

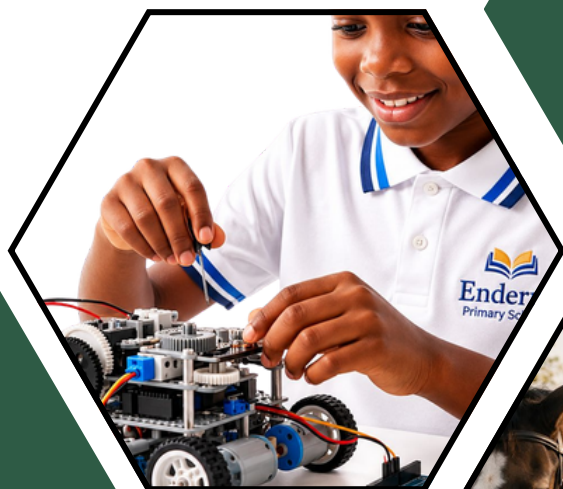
ENDERUN

PRIMARY SCHOOLS



ANTI-DISCRIMINATION AND EQUALITY POLICY

2027



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Learning Today Leading Tomorrow

ANTI-DISCRIMINATION AND EQUALITY POLICY (2027)

Learning Today, Leading Tomorrow | Every person at Enderun must be treated with dignity, fairness and respect.

1. POLICY STATEMENT

Enderun Primary School is committed to equality, human dignity, inclusion and a learning and working environment free from unfair discrimination, harassment, hate speech, bullying and victimisation. The School will make decisions fairly, use lawful and objective criteria, consider reasonable accommodation and address conduct or practices that make unjustified barriers.

2. PURPOSE

- Prevent and eliminate unfair discrimination and harassment.
- Explain the standards expected from every member of the school community.
- Provide safe, accessible and child-sensitive reporting routes.
- Set out a fair process for assessment, investigation, outcomes and review.
- Support proactive equality, inclusion and reasonable accommodation.

3. SCOPE

This Policy applies to learners, parents and guardians, employees, job applicants, volunteers, visitors, governors, contractors, suppliers, coaches and other service providers.

It applies on school premises; during school transport, trips, events, aftercare and activities; in recruitment, admissions, teaching, assessment, discipline, employment and procurement; and online or off-site where conduct has a sufficient connection to Enderun.

4. RELATIONSHIP WITH OTHER DOCUMENTS

This Policy must be read with the Code of Conduct, Anti-Bullying Policy, Safeguarding Policy, Employment and Learner Grievance Procedures, Privacy Policy, enrolment contract and employment contracts. Applicable law prevails in case of conflict.

5. PROTECTED GROUNDS

Unfair discrimination is prohibited on grounds including actual or perceived race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, gender identity or expression, age, disability, religion, conscience, belief, culture, language, birth, nationality, HIV status, health status, political opinion, socio-economic status, or any other ground prohibited by law.

The list is not exhaustive. A complaint may concern a combination of grounds or a characteristic associated with another person.

6. PROHIBITED CONDUCT

- **Direct discrimination:** less favourable treatment because of a protected ground.
- **Indirect discrimination:** an apparently neutral rule or practice that creates unjustified disadvantage.

- **Harassment:** unwanted conduct that impairs dignity or creates a hostile, intimidating or offensive environment; a single serious incident may be sufficient.
- **Bullying linked to a protected ground:** repeated or serious harmful conduct, including online conduct.
- **Hate speech:** expression prohibited by applicable equality law.
- **Victimisation:** retaliation because a person reported, supported, witnessed or participated in a matter.
- **Instruction to discriminate:** directing, pressuring or encouraging another person to act unfairly.

7. FAIR DIFFERENTIATION

Not every distinction is unfair discrimination. The School may apply lawful, necessary and objectively justifiable requirements, including age-appropriate rules, essential job requirements, safety measures, educational standards and properly designed equality measures.

8. GOOD-FAITH REPORTING

A person will not be penalised merely because a good-faith complaint is not substantiated. Knowingly false or malicious allegations may be addressed under the appropriate conduct procedure.

9. PREVENTIVE COMMITMENT

- Use inclusive language and accessible communication.
- Review rules, curriculum, activities and facilities for avoidable barriers.
- Train staff on equality, harassment, bias, safeguarding and reporting.
- Teach age-appropriate respect, dignity, digital conduct and bystander responsibility.
- Apply conduct rules consistently while considering age, context, disability and support needs.
- Monitor patterns in complaints, exclusions, discipline, admissions and employment decisions.

