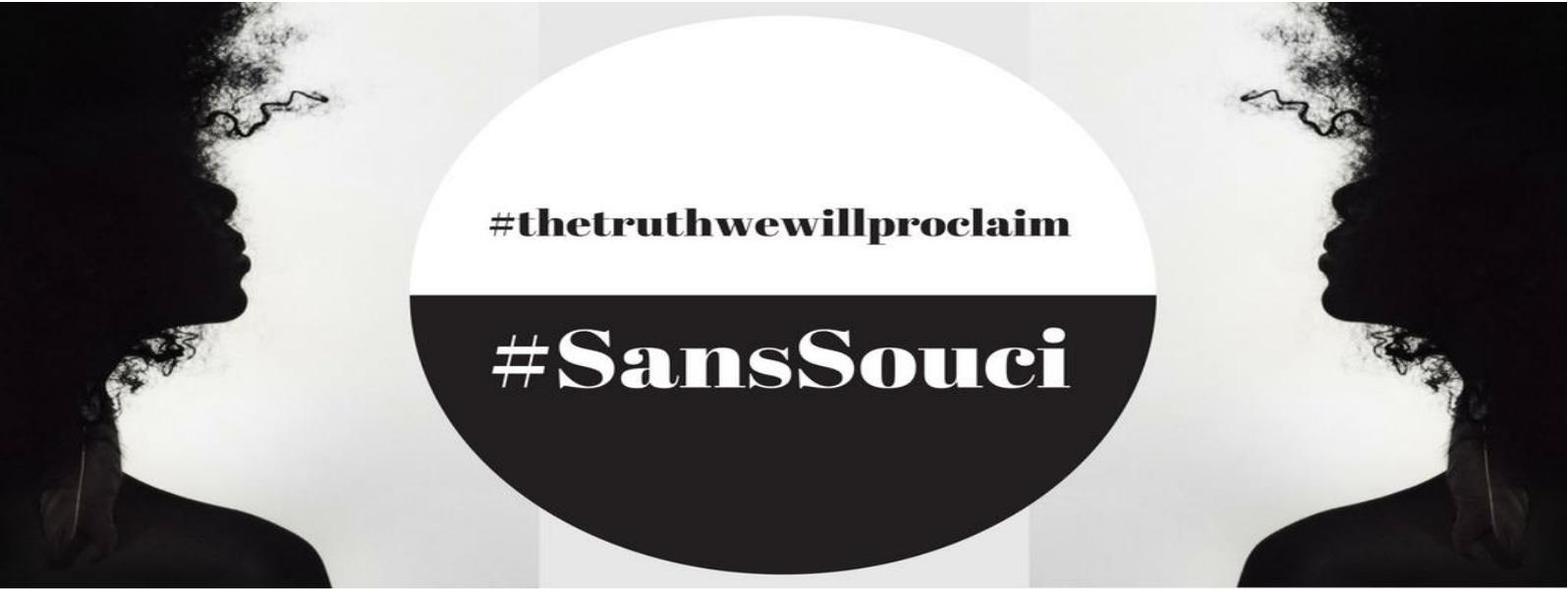


**#thetruthwewillproclaim**

**#SansSouci**

We, the students, parents and alumni of Sans Souci Girls' High School (hereafter referred to as The School), demand the immediate dismissal of Charmaine Murray without pay or benefits as principal and demand the Western Cape Education Department (hereafter referred to as WCED) immediately institute a full and comprehensive investigation into her conduct and school practices during her tenure as principal at The School, as she has been the gatekeeper of institutional racism at the school and while we understand that the racism perpetuated within the school is institutional, she is and continues to be the foremost bastion of this oppressive system in this space.

