



Pupil Diversity, Equality, Equity, and Inclusion Policy

Contents:

1. Purpose
2. Overview
3. Statement of intent
4. Legal framework
5. High Performance Learning
6. Procedure for Pupils
7. Student Admissions
8. Additional Early Years Foundation Stage (EYFS) procedure
9. Roles and responsibilities
10. Protected characteristics
11. Sex
12. Race and ethnicity
13. Disability
14. Religion and belief
15. Sexual orientation
16. Gender reassignment
17. Pregnancy and maternity
18. The curriculum
19. Promoting inclusion
20. Bullying and discrimination
21. Pupils that have left school
22. DEEI Staff Recruitment
23. Staff DEEI Continuing Professional Development (CPD)
24. Monitoring and review

1. Purpose

The purpose of this policy is to ensure protocols and procedures are in place to promote and celebrate diversity, provide equity and equal opportunity to all pupils and staff, and ensure that IBSB is community where inclusion is central to our school ethos, offering a learning environment where all pupils feel safe, valued, and thrive.

2. Overview

IBSB is committed to Diversity, Equality, Equity, and Inclusion (DEEI), providing equity/equality of opportunity to all children and staff, irrespective of age, gender, nationality, or ethnic background.



We recognise our responsibility to ensure positive attitudes toward DEEI– so every child is included and not disadvantaged, but also so that our pupils are tolerant, respectful, learn to value and celebrate diversity in others, and grow up able to make a positive contribution within a multicultural and diversely rich society.

We understand the importance of providing an enjoyable, but rigorous programme of learning and personal development, and endeavour to make any reasonable adjustments needed to enable all students to actively participate in our High Performance learning programme, scaffolding student progress toward higher levels of attainment, whilst ensuring each student feels valued and supported on their learning journey.

We are committed to avoiding all forms of discrimination. This applies to all pupils, parents, and staff, and includes inappropriate discrimination on the grounds of gender, age, religion or belief, physical ability or disability, special educational needs, race (including colour, nationality, ethnicity, family, cultural or linguistic background), marital status and civil partnership, sex, sexual orientation, gender reassignment, trade union membership, part-time and fixed-term working, pregnancy and maternity. These factors are taken into account in the care of our community members so that care is sensitive to different needs.

We undertake to work with the school community, with students, parents, staff, and with other relevant agencies as required to ensure that any form of discriminatory behaviour is treated seriously, with appropriate action taken.

This policy statement and the effectiveness of our inclusive practices at IBSB are reviewed bi-annually by the SLT.

3. Statement of intent

The International British School of Bucharest understands that, under the Equality Act 2010, all schools have a duty to:

- **Eliminate any unlawful discrimination, harassment, and victimisation**
- **Advance equity and equality**
- **Foster good relations between different groups of pupils**
- **Promote mental health and wellbeing**

Our school values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring every pupil receives an education that offers them the best chance at fulfilling their potential, whilst to promoting mental wellbeing amongst our pupils.

We are committed to supporting and celebrating all pupils' individual identities. We have developed this policy to provide a clear framework for how we will achieve our school's DEEI aims.

To achieve our aims, we will adopt the following methods:

- Embed equity and equality within teaching and resources
- Use key data indicators to understand the needs and characteristics of our school
- Promote community cohesion
- Promote parental engagement
- Invest in regular staff training
- Using key data, such as measures of wellbeing, to monitor the progress of pupils with protected characteristics
- Regularly reviewing our policy to ensure it reflects current trends and issues



4. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy has due regard to statutory and good practice guidance, including, but not limited to:

- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Gender separation in mixed schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2024) 'Keeping Children Safe in Education'

This policy operates and should be read in conjunction with 'Related Policies' listed in the policy and the PSHE schemes of work designed in accordance with the National Curriculum Framework. Staff are also covered by IBSB's Equal Opportunities Procedures, found later in this document

5. High Performance Learning

As a High Performance Learning School, we are committed to providing a high standard of teaching and learning for every student, supporting each student as a High Performance Learner with the potential to make progress toward higher levels of attainment across the curriculum.

