



Justice, Equity, Diversity and Inclusion (JEDI) Policy

At ISH our vision is to develop a community of caring, compassionate, honest, open-minded global citizens who enjoy learning in critical and creative ways.

We strive to develop a positive sense of self and engage with our world on a local and global scale.

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Introduction and Rationale

“At ISH our vision is to develop a community of caring, compassionate, honest, open-minded global citizens who enjoy learning in critical and creative ways. We strive to develop a positive sense of self and engage with our world on a local and global scale.”

ISH is committed to providing a safe, supportive, and inclusive learning environment for all students. We believe in fostering a community that values justice, equity, diversity and inclusion (JEDI). This policy is designed to address racism and discrimination in all forms within our international school.

Note: Racism definition: the systemic oppression of a racial group to the social, economic, and political advantage of another (Merriam-Webster 2024).

Discrimination definition: prejudiced or prejudicial outlook, action, or treatment (Merriam-Webster 2024).

With this overarching school vision in mind, through this policy we seek to outline our approach to becoming a **fully inclusive school**. We do this by establishing a positive school-wide policy on anti-discrimination, developing our use of language amongst staff and students, and addressing incidences and patterns of discrimination, no matter in which form they present themselves.

Our JEDI policy applies to all ISH students, faculty, staff, and visitors. It encompasses all school-related activities, including school trips and events, extracurricular activities, and in school online interactions.

As a school, we have an ethical obligation to develop how we promote issues of justice, equity, diversity and inclusivity where everyone can express their identity and seek to provide an educational environment that is safe, secure and equitable.

By adhering to this JEDI policy, ISH aims to create an environment where every student feels valued, respected, and empowered to develop their individual identity and reach their full potential.

Aims and Expectations

- **Equal Treatment:** ISH is dedicated to treating every individual with dignity and fairness, irrespective of race, ethnicity, nationality, gender, religion, sexual orientation, physical or neurotype or any other characteristic.
- **Zero Tolerance for Discrimination:** Discrimination or harassment based on race, ethnicity, nationality, gender, religion, sexual orientation, physical or cognitive ability or any other protected characteristic will not be tolerated.
- **Promotion of Inclusivity:** We strive to create an inclusive environment that celebrates diversity and promotes understanding among students and staff. Curriculum and teaching practices will reflect this commitment.
- **Equity and justice:** we are dedicated to the principles of fairness and justice for all through the education that we provide in our school.

Legal Frameworks

This policy has due regard to statutory legislation, including, but not limited to, the following

- the Equal Treatment Act;
- the Equal Treatment of Disabled and Chronically Ill People Act;
- the Equal Treatment in Employment (Age Discrimination) Act;
- the Equal Treatment (Men and Women) Act

Prohibition of discrimination

Everyone in the Netherlands is entitled to equal treatment. This right is considered so important that it is enshrined in the Constitution. Article 1 of the Constitution contains that in the Netherlands in situations involving equal circumstances all people have to be treated the same way and it is forbidden to discriminate.

Grounds of discrimination

In total, Dutch law specifies the following grounds of discrimination:

- race;
- sex;
- hetero- or homosexual orientation;
- political opinion;
- religion;
- belief;
- disability or chronic illness;
- civil status;
- age;
- nationality;
- working hours (full time or part time);
- type of contract (temporary or permanent).

Equal treatment law

Various statutory provisions prohibit discrimination on one or more of the above-mentioned grounds. Besides Article 1 of the Constitution, these include:

- the Equal Treatment Act;
- the Equal Treatment of Disabled and Chronically Ill People Act;
- the Equal Treatment in Employment (Age Discrimination) Act;
- the Equal Treatment (Men and Women) Act.

Freedom of expression

The Netherlands guarantees freedom of expression, which is laid down in Article 7 of the Dutch Constitution. This freedom is not absolute, which means that it is subject to certain limitations. This is because Article 7 of the Constitution can sometimes clash with Article 1. For example, a journalist may express an opinion concerning a particular religion in an article but may not use that article to incite hatred against followers of that religion.

Veiligheid, M. van J. (2016)

Roles and Responsibilities

School Leadership Team is responsible for:

Overseeing the ongoing participation in and review of professional development that promotes and embodies a diversity, equity, inclusion and justice approach. Leaders are responsible for supporting staff and students to in becoming caring, compassionate, open-minded members of the school community.

All School Staff are responsible for:

Upholding inclusive practices that engage and develop an increasingly critical lens which places intersectional identities at the forefront. The creation of curricula, engagement with students, and reiteration of school norms should not only centre an anti-discriminatory approach, but also confront implicit biases.

According to Merriam Webster dictionary (2024) 'implicit bias' is "a bias or prejudice that is present but not consciously held or recognised."

Children and young people are supported to be responsible for:

(Kindly) Recognising the importance of intersectional identities to our school community. Valuing the opinions and perspectives of others as they differ from our own. Nurturing our own identities and encouraging others to do the same.

Parents/Carers are responsible for:

Supporting students to become individuals who value their intersectional identities through the recognition, value and nurturing of inclusivity. Engaging with and respecting the school vision and JEDI policy.

School Approach to promoting Diversity, Equity, Inclusion and Justice

We recognise that there are complex, systemic mechanisms that impact justice, equity, diversity and inclusivity in society at large. At ISH we prioritise the recognition of these mechanisms, whilst working together to ensure that every member of the school community is treated in a respectful and equitable manner.