1. We demand that the WCED institute disciplinary action against teachers who perpetuate racism and disrespect within their classrooms, specifically:
  - Ms E. Swart – Placing a student in detention for use of the word 'Amandla'.
  - Ms C. Van Heerden – For enforcing the instructions of Charmaine Murray
  - Mrs C. Booysen – As 'Head of Hair' sought to constantly humiliate students.
  - Ms B. Van Speyk – Refused to allow students to go to the bathroom resulting in humiliation on several occasions.
  - Mr G. Visser – Referred to black students as hyenas
  - Mrs Loreth Visser – Referred to black students as baboons



- Mrs S. Humphreys – Denying students of colour who had spoken to reporters entry to the school at 7:10am while admitting white students who had come after them.

1.1 This includes but is not limited to racist comments and remarks.

1.2 The condoning of such remarks by staff when they are made by students

1.3 The inappropriate touching of a student's person, including their hair

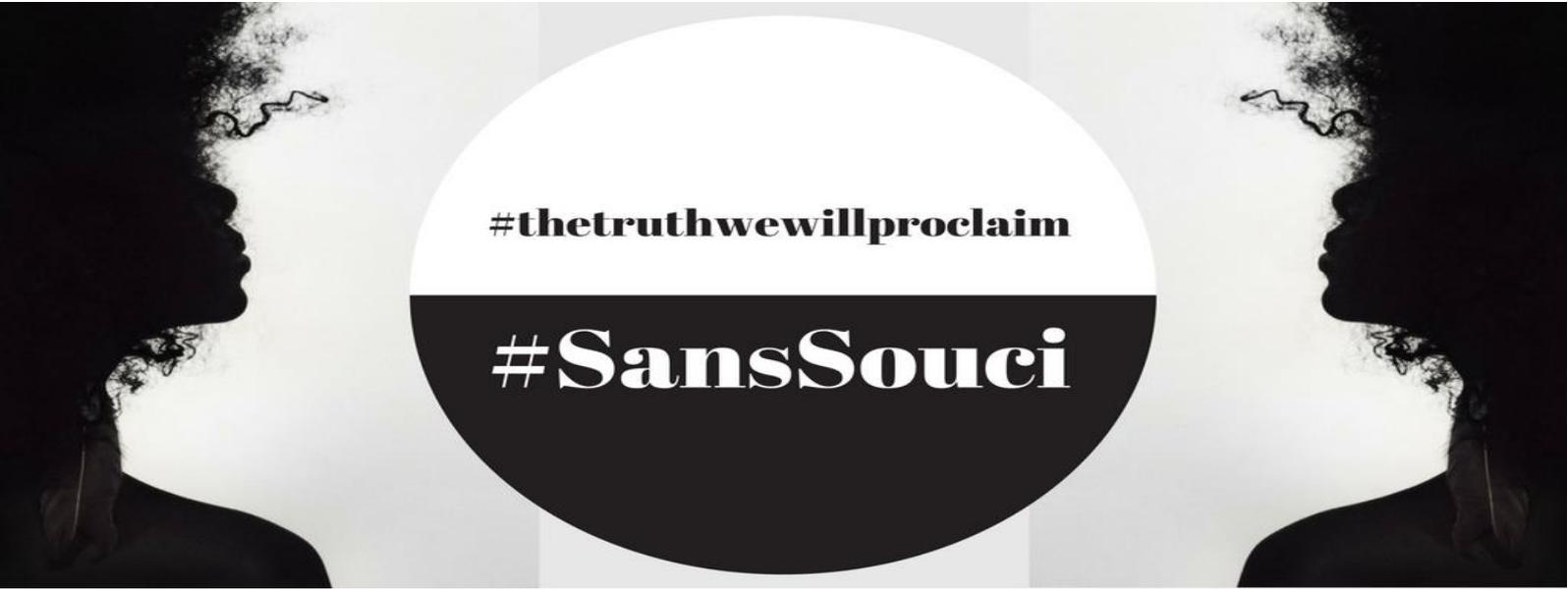
1.4 Cultural insensitivity

1.5 Inflammatory statements based on discrimination of any kind, including but not limited to, fees, race, religion or sexuality

The full details of these incidents will be provided to the investigating officer/s of the WCED