10. REASONABLE ACCOMMODATION

A person may request an adjustment verbally or in writing. The School will consult respectfully, consider relevant information, identify practical options and communicate the decision. Medical or specialist information will be requested only where reasonably necessary and handled confidentially.

Disability or health	Access, communication, learning, assessment or work adjustments; assistive arrangements; individual risk assessment.
Religion, conscience or culture	Reasonable consideration of dress, observance, dietary or participation needs, subject to law, safety and essential educational requirements.
Language	Clear communication and reasonable support where practicable; the approved language policy remains applicable.
Pregnancy and family responsibility	Lawful, dignified and non-punitive arrangements in employment and other applicable contexts.
Socio-economic barriers	Consistent fee, uniform and participation rules; transparent criteria for any support or concession.

An accommodation may be reviewed when needs, risk, resources or circumstances change. Refusal or modification must be based on lawful, documented and objectively justifiable reasons.

Equality must be built into decisions, not considered only after a complaint. The following minimum standards apply:

Admissions and enrolment	Published, consistently applied criteria; no unfair discrimination; requests for accommodation considered individually.
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Teaching and assessment	Inclusive materials and participation; fair assessment; reasonable support; no stereotyping or humiliation.
Learner conduct	Fair and child-sensitive procedures; equivalent cases treated consistently; support needs and context considered.
Uniform and activities	Rules applied consistently with a process for religious, cultural, disability, health and safety accommodations.
Employment	Job-related recruitment, selection, pay, training, promotion, discipline and termination practices; harassment prohibited.
Procurement and visitors	Suppliers, contractors and visitors must comply; access or contracts may be restricted for serious breach.

11. LEADERSHIP AND DECISION RECORDS

Material decisions should identify the criteria used, relevant accommodation considered and reasons for the outcome. Decision-makers must disclose conflicts of interest and withdraw where impartiality may reasonably be questioned.

12. THIRD-PARTY RESPONSIBILITY

The School may require contractors and service providers to follow this Policy through contractual terms, induction or site rules. The School will take reasonable action when a third party's conduct affects the Enderun community.

13. HOW TO REPORT

A report may be verbal or written and may be made by the affected person, a parent, a witness or another concerned person. Reports should include available facts, dates, locations, witnesses and immediate safety needs.

Learner	Any trusted educator, class teacher, designated safeguarding lead or Principal.
Parent / guardian	Class teacher or relevant school leader; serious matters may be sent directly to the Principal.
Employee / applicant	Line manager or Principal. If either is implicated, report to the authorised Board / Proprietor.
Visitor / contractor / supplier	Principal or designated contract manager.
Complaint about the Principal	Authorised Board / Proprietor via info@enderunprimaryschools.co.za , marked CONFIDENTIAL.

14. URGENT RISK

Immediate danger, suspected child abuse, a possible criminal offence or a serious safeguarding concern must be escalated without delay under the Safeguarding and Emergency Procedures. The School may contact emergency services or an appropriate statutory authority.

15. ANONYMOUS REPORTS

Anonymous information will be considered, but anonymity may limit the School's ability to verify facts, provide procedural fairness or communicate an outcome.

16. SUPPORT

A learner may be supported by a parent, guardian or trusted adult. An employee may request appropriate workplace support. Translation, accessibility and communication assistance will be considered where practicable.

17. FAIR AND PROPORTIONATE PROCESS

The School will choose a process proportionate to the age of those involved, seriousness, evidence, safeguarding risk and applicable learner, employment or contractual procedure.

Step	Stage	Description
1	Receive and record	Acknowledge where contact details are available; protect immediate safety.
2	Initial assessment	Identify the issue, applicable procedure, conflicts, safeguarding duties and interim needs.
3	Appoint decision-maker	Use a suitably impartial person with authority and appropriate competence.
4	Notify and gather facts	Explain allegations fairly; obtain statements, documents, digital evidence and relevant context.
5	Evaluate	Use the balance of probabilities for internal findings unless another lawful standard applies.
6	Outcome	Record findings, reasons, corrective action and review or appeal route; share only what may lawfully be disclosed.
7	Follow-up	Monitor safety, retaliation, accommodation and systemic action.

