

Policy:

Diversity, Equity, Inclusion, Justice and Belonging (DEIJB)

1. Introduction

At Thames British School, we are committed to fostering an inclusive international community that celebrates diversity, promotes equity, ensures justice, and creates a sense of belonging for all. We believe that promoting equity, inclusion, and justice not only enriches our community but also enhances students' learning outcomes and personal growth. This DEIJB policy outlines our dedication to creating a school culture that values the diversity of identities, backgrounds, perspectives, and experiences.

At Thames British School Warsaw, we c | a | r | e

Our Principles:

We care:

- that every one of our students reaches their full potential, academically, socially and emotionally;
- that every student is safe and feels safe at school, and this means we are all responsible all of the time;
- that communication and our choice of language is inclusive and respectful;
- about our behaviour and what it may communicate to others. We conduct ourselves in an ethical manner and with integrity at all times;
- about our communities culture, behave in a manner that fosters our values and insist that all members of our community do the same; and
- about learning first and foremost. Teachers are considered facilitators of learning and models for our community and its culture.

Our values:

c	Collaborative & Compassionate	We work together when needed to get the job done. We value the work of others, are compassionate, and recognise that success is mutually beneficial
a	Authentic	We are real, genuine and honest. We are true to ourselves and our community and represent our-selves as such with integrity
r	Responsible & Resilient	We have an obligation to reach our potential and fight to do so. We are accountable for our actions and utterances, and demonstrate respect for others needs and our environment. We don't give up.
e	Enlightened	We act on evidence, are factually well-informed, tolerant of alternative opinions, and guided by rational thought.

2. Definitions

- **Diversity:** The recognition, appreciation, and celebration of the variety of backgrounds, experiences, identities, and perspectives represented in our school community, including but not limited to race, ethnicity, gender, nationality, religion, language, socio-economic status, ability, and sexual orientation.
- **Equity:** The fair treatment of all individuals, ensuring that everyone has access to the resources, opportunities, and support they need to succeed, while addressing systemic barriers that may create inequalities.
- **Inclusion:** The proactive effort to create a welcoming and supportive environment in which all individuals feel valued, respected, and able to contribute fully to school life.
- **Justice:** The commitment to identifying, addressing, and dismantling inequities and biases that create disadvantages for members of our community, while working towards fairness and equal opportunity for all.
- **Belonging:** A sense of acceptance, security, and being valued by others within the school, where every individual feels that they are an integral part of the community.

3. Scope

This policy applies to all members of the Thames British School community, including students, staff, teachers, parents, guardians, school leadership, and visitors. It governs all aspects of school life, including curriculum design, classroom practices, extracurricular activities, hiring, student admissions, community relations, and school governance.

4. Commitment to Diversity, Equity, Inclusion, Justice, and Belonging

4.1 Student Experience

- Thames British School is committed to creating an inclusive learning environment where students from diverse backgrounds feel safe, respected, and valued.
- Our curriculum reflects global perspectives and promotes understanding and respect for cultural differences, diversity of thought, and inclusive histories.
- We provide differentiated support to ensure equitable access to learning opportunities for all students, including those with varying abilities and linguistic backgrounds.

4.2 Staff members

- We are committed to hiring and retaining a diverse staff who bring different experiences, perspectives, and expertise to the school.
- As part of the orientation programme held before the start of the academic year, staff members participate in professional development focused on a culturally sensitive approach in the classroom, implementing inclusive teaching practices and creating an environment free of bias.
- We encourage open dialogue among staff about issues related to DEIJB and provide opportunities for reflective practice and personal growth.

4.3 School Community

- Our school celebrates diversity through events and activities that showcase the richness of our international community.
- We actively work to foster a culture of belonging where students, staff, and families feel connected to the school, respected, and valued.
- We maintain open communication with families and seek input on how to better support diversity and inclusion within the school.

4.4 Equity in Policies and Practices

- We ensure that school policies, procedures, and practices are fair and equitable.
- We provide targeted support for students who may face challenges due to language needs, learning differences, or special needs ensuring that every student has the opportunity to succeed.
- The school's behaviour policy reflects principles of justice, focusing on conflict resolution and accountability.

