



**The Bay
Academy**

Policy No.: TBA005

TRANSFORMATION POLICY

**(FOR THE PROMOTION OF EQUITY,
INCLUSION, REDRESS, AND DIVERSITY
WITHIN THE BAY ACADEMY)**

1. PURPOSE OF THE POLICY

- 1.1. This policy outlines how The Bay Academy promotes transformation across all spheres of school life. It sets out the school's commitment to creating an inclusive, equitable, and non-discriminatory environment for learners, staff, and the broader school community. The policy gives effect to the values of the South African Constitution and aligns with applicable legislation, including the South African Schools Act No. 84 of 1996, as amended, Employment Equity Act No. 55 of 1998, as amended, Umalusi accreditation requirements, and the National Qualifications Framework (NQF).

2. SCOPE

- 2.1. This policy applies to:
- 2.1.1. The School Governing Board;
 - 2.1.2. Principal and Senior Management Team;
 - 2.1.3. Academic and non-academic staff;
 - 2.1.4. All learners enrolled at the school;
 - 2.1.5. Parents, guardians, and caregivers; and
 - 2.1.6. Contractors and service providers (where applicable).

3. PRINCIPLES GUIDING TRANSFORMATION

- 3.1. The Bay Academy is committed to:
- 3.1.1. upholding human dignity, non-discrimination, and social justice;
 - 3.1.2. promoting diversity and the equitable treatment of all individuals;
 - 3.1.3. addressing the legacy of past inequalities through targeted redress;
 - 3.1.4. creating a culture of inclusion across race, gender, religion, language, ability, and socio-economic background; and
 - 3.1.5. ensuring alignment with national education transformation priorities.

4. TRANSFORMATION FOCUS AREAS

4.1. Equitable Access and Admissions

- 4.1.1. The school's admissions practices support diversity and do not unfairly discriminate on the basis of race, gender, disability, or background. Where possible, bursary and fee support programmes are implemented to promote access for historically disadvantaged learners.

4.2. Curriculum and Teaching Practice

- 4.2.1. The school implements the CAPS curriculum with sensitivity to diverse cultural perspectives and promotes the development of critical thinking, civic responsibility, and social awareness.
- 4.2.2. Where appropriate, teaching content incorporates inclusive narratives and avoids cultural bias.

4.3. Employment Equity and Staff Development

- 4.3.1. Recruitment and promotion practices support the diversification of staff, in line with the Employment Equity Act and internal staffing plans.
- 4.3.2. Professional development opportunities are provided to all staff, and targeted development is considered for underrepresented groups.

4.4. Learner Support and Empowerment

- 4.4.1. Learners are supported through equitable access to academic support, counselling, and development programmes.
- 4.4.2. The school provides mechanisms for learner voices to be heard on transformation and inclusion matters.

4.5. Language and Cultural Inclusion

- 4.5.1. The language policy supports multilingualism and respect for home languages, to the extent that it is practical and feasible, while the school calendar includes events that celebrate cultural diversity.

4.6. Physical and Academic Accessibility

- 4.6.1. The school aims to maintain facilities and learning environments that are accessible to all learners, including those with disabilities or learning barriers, to the extent that it is practical and feasible.
- 4.6.2. Where reasonable, adaptations and accommodations are made to support learner participation and achievement.

4.7. Anti-Discrimination and Redress

4.7.1. Discriminatory behaviour is not tolerated. Structures are in place to deal with complaints, including appropriate disciplinary procedures and support for affected individuals.

4.7.2. Transformation initiatives are informed by the need to redress historical disadvantages and promote fairness.

5. IMPLEMENTATION AND OPERATIONAL PROCESSES

5.1. Transformation Planning

5.1.1. The school incorporates transformation goals into its three-year strategic plan and annual operational plan. Progress is monitored by the school leadership and reported to the Governing Board.

5.2. Data Monitoring

5.2.1. Disaggregated data on admissions, staffing, academic performance, and learner support are reviewed annually to track progress on transformation targets.

5.3. Communication and Training

5.3.1. Transformation principles are communicated to all staff, learners, and parents. Staff receive orientation or training on diversity, inclusion, and anti-discrimination as part of their development.

6. MONITORING AND REVIEW

6.1. This policy is reviewed every two years, or sooner if required due to legislative changes, school feedback, or updated accreditation criteria.

6.2. Annual stakeholder feedback (including staff, learners, and parents) will be used to inform continuous improvement.

6.3. Progress against transformation objectives is reported as part of the school's self-evaluation and strategic planning processes.

7. LEGAL AND POLICY REFERENCES

7.1. This policy is informed by the following:

- 7.1.1. Constitution of the Republic of South Africa, 1996;
- 7.1.2. South African Schools Act No. 84 of 1996 (as amended);
- 7.1.3. Employment Equity Act No. 55 of 1998 (as amended);
- 7.1.4. Promotion of Equality and Prevention of Unfair Discrimination Act No. 4 of 2000 (as amended);
- 7.1.5. General and Further Education and Training Quality Assurance Act No. 58 of 2001 (as amended);
- 7.1.6. National Qualifications Framework Act No. 67 of 2008 (as amended);
- 7.1.7. White Paper 6 on Inclusive Education;
- 7.1.8. Protection of Personal Information Act No. 4 of 2013 (as amended);
- 7.1.9. Umalusi Accreditation Policy and Criteria; and
- 7.1.10. The Bay Academy's Admissions, Language, Code of Conduct, Anti-Discrimination, and Learner Support Policies.

POLICY TRACKING AND REVIEW RECORD

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