

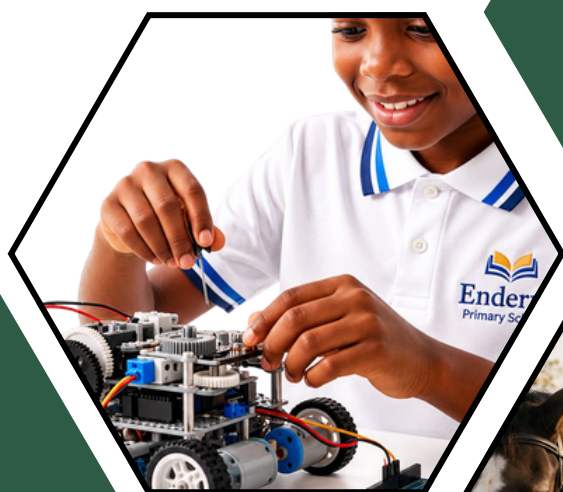
ENDERUN

PRIMARY SCHOOLS



DIVERSITY, EQUITY AND INCLUSION POLICY

2027



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PRIMARY SCHOOLS

Learning Today Leading Tomorrow

DIVERSITY, EQUITY AND INCLUSION POLICY (2027)

SECTION 1: STATEMENT, PURPOSE, SCOPE AND DEFINITIONS

"Difference is respected. Participation is supported. Dignity is non-negotiable."

1. Policy Statement

Enderun Primary School - Springs is committed to a school culture in which diversity is valued, dignity is protected, and every member of the community has a fair opportunity to learn, work, contribute, and belong.

2. Purpose

- Promote equality, equity, inclusion, belonging, and respectful curiosity.
- Prevent stereotyping, exclusion, prejudice, and discriminatory conduct.
- Build diversity into curriculum, communication, operations, and decision-making.
- Provide a fair route for accommodation, support, reporting, and review.
- Prepare learners to participate responsibly in a diverse South Africa and world.

3. Scope

The Policy applies to learners, parents and guardians, employees, applicants, visitors, volunteers, contractors, suppliers, transport and aftercare personnel, and any person acting for or representing the School. It applies on campus, online, during transport, at school events, and wherever a learner or adult can reasonably be identified with Enderun.

4. Key Definitions

- **Diversity:** Means the visible and less visible differences, identities, backgrounds, experiences, and perspectives within the community.
- **Equity:** Means fair access and opportunity, including targeted support or reasonable accommodation where needed.
- **Inclusion:** Means creating conditions in which people can participate, contribute, and belong without having to hide or surrender a protected identity.
- **Belonging:** Means being recognised as a valued member of the community.
- **Reasonable Accommodation:** Means a necessary and appropriate adjustment that does not impose unjustifiable hardship and enables fair participation.

SECTION 2: PRINCIPLES AND DIMENSIONS OF DIVERSITY

5. Guiding Principles

- Human dignity, equality, child best interests, and safety guide implementation.
- Equality does not always mean identical treatment; fair outcomes may require differentiated support.
- Inclusion does not excuse conduct that harms, intimidates, discriminates, or undermines another person's rights.
- The learner's age, development, and voice must be considered in decisions affecting the learner.
- The School should consult people affected by a decision where consultation is safe, practical, and appropriate.
- Personal information about identity or support needs is handled with care and lawful confidentiality.

6. Dimensions Recognised

Constitutional and Equality Grounds	Race, colour, sex, gender, pregnancy, marital status, ethnic or social origin, sexual orientation, age, disability, religion, conscience, belief, culture, language, and birth.
Additional Relevant Grounds	Nationality, HIV or health status, socio-economic status, family responsibility, living situation, refugee or migration background, and any analogous ground linked to dignity or systemic disadvantage.
Individual Difference	Learning profile, communication style, physical appearance, family structure, interests, talents, experience, and perspective, where respectful of the rights and safety of others.
Intersectionality	A person may experience overlapping forms of identity or disadvantage. The School considers the whole context rather than treating each factor in isolation.