6. Procedure for Pupils

IBSB seeks to implement this policy statement effectively through the following actions:

- Provide of our DEEI Policy statement to all pupils, staff, and parents, including prospective pupils
- Work with outside agencies, such as educational psychologists, occupational therapists, and family/pupil medical practitioners to support the endeavour of the school in serving the needs of all pupils, parents, and staff
- Discuss, where appropriate, DEEI opportunities and the special needs of individuals at staff meetings
- Deliver the message of DEEI within PSHE, the wider curriculum, and through the extra-curricular programme
- Dedicat form time, PSHEE time and assemblies to understanding the importance of kindness, care, and unconditional respect for members of the school and wider community, and on promoting and valuing DEEIs.
- Meet the individual needs of pupils, as detailed by parents and by the pupil's previous setting, through teachers, teaching assistants, and outside agencies working together with the pupil and the pupil's parents
- Monitor the needs of all pupils as they progress through the school, through discussion at meetings, and written information circulated confidentially, relating to specific support for learning or emotional, social, mental, physical, or other difficulties
- Discuss, review, monitor, and evaluate at staff meetings, pastoral care meetings, and leadership meetings, the effectiveness of inclusive practices, which enable all pupils, parents, and staff to access and enjoy school life
- Ensure that the Personal, Social, Health, Economic, Educational Programme includes discussion of DEEI



- Ensure school documents demonstrate a commitment to DEEI, avoiding inappropriate discrimination of all forms
- Make appropriate provision or exemption, where feasible and desirable, for pupils with special dietary, dress, or religious observance requirements or needs because of religious or cultural backgrounds.

7. Student Admissions

The school admits pupils no matter their gender, race, religion, disability, or special educational needs, provided there are good and practical prospects of meeting their needs without unduly prejudicing the education and welfare of other pupils.

Where there is evidence of drug or alcohol use, or a history of poor behaviour that is likely to impact on the learning of others in the classroom, IBSB reserves the right to not to admit a student. [See Admissions Policy]

8. Additional Early Years Foundation Stage (EYFS) procedure:

The Special Educational Needs Coordinator is responsible to ensure that 'arrangements are in place for reviewing, monitoring, and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; how inappropriate attitudes and practices will be challenged; and how the provision will encourage children to value and respect others' (EYFS Statutory Framework Sept 2021).

- Following the graduated approach as described in the SEND Code of Practice, 2011, starting with classroom support, which is additional to, or different from, the support which was previously in place. The Early Years Action/School Action process begins when it is necessary for the SENCO to give additional support, advice, or assessment. Early Years Action Plus/School Action Plus begins when external agencies are called in to give professional expertise, advice, and support.
- Challenging inappropriate attitudes and practices by using role play in drama and circle time, by speaking with those involved and by the graduated approach of form teacher, SEND Coordinator, EYFS Coordinator, Head of the Primary School, and SLT becoming involved as necessary with pupils, parents, and staff. Pupils are made fully aware of the school's Behaviour for Learning Policy and sanctions system.
- Including the Special Needs Coordinator and other relevant staff in discussing pupil needs and progress in staff meetings and regular pastoral care meetings. On such occasions, the strategy for each individual child is focused around respect for the child's needs, the need for the pupil to have access to all opportunities within the school, and the child's right to feel confident, happy, and valued.
- Delivering the PSHEE programme through lessons, form time, assemblies, school events, and across the curriculum. The Music and Humanities Schemes embrace other cultures. The Science programme celebrates physical differences in the human race. Drama provides an opportunity to promote and value diversity and differences. The languages within the extra-curricular programme, as well as those within the curriculum starting from Key Stage 1, promote global citizenship.

9. Roles and responsibilities

The Senior Leadership Team will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed, or victimised in relation to:
 - **Admissions**
 - **The way the school provides education for pupils**
 - **How pupils are provided with access to benefits, facilities, and services**
 - **The exclusion of a pupil or subjecting them to any other detriment**



- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the Headmaster.

The Headmaster will:

- Implement and champion this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations
- Coordinate regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge
- Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures
- Ensure that appropriate counselling is made available for pupils who require immediate interventions, parental assistance, and personal counselling

Staff will:

- Be alert to the possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities and inclusivity, and pertaining to their specific roles
- Have due regard to the sensitivities of all pupils, and not provide material that may cause offence
- Act as a role model for equality, diversity and inclusion across the whole school community

10. Protected characteristics

We will not discriminate against, harass or victimise a pupil, or prospective pupil, because of their:

- Sex
- Race
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

We will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated.