2. We demand that revision of the Code of Conduct because it is discriminatory, subjective and systematically demoralising, set up to disempower, disenfranchise and humiliate the students of The School. The following policies in particular require immediate revision:

3. The hair policy regarding the way in which hair may be worn. This section of the Code of Conduct is inherently racist, defining cleanliness and professionalism along stereotypically white standards; further entrenching the inferiority of blackness and that we are unwelcome in these spaces. The use of word "EXOTIC" to describe the

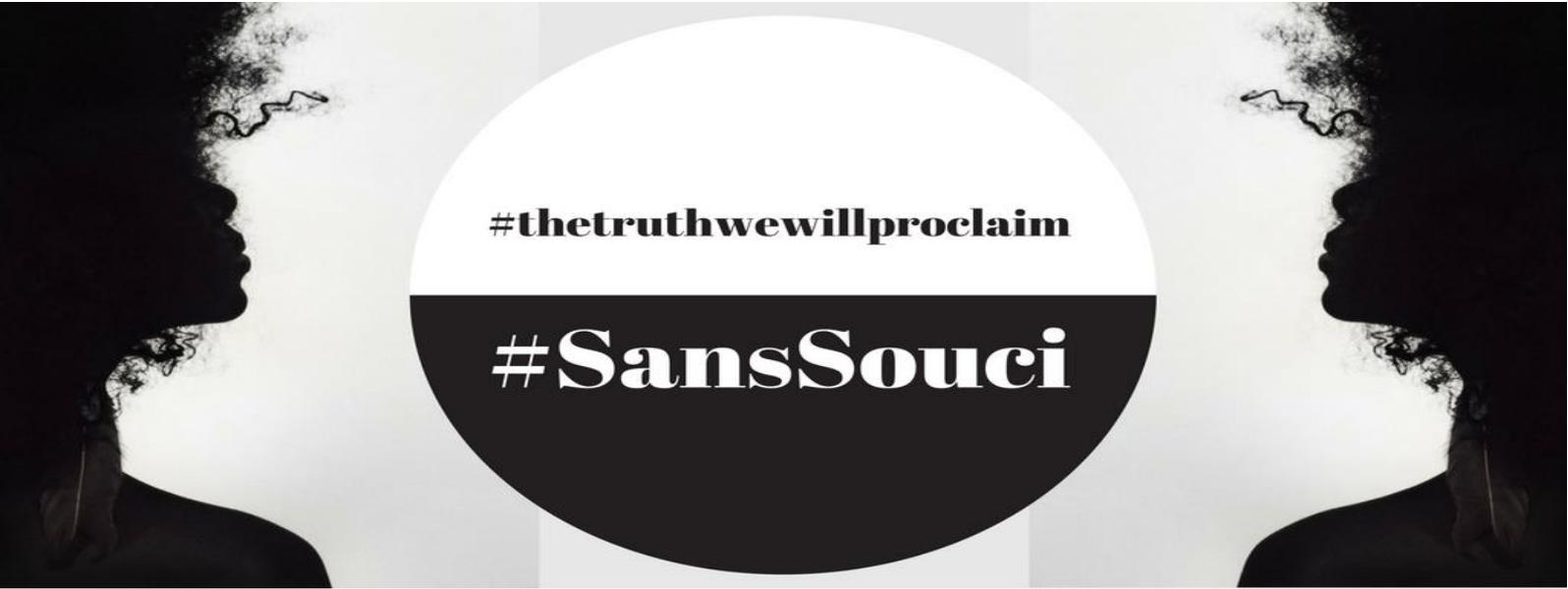


hair of black students is also problematic and must be removed immediately from the Code of Conduct of this school, all schools and the guidelines of the WCED.

