of racial identity, gender, faith identity, sexual orientation, etc.) Allies acknowledge disadvantage and oppression of other groups than their own; take risks and supportive action on their behalf; commit to reducing their own complicity or collusion in oppression of those groups and invest in strengthening their own knowledge and awareness of oppression.
- 6.2. Bigotry - Intolerant prejudice which glorifies one's own group and denigrates members of other groups.
- 6.3. Collusion - When people act to perpetuate oppression or prevent others from working to eliminate oppression.
- 6.4. Culture - A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, and habits, patterns of thinking, behaviors and styles of communication.
- 6.5. Discrimination - The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories.
- 6.6. Diversity - The wide range of national, ethnic, racial and other backgrounds of South African citizens and immigrants as social groupings, co-existing in South African culture. The term is often used to include aspects of race, ethnicity, gender, sexual orientation, class and much more.
- 6.7. Ethnicity - A social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base.
- 6.8. Inclusion - Inclusion brings traditionally excluded individuals and/or groups into processes, activities and decision/policy making.
- 6.9. Individual Racism - The beliefs, attitudes and actions of individuals that support or perpetuate racism. Individual racism can occur at both a conscious and unconscious level and can be both active and passive. Examples include telling a racist joke, using a racial epithet or believing in the inherent superiority of one group over another.

- 6.10. Oppression - The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society. Oppression denotes structural and material constraints that significantly shape a person's life chances and sense of possibility. Oppression also signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups. Oppression resides not only in external social institutions and norms but also within the human psyche as well. Eradicating oppression ultimately requires struggle against all its forms, and that building coalitions among diverse people offers the most promising strategies for challenging oppression systematically.
- 6.11. Prejudice - A pre-judgment or unjustifiable, and usually negative, attitude of one type of individual or groups toward another group and its members. Such negative attitudes are typically based on unsupported generalizations (or stereotypes) that deny the right of individual members of certain groups to be recognized and treated as individuals with individual characteristics.
- 6.12. Privilege - A right that only some people have access or availability to because of their social group memberships. Hierarchies of privilege exist, even within the same group, people who are part of the group in power (white/Caucasian people with respect to people of color, men with respect to women, heterosexuals with respect to homosexuals, adults with respect to children, and rich people with respect to poor people) often deny they have privilege even when evidence of differential benefit is obvious.
- 6.13. Race - A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. Racial categories subsume ethnic groups.
- 6.14. Racism - A belief or doctrine that inherent differences among the various human racial groups determine cultural or individual achievement, usually involving the idea that one's own race is superior and has the right to dominate others or that a particular racial group is inferior to the others. And/or a policy, system of government, etc., based upon or fostering such a doctrine; discrimination and/or hatred or intolerance of another race or other races.
- 6.15. Racial and ethnic identity - An individual's awareness and experience of being a member of a racial and ethnic group; the racial and ethnic categories that an individual chooses to describe him or herself based on such factors as biological heritage, physical appearance, cultural affiliation, early socialization and personal experience.
- 6.16. Racial Equity - Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities, not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them

6.17. Right - A resource or position that everyone has equal access or availability to regardless of their social group memberships.

7. What is Racism?

Broadly, 'racism' relates to discriminatory attitudes, beliefs, behaviour, distinctions, exclusions, restrictions or preferences that are based on presumptions about a person's colour, descent, accent, national or ethnic origin, migrant status and religion.

Racism can take many forms, such as jokes or comments that cause offence or hurt, sometimes unintentionally; name-calling or verbal abuse; harassment or intimidation, or commentary that inflames hostility towards certain groups.

8. Indirect Racism

Indirect racism refers to a policy, rule or practice that seems fair because it applies to everyone equally, but a closer look shows that some people are being treated unfairly. This is because some people or groups of people, are unable or less able to comply with the rule or are disadvantaged because of it.

We are a multi-cultural school and one of our key values is to respect all official languages. As a school we understand each individual is unique and we recognize our individual differences. Brackenhurst Primary School language policy is English as the Language Of Learning Teaching (LOLT). However, students and staff may use their own vernacular when communicating on the school premises as long as it is only amongst peers that speak the same language and outside the classrooms or staff meetings. The latter is to show respect towards other groups of people and to portray social grace.

9. Examples of racist behaviour

Recognising racism in schools may be difficult, as racism manifests itself in a range of ways, some more clearly discernible than others. The following are examples of racist examples, which may involve students and staff:

- hostility or lack of co-operation between groups and class activities because of colour, race, nationality, sexuality etc.
- promotion of racist propaganda , e.g. graffiti on school property - desks, chairs, textbook, school walls etc.
- incitement of others in a racist manner - encouraging others to hate.
- display of racist behaviour including comments, language and ridicule because of colour, nationality and background.
- physical harassment and assault e.g. pinching, punching, hair pulling etc. directed against other because of their colour, language, culture etc.
- expressing prejudices or deliberate mis-information on racial or ethnic distinctions.
- distributing racist literature.
- writing or expressing provocative slogans or catch phrases.

