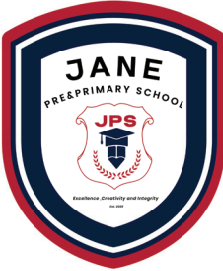


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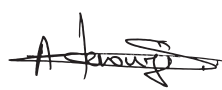
TRANSFORMATION POLICY

	Document Type	Policy and Procedure		
	Document Title	Transformation Policy		
	Applicable To	All staff		
	Document Owner	Board of Director		
Doc No: JPS -25-0001	Effective from 12 Feb 2025	Page 1 of 3	Version:0001	Author: Director

A AMMENDMENT HISTORY:

Amendment Date	Version	Amendment Date	Final Approval Level

B. APPROVAL

Title	Name	Date	Signature
Director	O.D Adewuyi	12 Feb,2025	

Disclaimer	It is the responsibility of the user to ensure that the printed document corresponds with original master copy available at the school.
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1. Purpose of the Policy

The purpose of this policy is to guide Jane Pre & Primary School in promoting social justice, equity, diversity, and inclusion by addressing historical inequalities, building an inclusive school culture, and preparing learners to thrive in a democratic South Africa.

2. Scope

This policy applies to:

- All learners (Grade RR–7)
- All staff (teaching, administrative, and support)
- Parents and guardians
- School Management Board (SMB)
- External stakeholders and service providers

3. Legal Framework

This policy is guided by:

- **The Constitution of South Africa, 1996** (particularly the Bill of Rights)
- **South African Schools Act, 1996**
- **Employment Equity Act, 1998**
- **Promotion of Equality and Prevention of Unfair Discrimination Act (PEPUDA), 2000**
- **White Paper 6 on Inclusive Education**
- **National Development Plan 2030**

4. Definition of Transformation

In the school context, transformation refers to:

- Creating an environment that is inclusive, equitable, diverse, and representative.
- Eradicating discrimination and bias based on race, gender, language, culture, ability, or socio-economic status.
- Ensuring that the school culture, curriculum, staffing, and governance structures reflect South Africa's constitutional values.

5. Core Principles

At Jane Pre & Primary School, transformation is based on:

- **Equity:** Fair treatment, access, opportunity, and advancement for all.
- **Redress:** Correcting past imbalances and disadvantages.
- **Inclusivity:** Embracing the diversity of backgrounds and identities.
- **Participation:** Involving all stakeholders in transformation initiatives.
- **Excellence:** Promoting quality education for all learners.

6. Transformation Objectives

- Diversify the school community in terms of race, language, culture, and background.
- Promote multilingualism and respect for all South African languages.
- Integrate anti-bias education and diversity themes into the curriculum.
- Foster leadership and governance structures that reflect the community's diversity.
- Ensure fair and inclusive employment and promotion practices.
- Cultivate a culture of dialogue, respect, and critical engagement around transformation.

7. Strategies for Implementation

7.1 Curriculum Transformation

- Review teaching and learning materials to ensure they are inclusive, non-biased, and representative of all South African cultures and histories.
- Celebrate days such as Human Rights Day, Youth Day, Heritage Day, and International Day for Persons with Disabilities through learning activities.
- Promote indigenous knowledge systems and African perspectives in the curriculum.

7.2 Staff Development

- Provide ongoing professional development on issues of diversity, inclusion, anti-racism, and social justice education.
- Support employment equity by actively recruiting and developing staff from underrepresented groups in line with the Employment Equity Act.

7.3 Learner Empowerment

- Teach learners about democratic values, human rights, and responsibilities.
- Encourage learner leadership structures (e.g., Junior Councils, Peer Mediators) to reflect diversity and inclusion.
- Provide support structures for vulnerable learners, including learners with disabilities.

7.4 Parent and Community Engagement

- Create platforms for parents from diverse backgrounds to engage in school life.
- Ensure communication (newsletters, meetings, reports) is accessible in languages understood by the school community.
- Partner with community organizations that promote social cohesion and transformation.

7.5 Policy Alignment

- Review school policies (e.g., admissions, code of conduct, uniform policy) regularly to ensure they support transformation goals.
- Ensure that financial assistance and support programmes are accessible to disadvantaged learners.

8. Roles and Responsibilities

- **School Management Board (SMB)** : Ensure strategic leadership in transformation efforts.
- **Principal and Management Team**: Drive operational implementation and monitor progress.
- **Educators**: Integrate transformation values into teaching and behaviour.
- **Learners**: Participate actively in promoting an inclusive school culture.
- **Parents/Guardians**: Support and reinforce the school's transformation efforts.

9. Monitoring and Evaluation

- Annual transformation reports will be compiled by the Principal or a designated Transformation Committee.
- Progress indicators may include:
 - Diversity in staff appointments
 - Learner performance across demographic groups
 - Inclusivity of school events and curriculum
 - Feedback from learners, staff, and parents
- Adjustments will be made based on ongoing evaluation and feedback.

10. Review of the Policy

This Transformation Policy will be reviewed every **three (3) years**, or sooner if required by new legislation or significant shifts in the school's context.

Adoption and Approval

This Transformation Policy was approved by the School Governing Body