4. Uniform - Muslim students should also be allowed to wear religious apparel i.e. scarves and hijab freely without fear of discrimination or disciplinary action. Also, allowance should be made for the observing of cultural requirements, such as traditional beads etc.
5. We demand the revision of the 'language policy' that forbids the speaking of native languages in class, on school premises and off school premises whilst in school uniform

5.1 Black students are sent to detention or receive demerits for speaking their own language, specifically isiXhosa, while other students are not penalised nor do they face any consequences for speaking French or Afrikaans. Language is an important part of identity that most students lose in a space like this; students have experienced ostracism and humiliation for their identity because within the institution a student's language is always referred to as 'other'. Furthermore, most students are able to explain certain topics in class to their fellow pupils so that they can understand the work better. If anything, it is a tool of inclusion in a system that constantly tries to exclude us.

6. We demand that students who are unable to pay their fees should not be excluded from school activities.

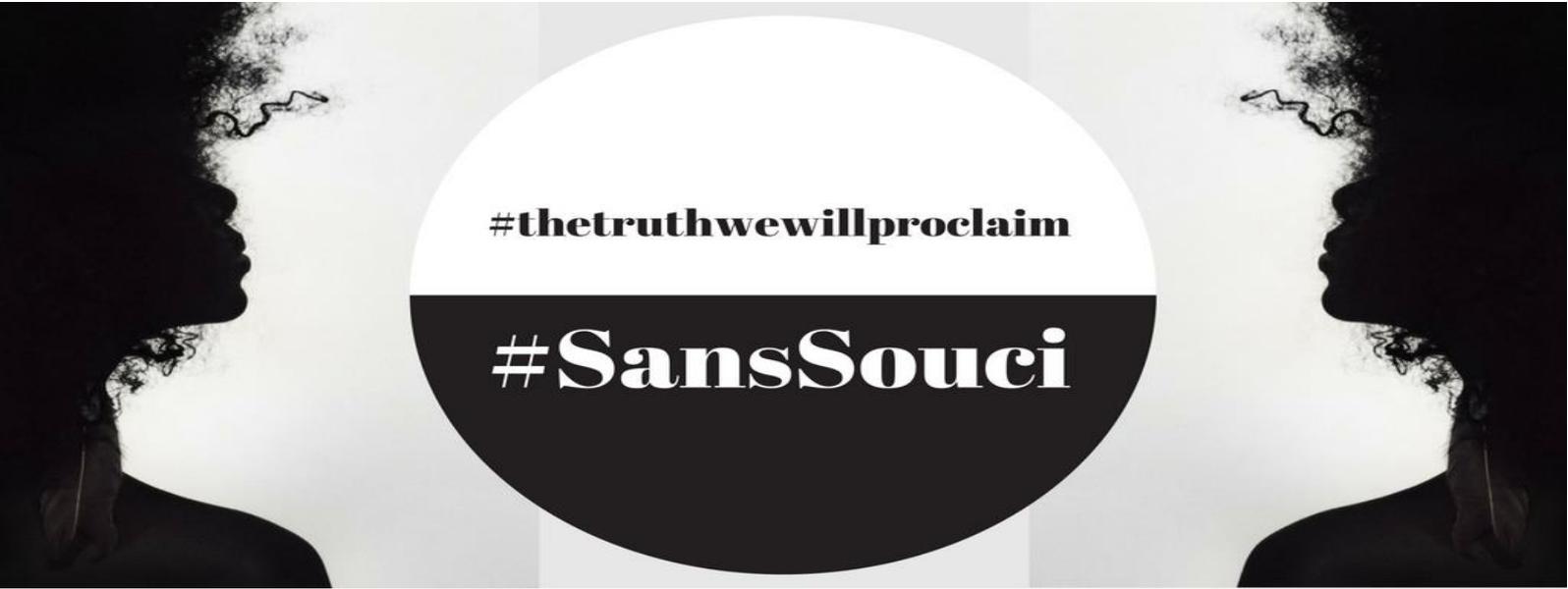


6.1 In 2014 matric students were barred from attending the Matric Dance if their fees had not been paid in full by October of that year. In addition to this, students who do not pay their fees are not given the school magazine and are constantly humiliated through comments about their financial circumstances by staff in public spaces such as assemblies. A child should not be subjected to such denigration and humiliation as a result of a family's financial hardship.