18. TIMING

The School aims to acknowledge a formal report within two working days and conclude routine matters within twenty working days where reasonably possible. Complex matters may take longer; material delays should be explained.

19. CHILD-SENSITIVE PRACTICE

Learner interviews must be age-appropriate, minimise repeated questioning and avoid intimidating confrontation. The best interests, dignity, safety and evolving capacity of the child must guide the process.

20. INTERIM MEASURES

Temporary changes to contact, class, supervision, duties or access may be used to protect people or evidence. Interim measures are precautionary and are not a finding of wrongdoing.

21. POSSIBLE OUTCOMES

- No finding, insufficient evidence or matter redirected to another procedure.
- Education, coaching, counselling referral or facilitated restorative process where safe and voluntary.
- Reasonable accommodation, correction of a rule, communication or record, and removal of an unjustified barrier.
- Learner, employee or contractual action under the applicable procedure.
- Restriction of visitor or contractor access, or review of a supplier relationship.
- Referral to a safeguarding, regulatory, statutory or law-enforcement authority where required or appropriate.
- School-wide training, policy revision, monitoring or other systemic corrective action.

22. NON-RETALIATION

Retaliation against a complainant, respondent, witness, supporter or decision-maker is prohibited. Suspected retaliation must be reported immediately and may be addressed as a separate serious matter.

23. CONFIDENTIALITY AND PRIVACY

Information will be shared only with persons who need it for safety, support, procedural fairness, decision-making or legal duties. Absolute confidentiality cannot be promised. Personal information must be processed lawfully and securely in line with POPIA.

24. RECORDS

Complaints, evidence, findings, accommodations and follow-up actions will be stored with restricted access and retained according to the School's lawful record-retention schedule.

25. REVIEW AND EXTERNAL RIGHTS

A person may request an internal review or appeal where the applicable procedure provides one. This Policy does not remove any right to approach an appropriate statutory body, court, law-enforcement agency or other lawful external process.

26. RESPONSIBILITIES

Board / Proprietor	Approve and oversee the Policy; address complaints involving the Principal.
Principal	Implement the Policy, appoint impartial decision-makers and ensure corrective action.
Leaders and managers	Prevent, identify, record and respond to concerns.
Staff	Model inclusive conduct, report concerns and complete training.
Learners and families	Act respectfully, report concerns and cooperate with fair processes.
Third parties	Comply while providing services or attending the School.

27. TRAINING, MONITORING AND REVIEW

Induction and periodic training will address equality, harassment, bias, reasonable accommodation, child-sensitive reporting and confidentiality. The School will review anonymised patterns and revise controls where necessary. The Policy must be reviewed after material legal change, a serious incident or at least every two years.

28. PRINCIPAL LEGAL AND POLICY FRAMEWORK

Constitution of the Republic of South Africa, 1996	Equality, dignity, children's rights, education and fair labour practices.
Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000	Prohibits unfair discrimination, harassment and hate speech; promotes equality.
Employment Equity Act 55 of 1998, as amended	Unfair discrimination, employment practices and employment equity.

Code of Good Practice on Prevention and Elimination of Harassment in the Workplace, 2022	Workplace prevention, reporting and response guidance.
South African Schools Act 84 of 1996, as amended including BELA Act 32 of 2024	School governance and education framework.
Children's Act 38 of 2005	Best interests, care and protection of children.
Protection of Personal Information Act 4 of 2013	Lawful and secure processing of personal information.
DBE inclusive education and SIAS framework	Support for learners who experience barriers to learning.

ANNEXURE A: CONFIDENTIAL COMPLAINT RECORD

Use of this form is optional. A verbal or differently formatted report must still be received and assessed. Mark the document
CONFIDENTIAL.

Date report received	
Person making report	
Role / relationship to School	
Contact details and safe contact method	
Person(s) affected	
Person(s) complained about	
Date, time and place of incident(s)	
What happened? Attach additional pages if needed.	
Protected ground(s), if known	
Witnesses or available evidence	
Immediate safety, support or accommodation requested	
Preferred outcome or next step	
Received by / signature	

Privacy notice: Information will be used to assess and respond to the report, protect safety, provide procedural fairness and meet legal duties. It will be shared only where reasonably necessary.



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