Note: The list is not closed. Protection is based on applicable law, dignity, fairness, and the actual effect of conduct or a practice, not only on the label used.

SECTION 3: INCLUSIVE LEARNING AND REPRESENTATION

7. Secure and Inclusive Learning

Classroom Climate	Teachers establish respectful discussion, correct stereotypes, pronounce names carefully, use inclusive examples, and ensure that participation is not dominated or silenced unfairly.
Curriculum & Resources	Materials should present people, families, communities, cultures, languages, abilities, and contributions accurately and without tokenism or degrading stereotypes.
Library & Media	Selection should support age-appropriate breadth, South African context, multiple perspectives, and critical thinking. Concerns are reviewed through the applicable resource process.
Assessment & Support	Assessment remains academically sound while reasonable accommodation and support are considered under the Assessment and Learner Support policies.
Celebrations & Displays	School displays and events should be purposeful, respectful, and educational. A culture or identity may not be used as costume, caricature, or entertainment in a degrading way.
Learner Voice	Learners may contribute age-appropriate ideas about belonging, representation, accessibility, and school climate without being required to speak for an entire group.

8. Staff Judgement

Age-appropriate educational treatment of a topic is not endorsement of a belief or identity. Staff should distinguish responsible learning from promotion, stereotyping, or compelled personal disclosure.

9. Correcting Exclusion

Where a resource, example, display, or activity unintentionally excludes or misrepresents, the School should correct proportionately, explain the learning, and review the relevant practice.

SECTION 4: RELIGION, BELIEF, CULTURE AND ACCOMMODATION

10. Respectful Approach

Respect for Belief	Families may share religious, non-religious, and cultural beliefs with their children. No person may be unfairly advantaged, disadvantaged, mocked, or pressured because of belief, conscience, or culture.
Educational Exposure	Learners may study religions and cultures in an age-appropriate educational context. Learning must be accurate, balanced, and respectful and must not become humiliating comparison.
Observance & Participation	Approved observances or cultural activities must be managed equitably. Participation, alternatives, and any attendance implications are determined under applicable law and School policy.
Accommodation Request	A parent, learner, or employee may request an adjustment where a sincere religious or cultural practice conflicts with a general rule. The Principal considers safety, learning, rights of others, feasibility, and consistent fairness.
Limits	A belief or custom does not justify abuse, discrimination, harassment, coercion, unsafe practice, or denial of another person's lawful rights.

11. Decision and Review

The Principal records the request, consultation, relevant evidence, decision, duration, and review date. Refusal or limitation must be based on a genuine and proportionate reason, not assumption or preference. The applicant may use the internal review or grievance process.

12. Calendar Awareness

The School should take reasonable account of significant religious and cultural dates when planning major events and assessments, while maintaining curriculum, operational, and safety requirements.

SECTION 5: LANGUAGE, COMMUNICATION AND MULTILINGUALISM

13. Language Approach

English	English is the mandatory language of teaching, learning, and principal School administration, subject to the approved Language Policy and applicable curriculum requirements.
Optional Languages	Subject to timetable, demand, staffing, curriculum, and operational viability, Afrikaans, isiZulu, Turkish, and Arabic may be offered as optional language subjects or enrichment.
Multilingual Dignity	A learner's home language or accent may not be mocked or treated as evidence of lower ability. Names and preferred respectful forms of address should be used accurately.
Access to Information	Key communication should be clear and accessible. The School may use interpretation, translation, visuals, simplified wording, or another practical support where reasonably needed.

Classroom Language	Teachers may use planned scaffolding or multilingual resources where educationally appropriate, while maintaining the approved language of teaching and learning.
No Exclusion	Optional language participation, accent, fluency, or family language may not be used to exclude a learner from ordinary School life or to create demeaning labels.

14. Relationship with the Language Policy

The Language Policy governs formal language planning, curriculum delivery, and language offerings. This Policy governs dignity, inclusion, equitable access, and respectful communication across those arrangements.

15. Communication Needs

A parent or learner should inform the School of a material communication barrier. The School will consider a practical response and may prioritise essential safety, admissions, assessment, and disciplinary information.