6.1.1 This perpetuates a classist system that creates an economic Apartheid. These are all exclusionary tools that must be eradicated.

7. The School is made up of a majority of black students but the vast majority of educators are white. We demand that the school hire more teachers of colour so that the staff body is more diverse. It cannot be that we are consistently subjected to whiteness, when there are black teachers who are qualified. It would facilitate a better understanding between students and teachers considering the demographic of the school. In the interest of diversity and transformation, the WCED should consider employing The School's first black female principal.

8. We demand the inclusion of isiXhosa as a subject in the Intermediate phase (Grades 8 and 9), alongside English and Afrikaans; and as a subject available for choosing in the Senior phase (Grades 10-12) as a second language alternative to Afrikaans.



8.1 It is unconscionable that in a school comprised of predominantly black students that the language of those students is excluded – a further means of marginalising black identity.

9. We demand the cessation of The School’s oppressive heteronormativity. These years are vital in the formation of identities and that extends to sexuality; this discovery of self cannot occur in a space where heteronormativity is so heavily enforced.

9.1 Students should be allowed to bring their choice of partner to events in which this is appropriate i.e. the Matric Dance irrespective of how the student or their partner identifies.

10. We demand a review and restructuring of the School Governing Body (hereafter referred to as SGB), especially in the following regard:

10.1 An expansion in the number of representatives on the SGB

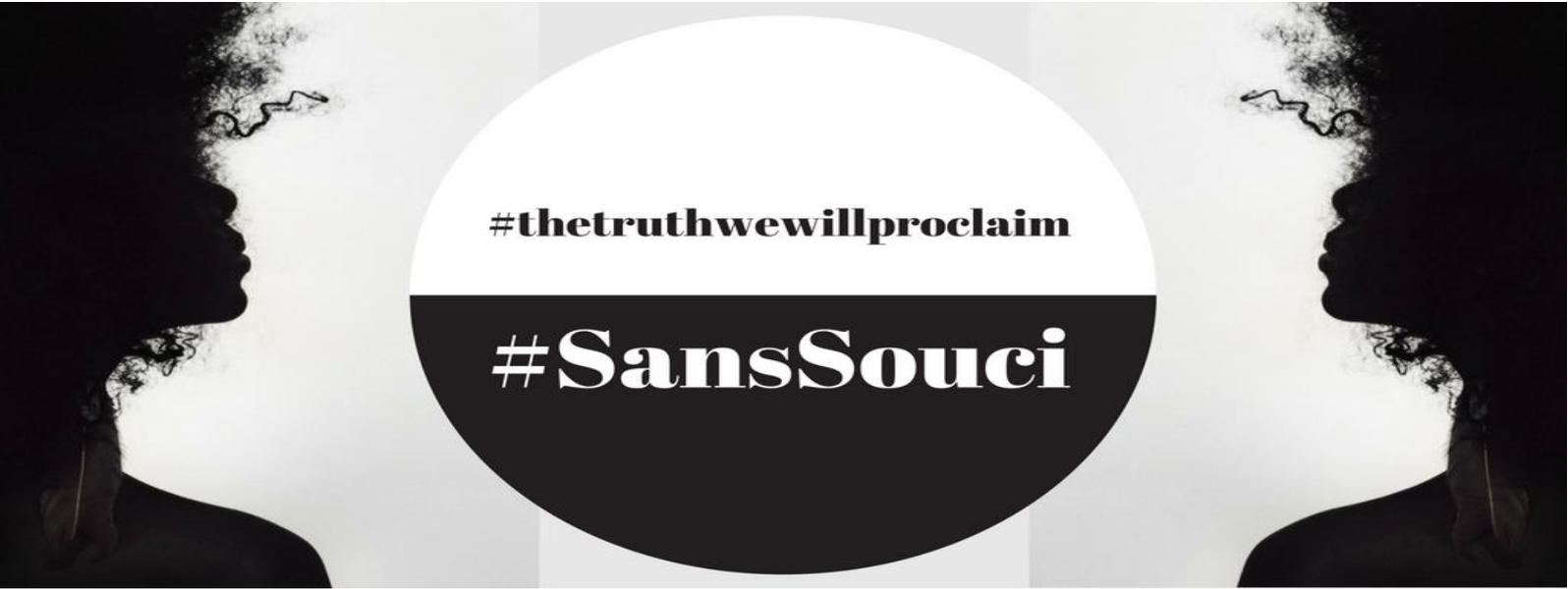
10.1.1 The number of present members necessary to secure quorum