4.5 Addressing Bias and Discrimination

- Any form of discrimination, harassment, or bullying, whether based on race, ethnicity, gender identity, sexual orientation, religion, nationality, or ability, is not tolerated at Thames British School.
- We provide clear procedures for reporting and addressing incidents of discrimination and bias, ensuring a prompt, confidential, and fair response.
- Our school leadership is committed to regularly reviewing and updating policies to ensure alignment with our DEIJB goals and values.

5. Action Plan

To realise the goals of this policy, Thames British School has established the following ongoing initiatives:

5.2 Pedagogy and Curriculum Review

- The school will assess its pedagogy and curriculum to ensure alignment with DEIJB principles, fostering a more inclusive, equitable, and diverse learning environment.

5.3 Training and Development

- Training for staff will include workshops on anti-racism, bias, cultural competency, and inclusive pedagogies.

5.4 Monitoring and Evaluation

- We welcome feedback from students, staff, and parents to continually improve our approach to equality and inclusion.
- We will monitor incidents closely to ensure that we can take appropriate measures to create an environment where the principles of DEIJB are fully upheld.

6. Reporting and Accountability

- Students, staff, or parents who witness or experience discrimination, harassment, or bias are encouraged to report incidents to the DSL or the ADSL if the DSL is not available.

- All reports will be handled with confidentiality, sensitivity, and a commitment to fair resolution.
- The school will take immediate and appropriate action to address incidents, offering support to those affected and implementing corrective measures when necessary.

6.1 Procedure for Reporting and Addressing Incidents of Discrimination and Bias at School

1. **Ensure Safety:** If there is immediate danger, seek help from a teacher, or an administrator.
2. **Document the Incident:** Write down what happened as soon as possible. Include the date, time, location, people involved, and a description of the incident.
3. **Report the Incident:** Report the incident to the teacher DSL personally or in an online form.
4. **Investigation:** The DSL will review the report and begin an investigation. This may involve talking to the people involved and any witnesses.
5. **Confidentiality:** The DSL will handle the investigation discreetly, sharing details only with those who need to know.
6. **Resolution:** Based on findings, the DSL will take appropriate action. This could involve mediation, disciplinary measures, or educational interventions.
7. **Follow-up:** The reporting student or family will be informed of the outcome, if possible.
8. **Support:** The reporting student will be encouraged to use school support services such as counselling and psychological assistance.

7. Review of Policy

This DEIJB policy will be reviewed periodically to ensure that it reflects current best practices, meets the needs of the school community, and addresses any emerging challenges related to diversity, equity, inclusion, justice, and belonging.

Appendix

Examples of how **Diversity, Equity, Inclusion, Justice, and Belonging (DEIJB)** principles could be integrated into the teaching of various subjects:

1. English Language and Literature

- **Diversity:** Incorporate books and texts written by authors from various cultures, genders, and backgrounds (e.g., Chinua Achebe, Maya Angelou, Arundhati Roy, or Chimamanda Ngozi Adichie) as possible.
- **Inclusion:** Discuss themes of identity, race, gender, and social justice present in the texts, encouraging students to connect these issues to their own lives and perspectives.
- **Justice:** Encourage discussions on e.g. systemic injustice by making references to historical and contemporary texts (e.g., *To Kill a Mockingbird* or *The Hate U Give*).
- **Belonging:** Allow students to write personal stories, fostering a classroom where every voice and experience is valued.
- **Equity:** Use differentiated reading materials to meet diverse literacy levels and abilities.

2. Social Studies / History

- **Diversity:** Incorporate discussions that view history from multiple perspectives, including marginalised voices such as indigenous peoples, women, and minorities (e.g., exploring the contributions of Black leaders during the Civil Rights Movement).
- **Inclusion:** Encourage students to consider interconnected histories.
- **Justice:** Discuss historical injustices (e.g., slavery, apartheid, colonialism) and their lasting effects, helping students identify inequities and movements for change.
- **Belonging:** Highlight local and global heroes from underrepresented communities, showing students how they belong to a shared human story.
- **Equity:** Provide accessible resources and multimedia tools to accommodate students with varying learning needs.