SECTION 6: FAIR PRACTICE ACROSS SCHOOL OPERATIONS

16. Operational Commitments

Admissions & Enrolment	Use lawful, published, and consistently applied criteria. No learner may be denied admission on an unlawful discriminatory ground. Required learner support information is used for planning, not stereotyping.
Class Placement & Support	Decisions are based on educational need, capacity, safety, and approved processes. Separate support must not become unjustified segregation.
Uniform & Appearance	Rules are applied consistently and respectfully. Religious, cultural, disability, health, or gender-related accommodation requests follow the approved process.
Activities, Sport & Leadership	Access is based on age-appropriate, relevant, and fair criteria. Selection practices should be transparent and should not rely on stereotypes.
Facilities & Accessibility	The School identifies physical, sensory, communication, and participation barriers and considers reasonable, phased, or alternative solutions.
Employment & Volunteers	Recruitment, development, workplace conduct, and employment decisions follow applicable employment equity and labour law, role requirements, and fair procedure.
Suppliers & Partners	The School expects respectful conduct and may consider lawful inclusion, accessibility, fair opportunity, and community impact in procurement and partnerships.

17. Positive Measures

Lawful measures designed to remove disadvantage, improve access, or advance people affected by unfair discrimination are not inconsistent with equality merely because they provide targeted support.

SECTION 7: CONDUCT STANDARDS AND COMMUNITY RESPONSIBILITY

18. Conduct Not Tolerated

Discriminatory Behaviour	Negative treatment, exclusion, humiliation, or disadvantage based on a protected or analogous ground, whether intentional or not.
Stereotyping & Slurs	Derogatory names, jokes, imitation, images, gestures, rumours, or assumptions about a person's identity, language, culture, body, ability, family, or background.
Harassment & Bullying	Unwelcome conduct that is serious or persistent and impairs dignity, creates hostility, or targets a person because of identity or perceived difference.
Hate Speech / Conduct	Expression or conduct prohibited by applicable law, including unlawful advocacy of hatred or harmful identity-based intimidation.
Exclusion & Retaliation	Blocking participation, isolating a person, pressuring silence, or disadvantaging someone for raising, supporting, or participating in a concern.
Online & Off-Site Conduct	The same standards apply to school groups, social media, messaging, transport, events, and conduct where the person is reasonably identified with Enderun.

19. Responsibility to Act

- Do not join, repeat, forward, or endorse discriminatory content.
- Interrupt safely, seek adult help, and support the affected person.
- Preserve relevant evidence without circulating harmful content further.
- Report serious, repeated, threatening, or safeguarding-related conduct promptly.
- Cooperate honestly and respectfully with support or investigation processes.

20. Fair Application

Response considers impact, seriousness, repetition, power imbalance, age, development, intent, insight, safety, and prior support. Lack of intent does not erase impact, but it may affect the educational or disciplinary response.

SECTION 8: INCLUSION AND ACCOMMODATION PROCESS

21. Reasonable Accommodation Steps

1. Request	The learner, parent, employee, or relevant representative explains the barrier, requested adjustment, and any time sensitivity. A request may be verbal initially and recorded by the School.
2. Clarify Need	The School consults respectfully, identifies the functional barrier, and requests only information reasonably necessary to assess the need.
3. Consider Options	The School considers effectiveness, dignity, safety, learning, rights of others, cost, resources, disruption, and whether a less restrictive option can work.
4. Decide	The authorised decision-maker gives a reasoned outcome, including scope, responsibilities, duration, and review date. Urgent temporary support may be used pending a final decision.

5. Implement & Review	Staff who need to know receive proportionate instructions. The adjustment is monitored and revised if circumstances, effectiveness, or risk changes.
6. Review or Appeal	A person who disagrees may request internal review or use the applicable grievance, admissions, employment, or complaint route.

22. Privacy and Dignity

Identity, disability, health, religion, culture, and support information may be special personal information. It is collected for

a clear purpose, shared only where reasonably necessary, and protected in line with POPIA and School privacy procedures.