10.1.2 A system of proxy voting

10.2 Greater inclusion of parent representatives

10.3 Greater inclusion of student representatives

10.3.1 Student representatives are to be included in substantive matters tabled by the SGB as well as delivering reports on term events



11. We demand that students who stand up to the violence that the system subjects them to must not be ostracized and victimised. Leadership positions must not be taken away and they must not be harassed by management through vindictive disciplinary means.

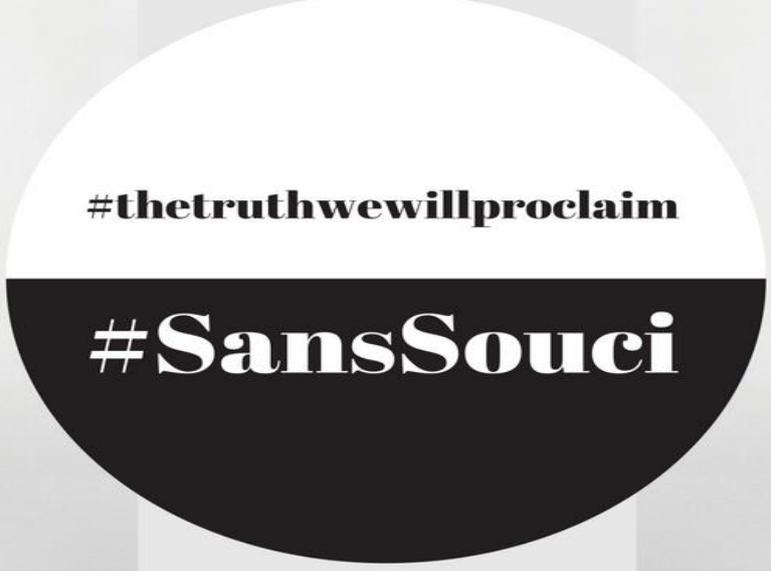
11.1 There must be a review of leadership election processes that ensure a more democratic and inclusive election process that involves the entire student body, eliminating favouritism.

12. We demand that The School acknowledge the discriminatory nature of the systematic violence and oppression, humiliation, and abuse of power that has been perpetrated against the vulnerable students, parents and staff and that The School executive management provide a written apology to all members of The School community as mentioned in Section

13. We demand transparency in the use of financial resources and The School budget.

13.1 This information must be readily available to the Student Body, Parents and the Governing Body.

13.2 Funds derived through the efforts of students are to be used for their intended purposes and accounts of this must be provided. Student funds raised for specific purposes have too often gone to other avenues that are never publicized, such as in the case of the High Tea of 2012 and the fundraising efforts of the Representative Council of Learners in 2010.



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13.3 An amount is paid by the parents of Art students for supplies and no account is ever provided for which supplies that are bought.

13.4 Students are required to supply toilet paper, reams of paper and examination pads for the school each term and are punished if they do not do so. The School must account for why this is not accounted for in the budget.