We will not discriminate against a pupil, or prospective pupil, because of a characteristic, which they are believed to have, even if the belief is mistaken.

11. Sex

For the purpose of this policy, sex refers a pupil's biological assignment at birth depending on their reproductive organs. We understand some pupils identify as a gender different to the one they were assigned at birth, and we will support pupils through their transitioning phases.



We will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes.

The school will only separate pupils by sex where there is reasonable justification for doing so, or if one of the following applies:

- Pupils will suffer a disadvantage connected to their sex
- One sex has needs that are different from the needs of the other sex
- Participation in an activity by pupils of one sex is disproportionately low

The school will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful.

Pupils will be offered equal opportunities to undertake any activity in the school, e.g. in relation to technology lessons, all pupils will be allowed to choose which skills they learn.

There may be occasions where we deem it necessary to teach some subjects in single-sex classes, but we will ensure that such classes do not give pupils a disadvantage when compared to pupils of the other sex in other classes. Occasions where pupils are separated to be taught in single-sex classes will be documented and the separation justified to ensure parents, Ofsted and, where necessary, the wider community can understand the reasons behind separation. Where a subject is taught in a single sex class, trans pupils will be allowed to attend the single-sex class that corresponds with the gender they identify with, where appropriate.

Pupils' age and stage of development will be taken into consideration before segregating sports teams.

Both sexes will have equal opportunities to participate in comparable sporting activities; where separation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources.

12. Race and ethnicity

We will ensure that pupils of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils, regularly reviewing our school practices to ensure that they are fair.

We will ensure pupils with EAL are treated equally and fairly, while ensuring they are supported at all times.

We will not segregate pupils on the basis of their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as direct discrimination.

We may, however, take positive action, e.g. organising open days for pupils and families of a specific race that is under-represented, to address the particular challenges affecting pupils of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

13. Disability

We will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.

We will avoid implementing rules that could have an adverse effect on pupils with disabilities (e.g. by making physical fitness a basis for admission, or asking all pupils to deliver a presentation, as this could be unfair towards pupils with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

We will ensure that we do not discriminate against pupils with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.



We will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils registered with disabilities, especially where the pupil also has SEND, but does not have a SEND statement or EHC plan or equivalent.

We will meet our duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.

The school adheres to our Special Educational Needs and Disabilities & Inclusion (SEND) Policy containing further information addressing equal opportunities for pupils with SEND.

We will ensure that any medical conditions related to a pupil with a protected characteristic is fully supported in line with our WS Medical Policy.

14. Religion and belief

We will ensure that pupils are not singled out or treated less favourably because of their religion or belief, regularly reviewing our school practices to ensure that they are fair.

We will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

Absences in relation to religious observances will be handled in accordance with the school's Attendance Policy.

The school will liaise with local religious leaders of all faiths to inform the amount of leave pupils will be granted in relation to religious observance.

15. Sexual orientation

We will ensure that all gay, lesbian, and bisexual pupils, or the children of gay, lesbian or bisexual parents, are not singled out for different or less favourable treatment from that given to other pupils, regularly reviewing our school practices to ensure that they are fair.

We will ensure that pupils are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English and Welsh law – teachers will not offer personal opinions when discussing marriage in RSHE. We will educate pupils on positive relationships, families, and gender identities within the LGBTQ+ community. RSHE lessons will be taught in accordance with our Sex & Relationships Education Policy.

We will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.

We will support LGBTQ+ pupils to feel comfortable and ensure they can celebrate their identity.

We will ensure that there is a designated safe space within our school where pupils can discuss issues of sexual orientation without fear of discrimination.

16. Gender reassignment

We will ensure that pupils are not singled out or treated less favourably in relation to gender reassignment, i.e. because they are trans or have trans parents, siblings, or other family members. We will regularly check our school practices to ensure that they are fair in this regard. We recognise that gender reassignment does not necessarily involve physical change, and can be solely social and emotional.