10. Effects of Racism

Racism has damaging effects on individuals, families and communities in the school and working environment. Racism can adversely affect educational outcomes, individual happiness and self-confidence, school climate, cultural identity, school and community relations and children's behaviour.

Racism can generate tensions within school communities which, if unaddressed, impacts on the educational experiences of all children. It can undermine children's self-confidence and can result in children exhibiting a range of negative behaviours. Children who are disaffected with school are less likely to attend school regularly and are more likely to drop out of school earlier than other groups of children. Racism has been linked to diminished morale, lower productivity and an increase in the incidence of stress and absenteeism.

Together, the lower participation rates, behavioural problems and feelings of alienation that result from the presence of racism in schools, impact on educational outcomes. Educational success depends on the regular sustained attendance of each child and their ability to participate effectively in the classroom. When racism exists in a learning environment, this balance is disrupted and educational outcomes may be limited as a result. Educational outcomes for individual children and groups who are subject to racism may include lower levels of educational achievement and lower rates of participation in post-school education and training.

11. Implications

- Students are, therefore, encouraged to develop a sense of identity, both with the commonality of South African society as a whole, as well as with one or other of the diverse cultural groupings, which make up our society.
- All cultural and racial groupings, norms and beliefs are regarded as having equal validity and value.
- All interpersonal interaction within the school will take place in an atmosphere of mutual respect and tolerance for each cultural and racial group's beliefs and values.

12. General Tenets of this policy

- The School acknowledges the fact that certain sections of society, particularly amongst previous generations, may have been subjected to unfair discrimination on the grounds of race or culture, prior to 1994.
- The School Governing Body and School Management Team of Brackenhurst Primary School believes that, in line with sound educational practice, the principle of corrective measures will at all times take precedence over punitive sanctions in the School's attempts to meet the aims of this policy.

13. Role of the school (Staff, parents and students)

- Create an educational environment free from racial and cultural discrimination.
- Create an environment of mutual respect for, and tolerance of, racial and cultural differences. Minimize the negative influences of prejudice and ill-feeling or hatred, as propagated by members of previous generations, on the youth of today.
- Create awareness among staff, parents and pupils of the unacceptability of the use of racial slurs, "hate speech", derogatory or disparaging remarks based on racial or cultural stereo-typing, by all members of the School.
- Report behaviour patterns among individuals that are not responding to informal corrective measures, and, if necessary.
- The staff need to initiate disciplinary procedures in terms of the School's Codes of Conduct.
- Ensure ^{action} is taken to prevent incidents from recurring.
- Report all incidents to the SMT and/or SGB members.
- Parents are kept informed of any action taken to deal with racist incidents.
- Racist incidents and complaints of racial discrimination and racial harassment are monitored and the effectiveness of the action taken to address incidents is assessed.
- Students' names will be accurately recorded and correctly pronounced.
- Staff should be aware of the language or dialect spoken by students and their families.
- All people must feel that their language or dialect is valued.
- All people must be aware of the use of racist connotations in the language they themselves use.
- All staff should be aware of possible cultural assumptions and bias within their own attitudes.
- The help of parents in school will be welcome irrespective of their racial or cultural backgrounds.
- Parents, staff and students will be made aware of the school's commitment to mutual respect through newsletters, assemblies and displays.
- Graffiti to be immediately reported so that it can be removed
- Staff and students will have access to accurate information about the similarities and differences of cultural groups.
- In all staff appointments the best candidate will be appointed based upon strict professional criteria.

14. Result of the contravention of any of the abovementioned rules:

- All forms of racial abuse by any person within the school are treated seriously.
- In the case of a child who is accused of a racist remark or action the incident is to be reported to the deputy principal responsible for discipline in that particular grade.
- At the discretion of the deputy principal the child will be dealt with in accordance with the discipline policy of the school, and the parents will be notified.
- In the case of a staff member accused of a racist remark or action the incident is to be immediately reported to the principal. If it is a staff member who is employed by the Gauteng Department of Education the principal will write up a full report of the incident and forward it immediately to the Cluster Leader of the school, who will then advise the principal of the way forward.
- Similarly if it is a staff member who is employed by the School Governing Body then the principal will write up a full report of the incident and forward it immediately to the Chairperson of the School Governing Body who will advise the principal of the way forward.

- Teachers are encouraged to include topics such as racial harmony and respect as themes for assemblies on an ongoing basis.
- From time to time shows from outside companies are booked as a fun activity for the children, with the message of respect for others.

15. Conclusion:

Brackenhurst Primary School is proud of the fact that we respect all children, parents and staff irrespective of race, colour or creed. All children who attend our school are treated with love and respect and are nurtured in order for them to achieve their full potential.