13.5 There should be a full scope audit of the school's bank accounts, financial statements and all books of account.

13.6 We demand an investigation into monies paid to Charmaine Murray and the appropriateness thereof.

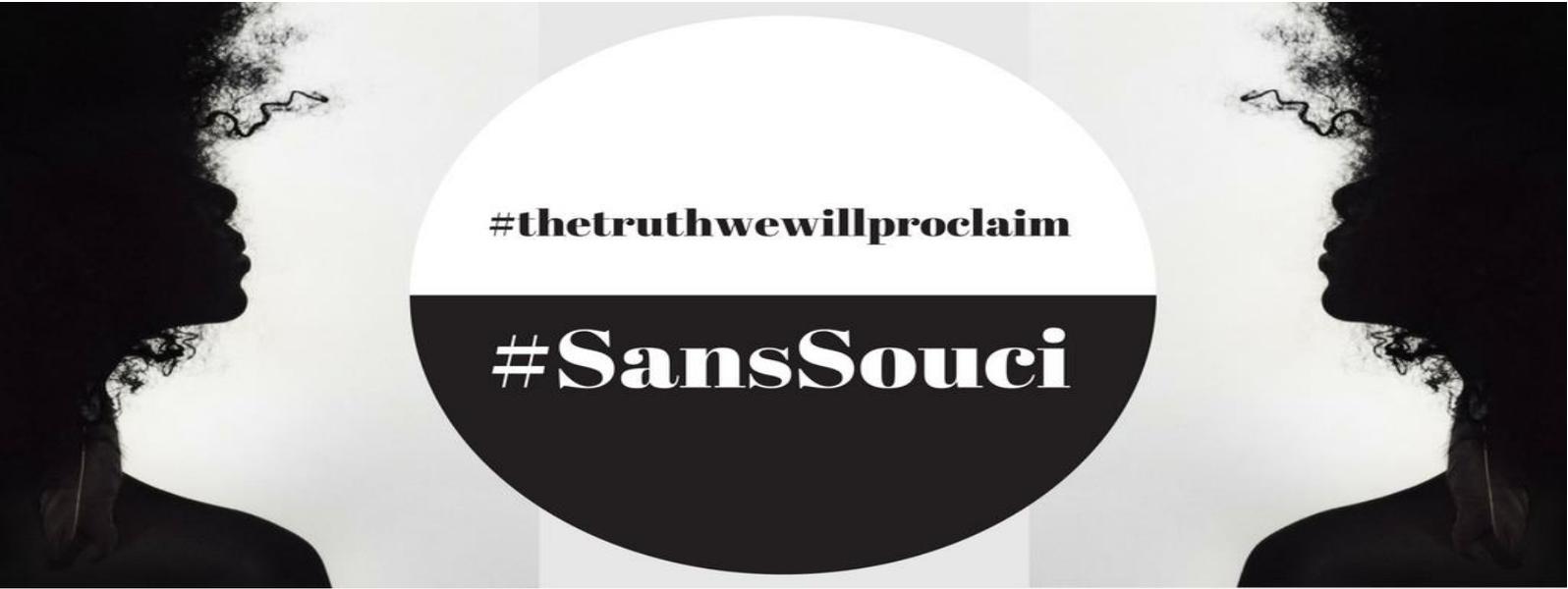
14. We demand an investigation into the practices of the school be held by the Department of Education to culminate in a Commission of Inquiry into past and present acts of marginalisation, including those which the Department is aware of.

14.1 We demand that the Department accounts for its lack of action in regard to reports of mistreatment by the school in the past, dating as early as 2011, as well as cases escalated to the Human Rights Commission.

14.2 We demand an account of the processes of change The School has allegedly implemented and the proof thereof in respect to:

14.2.1 The proposed changes to the Code of Conduct

14.2.2 The hair and language policies



14.2.3 The inclusion of all sectors of The School community in this process, included but not limited to, alumni, former parents, current students and their parents

We demand that The School espouse the ideals it claims to champion as its ethos and the ideals to which it commits its students as per the Code of Conduct, namely:

- Mutual respect for the beliefs, customs, language, individuality and property of others
- Demonstrating social awareness, personal and social responsibility
- Discovering and developing personal potential
- Adopting principles which help secure a safe and healthy environment for all
- Honest accountability and integrity

Ultimately, we demand that a process of decolonisation of our schools be tackled nationally. We demand a safe and inclusive space in which people of colour are not marginalised by whiteness.