We will make reasonable adjustments to accommodate absence requests for treatment and support of trans pupils by external sources. Any such absences will be recorded accurately and sensitively by the SENCO to ensure the privacy of the pupil.

Pupils have the right to dress in accordance with their true gender identity within the constraints of our dress code, outlined in our School Uniform Policy.



We will ensure that there are suitable toilet and changing facilities for pupils to use, including:

- Unisex/gender-neutral toilets and changing facilities
- Gender-specific toilets and changing facilities
- Private changing facilities

The facilities will be made available to all pupils and pupils can use the facility they feel most comfortable in, e.g. if a trans pupil wished to use a private changing room.

We will support trans pupils to feel comfortable and ensure they can celebrate their identity.

We will ensure that there is a designated safe space within our school where trans pupils can discuss issues of gender without fear of discrimination.

The school abides by our LGBTQ+ Policy containing further information addressing equal opportunities for trans pupils.

17. Pregnancy and maternity

We will ensure that pupils are not singled out or treated less favourably because they become pregnant, have recently given birth, have children or are breastfeeding.

We will make reasonable adjustments to accommodate absence requests for the treatment and support of pupils who are pregnant or have just given birth.

To ensure all school-age parents and pregnant pupils are properly supported and the school can fulfil its duty of care, the school has a Supporting Pregnant Pupils and School Age Parents Policy.

18. The Curriculum

We believe that pupils should be exposed to thoughts and ideas of all kinds, however challenging or controversial, and will not make any unjustified changes to our curriculum content on the grounds of any protected characteristics that a pupil may have. We will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.

The observation of inclusive teaching strategies is a key aspect of the SLT's annual programme of monitoring.

19. Promoting inclusion

We will promote inclusion and equality at our school through:

- Ensuring that pupils are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure, and pronunciation
- Ensuring, as far as possible, that our Governing Body and staff reflect the full diversity of our local community
- Providing an environment where prejudiced assumptions, attitudes, and behaviours are continually challenged
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated
- Providing a variety of educational and residential visits that expose pupils to a wide range of cultural experiences
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum



- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for the Pupil Parliament and Executive Committee
- Promoting equality of opportunity within the wider society
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND

20. Bullying and discrimination

Our Anti-bullying Policy: Pupils will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents

Any incidents of a child protection or safeguarding nature will be reported, recorded, and dealt with in line with the process in our Child Protection and Safeguarding Policy

It the responsibility of the Headmaster or Executive Director to decide whether it is appropriate to notify outside services and/or the police of any incident.

Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in our Complaints Procedures Policy.

21. Pupils that have left school

Our responsibility to not discriminate, harass or victimise does not end when a pupil has left school. It will continue to apply with regard to subsequent actions related to our previous relationship with the pupil, such as the provision of references.

22. DEEI Recruitment

To ensure the elimination and prevention of discrimination and the promotion of equality of opportunity in employment

Sex Discrimination

Unless the job is covered by a statutory exception, we will not discriminate directly or indirectly on the grounds of sex, gender assignment, sexual orientation, pregnancy, marital status, or civil partnership.

- In the arrangements made for deciding who should be offered a job
- In any terms of employment, including pay
- By refusing or omitting to offer a person employment
- In the way we afford access to opportunities for promotion, transfer or training
- In the manner in which employment is offered or in affording access to any benefits, facilities, or services
- By victimising an individual for a complaint made in good faith about sex, gender assignment, sexual orientation or pregnancy discrimination, or for giving evidence about such a complaint
- In connection with redundancy or termination of employment however caused or by treating an employee unfavourably in any other way.



Race Discrimination

Our DEEI policy statement aims to ensure that:

- No job applicant or employee receives less favourable treatment than another on racial grounds
- No applicant or employee is placed at a disadvantage by requirements or conditions which have a disproportionately adverse effect on his/her racial group and which cannot be shown to be justifiable on other than racial grounds
- Where appropriate and where permissible under the Race Relations Act, employees of an under-represented racial group are given training and encouragement to achieve equal opportunity within the organisation.