3. Mathematics

- **Diversity:** Incorporate real-world examples from diverse cultures and regions, such as exploring math innovations from ancient civilizations like Egypt, China, or the Islamic Golden Age.
- **Inclusion:** Use culturally relevant problems (e.g., financial literacy examples related to varying family budgets and economies).
- **Justice:** Analyse statistics on social issues like income inequality, environmental justice, or healthcare access, fostering critical awareness.
- **Belonging:** Incorporate contributions of mathematicians from diverse backgrounds, such as Katherine Johnson, Maryam Mirzakhani, or Srinivasa Ramanujan.
- **Equity:** Tailor lessons to accommodate the diverse learning needs of students, including those with special educational needs (SEN), physical disabilities, and those who speak English as an additional language (EAL).

4. Science

- **Diversity:** Incorporate examples of contributions of scientists from different cultures and genders, such as George Washington Carver, Tu Youyou, or Rosalind Franklin.
- **Inclusion:** Discuss how scientific discoveries impact different communities, including marginalised groups (e.g., environmental science and the effects of climate change on vulnerable populations).
- **Justice:** Encourage reflections on environmental justice, water access, and the ethics of scientific research. For example, study the Flint water crisis or the role of vaccines in global health.
- **Belonging:** Create projects where students can explore science topics that relate to their community and personal experiences.
- **Equity:** Ensure that lessons are paced to meet the needs of both fast learners and those who may need more time to grasp certain concepts.

5. Art

- **Diversity:** Include art from diverse cultures, such as African tribal masks, Islamic calligraphy, Japanese ukiyo-e, or Indigenous Australian dot painting.
- **Inclusion:** Highlight contemporary artists from underrepresented communities and discuss how art expresses identity, culture, and justice.
- **Justice:** Explore art as a form of activism, e.g. Diego Rivera's murals, Faith Ringgold's story quilts, or Banksy's political art.
- **Belonging:** Encourage students to create art that reflects their personal identity, culture, and experiences, fostering self-expression.
- **Equity:** Provide inclusive materials and tools so all students can access and engage in art activities regardless of ability or background.

7. Physical Education (PE)

- **Diversity:** Incorporate games and sports from different cultures (e.g., Gaelic football, sepak takraw from Southeast Asia, or cricket)
- **Inclusion:** Ensure all students, regardless of ability, gender, or background, are given equal opportunities to participate and excel.
- **Justice:** Discuss access to sports and physical activity as a health equity issue and examine barriers faced by marginalised groups.
- **Belonging:** Encourage team-building activities that celebrate collaboration and mutual respect.
- **Equity:** Adapt activities for students with varying abilities and ensure fair access to equipment and resources.

8. Technology and Computer Science

- **Diversity:** Highlight contributions from diverse innovators in technology, such as Ada Lovelace, Tim Berners-Lee, or Dr. Gladys West.

- **Inclusion:** Teach coding or digital literacy using examples and projects that are culturally relevant and accessible.
- **Justice:** Encourage discussion and reflection on ethical issues like the digital divide, data privacy, and the representation of bias in artificial intelligence.
- **Belonging:** Encourage students to design tech solutions that address challenges faced by their own communities.
- **Equity:** Ensure all students have access to devices, software, and internet connectivity needed for digital learning while at school.

9. Modern Languages

- **Diversity:** Introduce cultural contexts of the target language, including traditions, food, art, and history.
- **Inclusion:** Use authentic resources like stories, music, and media from a variety of cultural perspectives.
- **Justice:** Discuss how language can shape cultural identity and address issues like cultural assimilation or linguistic discrimination.
- **Belonging:** Create activities where students share their multilingual backgrounds, encouraging pride in their linguistic heritage.
- **Equity:** Provide differentiated instruction for language learners at varying levels.

10. PSHE

- **Diversity:** Facilitate discussions on cultural identities, global citizenship, and respecting differences.
- **Inclusion:** Promote an environment where all students feel seen, heard, and valued, regardless of their background.
- **Justice:** Engage students in social-emotional learning activities that address fairness, equity, and empathy.
- **Belonging:** Foster a sense of community through team activities, group discussions, and peer support.
- **Equity:** Teach students to understand and express their emotions, promoting empathy and social skills that are essential for building supportive relationships.