23. No Forced Disclosure

No person is required to disclose a private identity or condition merely to satisfy curiosity. Sufficient information may, however, be required where the School must assess support, safety, legal duties, or a requested adjustment.

SECTION 9: REPORTING, RESPONSE AND PROTECTION

24. How to Raise a Concern

Learner	Tell a trusted teacher, the Principal, or another designated adult. A learner may ask a parent, staff member, or peer to help communicate the concern.
Parent / Guardian	Contact the class teacher or Principal through the published School communication channel.
Employee / Volunteer	Report to the line manager, Principal, or delegated governance contact where the concern involves the Principal.
Visitor / Supplier	Report to the staff host, Principal, or contract manager.
Emergency / Safeguarding	Use the School's emergency or safeguarding route immediately. A diversity concern does not delay protection of a child or person at risk.

25. Response Actions

- Listen, record the concern, and assess immediate safety or support needs.
- Choose the appropriate route: informal support, accommodation, restorative response, Code of Conduct, employment process, safeguarding, or formal investigation.
- Give affected persons age-appropriate information about next steps and likely timing.
- Keep a clear record of decisions, action, review, and outstanding risk.
- Refer externally where law, safeguarding duty, or the seriousness of conduct requires it.

26. Confidentiality and Non-Retaliation

Information is shared only with those who reasonably need it for safety, support, fairness, or legal duties. Absolute confidentiality cannot be promised. Retaliation, intimidation, or disadvantage for raising or supporting a good-faith concern is prohibited.

27. Relationship with Discipline

A breach may be addressed under the learner Code of Conduct, employment rules, contract terms, or another applicable process. Educational, restorative, and support measures may accompany proportionate corrective action.

SECTION 10: GOVERNANCE, TRAINING, MONITORING AND LAW

28. Responsibilities

- **Board / Proprietor:** Approve and oversee the Policy.
- **Principal:** Lead implementation, allocate responsibilities, and decide or review significant matters.
- **Inclusion Lead:** Support practice, records, training, and monitoring.
- **Staff:** Model inclusion, address exclusion, and follow reporting routes.
- **Parents:** Communicate respectfully, raise needs early, and support learner participation.
- **Learners:** Respect difference, include others, and seek help when harm occurs.

29. Training, Monitoring and Review

The School provides proportionate induction and periodic learning for relevant staff. The Principal reviews themes in concerns, accommodation, participation, accessibility, and school climate without publishing identifying details. Findings inform curriculum, resources, support, and policy review.

30. Principal Legal and Policy Framework

Constitution of SA, 1996	Equality, dignity, religion and belief, language and culture, children's rights, and basic education.
PEPUDA (Act 4 of 2000)	Prevention of unfair discrimination, hate speech, and harassment; promotion of equality.
SASA (Act 84 of 1996 / BELA)	School governance, admissions, and learner access requirements as applicable to an independent school.
Employment Equity Act 55 of 1998	Workplace equality, affirmative action, and unfair discrimination (2022 amendments commenced Jan 2025).
Hate Crimes Act 16 of 2023	Criminal-law framework for hate crimes and hate speech.
Children's Act 38 of 2005	Best interests, protection, and child-sensitive decision-making.
POPIA (Act 4 of 2013)	Lawful and secure processing of personal and special personal information.

ANNEXURE A: DIVERSITY, INCLUSION OR ACCOMMODATION RECORD

Use this form to record a support or accommodation request. A concern about discrimination, harassment, hate speech, or retaliation should also be handled under the Anti-Discrimination and Equality Policy.

Name of person requesting support	
Learner / employee / other	
Grade / role	
Parent or representative (if applicable)	
Contact details & safe contact method	
Nature of inclusion barrier or request	
Requested adjustment or support	
Relevant dates / urgency	
Supporting information attached	☐ Yes ☐ No ☐ Not applicable
Consultation completed with	
Decision, reasons and conditions	
Responsible person / review date	
Applicant informed / date	
Internal review requested / outcome	

Privacy notice: Information is used to assess inclusion, support, safety, fairness, and legal duties. It is shared only where reasonably necessary and stored with restricted access in accordance with POPIA.



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