We will not:

- Discriminate in recruitment, promotion, transfer or training, nor in the arrangements made for recruitment and in the ways of affording access to opportunities for promotion, transfer or training
- Discriminate on racial grounds in connection with dismissal, redundancy or any other termination of employment or other detriment to an employee
- Discriminate on racial grounds in appraisals of employee performance or in the operation of grievance disputes and disciplinary procedures
- Discriminate on racial grounds in affording terms of employment and providing benefits, facilities, and services for employees
- Victimise individuals who have made allegations or complaints of racial discrimination or provided information about such discrimination.

Disability Discrimination

In connection with dealings in relation to persons with a disability within the meaning of the Disability Discrimination Act 1995 we will:

- Not discriminate against disabled people or those who have been disabled
- Make any reasonable adjustments of our employment arrangements or premises which place disabled people at a substantial disadvantage compared with non-disabled people
- Not treat a disabled employee or disabled job applicant less favourably for a reason relating to the disability than others to whom that reason does not apply unless the reason is material to the particular circumstances and substantial
- Not knowingly help another to discriminate unlawfully against a disabled employee
- Not discriminate against a disabled person in the arrangements made for determining who should be offered employment or by refusing to offer, or deliberately not offering, employment
- Not discriminate against a disabled person whom we employ in terms of the employment we offer him/her; in the opportunities, which we afford him/her for promotion, a transfer, training or receiving any other benefit; by refusing to afford him/her or deliberately not affording him/her any such opportunity; by dismissing him/her or subjecting him/her to any other detriment
- Not discriminate against an employee who becomes disabled or has a disability that worsens.

Religion

IBSB is not designated as a school adhering to any particular religious faith or order. Unless the job is covered by a statutory exception we will not discriminate directly or indirectly on religious grounds:

- In the arrangements made for deciding who should be offered a job
- In any terms of employment, including pay
- By refusing or omitting to offer a person employment
- In the way we afford access to opportunities for promotion, transfer or training
- In the manner in which employment is offered or in affording access to any benefits, facilities or services
- By victimising an individual for a complaint made in good faith about discrimination on religious grounds or for giving evidence about such a complaint



- In connection with redundancy or termination of employment however caused or by treating an employee unfavourably in any other way.

Age Discrimination

In connection with any dealing in relation to age, as described in the Employment Equality (Age) Regulations which came into effect on the 1st October 2006, we will not discriminate:

- In the arrangements made for deciding who should be offered a job
- In any terms of employment, including pay
- By refusing or omitting to offer a person employment
- In the way we afford access to opportunities for promotion, transfer or training
- By victimising an individual for a complaint made in good faith about discrimination on the grounds of age or for giving evidence about such a complaint
- In connection with redundancy or termination of employment however caused.
- Maintaining a common contractual retirement age for all staff of 65 (see separate Retirement Policy for details).

23. Staff Continuing Professional DEEI Development Opportunities

New staff will receive relevant training on the provisions of this policy during their induction.

Whole-school staff training for will be delivered in-house.

Staff will receive the appropriate equalities training that will:

- Focus on staff specialisms in relation to equality; for example, a focus on homophobic bullying to address a planned approach towards inclusion.
- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards pupils with protected characteristics.
- Provide up-to-date information on the terms, concepts, and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators, and pupils about any issues related to a protected characteristic.
- Ensure that the school is aware of, and participates in, relevant awareness days, such as World Disability Day, and International Women's Day.

24. Monitoring and review

This policy will be reviewed by the Senior Leadership Team annually and updated where appropriate – any amendments will be duly communicated to staff.

Related Policies

- PS/SS Behaviour for Learning Policy
- PS/SS Curriculum Policy
- PS/SS PSHE Policy



- PS/SS SRE Policy
- Staff Code of Conduct Policy
- WS Admissions Policy
- WS Anti-bullying Policy
- WS Attendance Policy
- WS Child Protection and Safeguarding Policy
- WS Complaints Policy
- WS Esafety Policy
- WS Health and Safety Policy
- HS House System Policy
- WS MAT Policy
- WS Medical Policy
- WS Positive Handling Policy
- SEND & Inclusion Policy
- WS Use of Digital Technology Policy

| Document Control | |
|-------------------------|------------------------------|
| Draft Issued | August 2025 |
| Author/Editor | Kendall Peet |
| Draft Approval | Kendall Peet Headmaster |
| Signed off by | SLT |
| Review Date | August 2028 |
| Review cycle | 3 years |