Curriculum

We aim to continually develop representation within our curriculum. We review our curriculum for broad representation within our texts and resources. Our curricula also explores topics that impact marginalized groups.

Professional Development

The participation in and review of professional development is vital to a staff that promotes and embodies an anti-discriminatory approach. The professional development not only encourages staff to review their past and current approaches, but also inspires critical thinking that evolves staff engagement with anti-discriminatory practice.

Building Social Justice Days

We engage with 'Building Social Justice Days' at ISH. Each day is focused on a current issue of social (in) justice. During this day, students broaden their knowledge and vocabulary around a social justice issue. Lessons provide insight into the experiences of people impacted by this issue and opportunities for discussion and deeper understanding. A key component of a BSJ Day involves students taking action to promote positive change.

Promoting Inclusion

At ISH, inclusion is promoted through the recognition, value, and nurture of our intersectional identities.

According to Merriam Webster dictionary (2024), Intersectionality is "the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups." The term was originally coined by Kimberlé Crenshaw in 1989.

Multilingualism

We recognise and celebrate that our students and families speak a multitude of languages. We are committed to honouring the multilingualism of our student body through translanguaging and providing a range of opportunities for students to use their home languages in school.

Respecting Identities

We recognise that identities are complex, personal and fluid. We make an effort to address people by their preferred names and pronouns and respect how they self-identify. We respect linguistic differences, including accents, spellings, languages, dialects etc. We recognise, respect and celebrate that our staff and students come to school with diverse cultural, national and ethnic identities, personal boundaries, religious beliefs and practices. We do our best to make our school accessible to people with different needs and abilities.

Tackling Discrimination: A Framework for Dealing with Incidents

This framework outlines the steps to follow when dealing with a discriminatory incident at ISH. This is an incident that involves any (direct or indirect) discriminatory behaviour on account of the following characteristics: sex, gender, sexual orientation race, ethnicity, nationality, language, class, age, disability, religion or belief.

REACT

We acknowledge and challenge discriminatory actions and language as we see it. We do not ignore it.

- Ensure the impacted individuals is/are offered support and/or a quiet space
- Respond calmly and directly to the responsible party and explain why the comment or action was not acceptable
- If this happens in front of other students, use this as a teachable moment

REPORT

The following people should be notified of the event in writing

- **One-off event:**
 - Class teacher deals with this incident in class at the time of event with those involved
 - Staff member reports to class teacher by email (primary)
- **Repeated behaviour**
 - Staff member reports to the form tutor (secondary) or class teacher by email (primary)
 - Pastoral leads informed
 - Parents of those involved informed
- **Serious offences** (determined by Pastoral team)
 - As above, plus Heads of School

RESPOND

All parties are interviewed separately to find out the details of what happened

Ensure that the responsible party understands the impact of their discriminatory actions

The event is followed up by a restorative action or learning opportunity, reflection and appropriate consequence :

- **In primary**, the responsible party will carry out an age-appropriate reflection with the support of a teacher. This may include written reflection, restorative actions, learning about the topic, loss of privileges, etc.
- **In secondary**, the responsible party will carry out a reflective exercise appropriate to the situation. This may take the form of reflection session with an adult, research on the necessary topic, loss of privileges and/or making a presentation to a group of peers.

RECORD

The details of what happened must be recorded

- For secondary, this needs to be recorded on Class Charts as a Discrimination behaviour note
- For primary, communication should be via email so that there is a paper trail



Monitoring, Reviewing and Assessing Impact

A Justice, Equity, Diversity and Inclusivity (JEDI) working group comprised of primary and secondary staff will review this policy on a yearly basis.

Data will be collected on an ongoing basis to provide us with context from which to further develop our school. Examples include; feedback from children about discriminatory behaviours witnessed or experienced; curriculum audits to determine which topics and themes are being taught or left out; and surveys of staff members to help build context of the school environment as it relates to DEIJ.

Related Relevant Policies

- Wellbeing and Safeguarding Protocol
- Learning and Teaching Policy
- Behaviour Code of Conduct
- Inclusion Policy

Glossary: Key Terms and Definitions

Total Inclusivity - Total inclusivity means recognising, valuing, protecting and nurturing diverse identities, inclusion those of race, gender, sexual orientation, class, disability, age, religion and language. (Aow, 2023)

Equity - The fair treatment of all members of the school community with consideration given to the circumstances each person in order that they be supported. Equity refers to the fair and just treatment of all students, ensuring that each student has access to the resources, opportunities, and support they need to succeed academically and socially, regardless of their background, abilities, or personal circumstances.

Inclusion - The intentional and proactive practice of creating a school environment where all students, regardless of their background, identity, abilities, or experiences, feel welcomed, valued, respected, and able to fully participate in all aspects of school life. An inclusive school culture recognizes and celebrates diversity, promotes a sense of belonging, and ensures that every student has equitable access to educational opportunities and resources.

Justice - A commitment to actively dismantle systemic barriers, biases, and inequities that can exist within the school system. It involves ensuring that all policies, practices, and procedures are fair, transparent, and designed to promote equality and uphold the rights and dignity of every student.

Diversity - The presence and recognition of a wide range of individual differences within the school community, including but not limited to race, ethnicity, gender, sexual orientation, socio-economic status, language, culture, religion, abilities, and learning styles.

Appendix: Resources, Organisations and Policies

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