



PRETORIA BOYS HIGH SCHOOL

DIVERSITY POLICY

1. Pretoria Boys High School (PBHS) is committed to the ideals of a non-discriminatory and democratic South Africa.
2. The formulation of the school's position around transformation and diversity rests on two interconnected legs:
 - 2.1. The need for acknowledging and addressing over the long term the wounds left by the country's painful past of racism and discriminatory exclusion.
 - 2.2. A commitment to contributing to an inclusive society that is marked by respect, equality, honour and integrity.
3. The school acknowledges and is informed by South African legislation around Transformation and Diversity (specifically but not exclusively the Constitution of the Republic of South Africa and its Bill of Rights, the Prevention and Combating of Hate Crimes and Hate Speech Bill and the South African Schools Act). This policy should also be read in conjunction with the PBHS Code of Conduct for all pupils, the PBHS Boarding Code of Conduct as well as the PBHS Anti-Bullying Policy.
4. Whilst acknowledging the parameter of PBHS as a boys' school, "diversity" is broadly understood as individual and group differences around race, ethnicity, gender, gender identity, socio-economic status, sexual orientation, as well as traditions and perspectives from any cultural, religious or political affiliation, which allows for a respect for difference.
5. "Transformation" is understood here as constructive development, growth or change of previous patterns that have become increasingly redundant, dysfunctional or harmful. In the South African context it often, but not exclusively, elicits specific reference to damaging structures and societal habits emanating from an Apartheid past that separated rather than unified people. In a global world that is increasingly volatile and ambiguous, it currently often, but not exclusively, elicits reference to issues around gender, sexual orientation, ethnicity and the environment.
6. As part of its traditions and ethos of Honour, Integrity, Loyalty and Respect the school strives to be and provide a diverse and equitable school environment which produces pupils that –
 - 6.1. celebrate diversity as much as common humanity;
 - 6.2. who place collaboration above division;
 - 6.3. who are committed to a shared future by caring about the well-being of others, communities, and the planet;
 - 6.4. who demonstrate an attitude of hope and a willingness to turn difficulty into opportunity;

- 6.5. who will be active, responsible and engaged citizens that meaningfully contribute to a country and society that rests on justice and draws on the strengths of all its' people;
- 6.6. and who are prepared for an increasingly global world by developing curiosity, imagination, openness, respect, resilience and self-regulation.
7. In this pursuit, the school is committed to the celebration of difference and the promotion of inclusivity. This informs the school's values, ethos and mission, as well as the creation of all school policy, practice and procedure.
8. PBHS thus continually strives for a learning environment:
 - 8.1. That protects the right of each boy to access a quality educational environment, which helps him develop as a whole person and fulfil his own potential.
 - 8.2. That fits the needs of its diverse student body.
 - 8.3. Where individual differences are respected and a respect for human rights and fundamental freedoms are strengthened.
 - 8.4. Where the value of listening to others with different perspectives, of inclusivity and of collaboration is promoted and celebrated.
 - 8.5. Where diversity is demonstrated and celebrated on all levels of the system: by school management, in the teaching body, non-teaching staff, the body of pupils as well as the parent body.
 - 8.6. That incorporates a willingness to actively interrogate existing norms and practices if these compromise a respect for others and for diversity.
 - 8.7. That proactively promotes and develops amongst staff and pupils and awareness of and skills for dealing with issues around diversity.
 - 8.8. That can turn crisis into transformation – by treating any complex moment that may develop as an opportunity for further growth and learning in addressing problematic structures, growing relationships, as well as further developing needed diversity sensitivity and skills amongst all role players.
 - 8.9. That usefully distinguishes between freedom of expression and hate speech.
 - 8.10. That acknowledges these ideals as the rights of all pupils.
 - 8.11. Where responsibility for striving for these ideals is taken by all role players and responsibility for protecting these rights is taken by the school's management and the school's SGB.
 - 8.12. Where difficulty of any individual in dealing with diversity is also seen as a potential moment of growth around self-awareness and values of inclusivity and respect.

9. Practical measures to facilitate the pursuit of these ideals include:
- 9.1. Active measures to ensure racial and gender diversity amongst the teaching staff.
 - 9.2. An intern programme – including bursaries and mentoring – to contribute to the development of excellent teachers from previously disadvantaged communities
 - 9.3. The acknowledgement of diversity in the way assemblies and public gatherings are run, for example including texts and contributions from different racial, cultural and religious traditions.
 - 9.4. Acknowledgement of holy days and use of texts from each of the four main religions in South Africa (Christian, Islamic, Judaic and Hindu). This does not preclude a respect for other religions or for a position of non-religious adherence.
 - 9.5. The marking of public holidays such as Freedom Day, creating school events around these that mark important lessons of equity as well as inclusivity and connection around diversity learned through South Africa's painful apartheid past.
 - 9.6. Having days and assemblies that are dedicated to women's issues, including a marking of Women's Day with a focus on the importance for boys to have and demonstrate equal respect for all genders.
 - 9.7. Ongoing support for and involvement in the various campaigns highlighting the plight of women and the role of men in rectifying this.
 - 9.8. The promotion and running of active programmes and input that sensitize boys to the problematic nature of as well as many insidious versions of gender violence.
 - 9.9. The pursuit of gender diversity on middle and senior school management level, as well as in the management of school houses. This is seen as particularly important given that PBHS is a boys school.
 - 9.10. The pursuit of racial and gender diversity on bodies such as the School Governing Body and the Parents Association.
 - 9.11. Derogatory and offensive hate speech will not be tolerated by a staff member or pupil in any public context. Any instance of this will be dealt with through prescribed disciplinary processes and can lead to expulsion or termination of employment. There will also be a concerted effort to use incidents of this nature as a chance to promote the growth of respect around diversity for all involved.
 - 9.12. A hair committee comprising pupils as well as teachers from the different SA racial groups, that determine (and regularly review) hair rules that are simultaneously mindful of the school's ethos and of what is culturally appropriate.
 - 9.13. A regular underlining of the symbolic importance of and the need to respect the National Anthem as celebration of the meeting and collaboration of diverse groups in South Africa.

- 9.14. A protection of the right of each pupil to bring a partner of any gender or sexual orientation to formal school functions.
- 9.15. The regular provision of diversity training and encounter workshops for staff and pupils in leadership positions.
- 9.16. The creation of conversational forums for staff as well as pupils and parents with the aim of providing supportive spaces for engagement and dialogue around diversity issues, promoting relationship building during transformational processes.
- 9.17. Chairperson and five other teachers from diverse backgrounds will make up the Diversity Committee.
- 9.18. The Diversity Committee as an active forum highlighting issues at this school and reporting trends and instances to the relevant management structures.
- 9.19. A willingness to actively promote an informed and sensitive environment amongst the whole school community towards any boy of staff member with disability, whilst acknowledging the constraints of the physical environment of the school.
- 9.20. Informing all members of the school community of the various avenues that are available to them to report abuse and/or discrimination. This includes but is not limited to the Bullying Committee, Diversity Committee, Guardian App, counsellors, tutors and Housemasters.

Schools are places of transformation in their very being: guiding the cognitive, physical, mental and social transformation of pupils. PBHS aims to serve this transformation, also in the context of South African society, and sees this process as an important way of contributing to a healthy society and a useful shared future for all.