



DIVERSITY, EQUITY AND INCLUSION POLICY

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FOREWORD

In the 2022/2023 school year, a project proposal was developed on the theme of anti-discrimination with an initial focus on anti-racism. The DSL School Conference selected the proposal for implementation in the 2023/2024 school year and formed a project group to develop this policy. The policy encompasses all protected characteristics under the Equality Act 2010 and, following further review, has been adopted by the Board with the knowledge that the initial focus would be on work and training on anti-racism. This policy will be reviewed and updated regularly and has been developed in accordance with the Equality Act 2010, best practices and a range of other sources.

1. INTRODUCTION

Deutsche Schule London (DSL) is a German school abroad located in London, one of the most diverse cities in the world. The school has a diverse international school community and an important pillar of the school ethos is centred on building bridges between people, cultures and languages.

The DSL is committed to providing a safe, inclusive and nurturing environment where all individuals are valued, respected and treated fairly. Every person, regardless of their race, ethnicity, nationality, religion, belief, gender, sexual orientation, disability or any other characteristic, deserves equal rights and opportunities. Discrimination in any form is unacceptable and goes against the core values of the DSL.

The DSL is a child-centred inclusive school. The welfare, development and education of all pupils is of paramount importance. The DSL does not tolerate transgressions of any kind.

- The school protects pupils who are victims of transgression. It provides pupils with a safe environment to convey the impact of the transgression to those responsible.
- The school educates pupils who commit transgressions. It takes actions for the pupil to understand their transgression and its impact on the victim. It encourages pupils to take responsibility for their transgression and take steps to put it right.
- The school disciplines pupils who commit transgressions.

The DSL has comprehensive policies in place to protect, educate and discipline pupils in case of transgressions.

2. SCOPE

The aims of the DSL's Diversity, Equity and Inclusion (DEI) Policy are set out below:

- a commitment to a fair and inclusive community
- to highlight our obligations under UK law and how we aim to meet them
- to provide an effective framework for the prevention and management of discriminatory incidents and for the ongoing education of all staff and pupils in this area
- to evidence the responsibilities and rights of every member of our school community.

The term DEI is derived from the understanding of the following definitions.

- Diversity: people of different backgrounds (race, gender, religion, sexual orientation, ethnicity, nationality, socio-economic background, language, disability).
- Equity: not just being treated the same (equality) but recognising that not everyone has the same starting point and may need support to receive the same opportunities.
- Inclusion: feeling a sense of belonging. This policy explains how the DSL provides a safe and secure environment in which all members of the school community show respect for and value one another.

It applies to all members of our school community including, but not limited to, the board, school management, teaching and support staff, pupils, parents, carers, volunteers and visitors.

3. ACCOUNTABILITY AND RESPONSIBILITY

By challenging ingrained biases and actively working to create environments that value diversity and accessibility, the DSL can help create a more equitable society where all individuals are treated with dignity and respect. The DSL strives to support the inclusion of pupils of all protected characteristics at the school and understands the necessity to train staff in this area, as well as developing inclusive classroom cultures which facilitate a warm and inviting learning environment for all. The DSL also understands that staff may face barriers when working with a protected characteristic and knows its duty to ensure that no staff members are discriminated against at work. There are HR policies in place which provide the relevant framework.

Discrimination can take many forms, whether direct or indirect, such as harassment or victimisation by association and/or perception. Protection from discrimination applies

to all school activities including, but not limited to, the admission and treatment of pupils and families, the recruitment and treatment of staff, the engagement and work with other partners and agencies and the provision of any other services by the school. The Appendix outlines the definitions used by the DSL relating to discrimination.

3.1 SCHOOL LEADERSHIP

The school leadership team is responsible for:

- Providing leadership and direction in promoting equality and diversity
- Ensuring that all stakeholders are aware of their rights and responsibilities under this policy
- Ensuring that new staff, pupils and parents are introduced to the policy during their induction
- Ensuring all stakeholders are aware of how to report discriminatory incidents
- Ensuring all alleged incidents of discrimination are investigated promptly and impartially
- Providing appropriate re-education and/or sanctions to perpetrators of discriminatory incidents
- Implementing and monitoring this policy.

3.2 STAFF

All staff members are responsible for:

- Treating everyone with respect and fairness
- Challenging discriminatory behaviour and language
- Reporting any incidents of discrimination, harassment or victimisation to the appropriate authority (see Disciplinary Policy)
- Following the school's procedure for discriminatory incidents which relate to discrimination, harassment or victimisation
- Participating and actively engaging in DEI training as required.

3.3 PUPILS

All pupils are responsible for:

- Respecting each other's differences and treating everyone with kindness and fairness
- Actively standing up to discrimination whenever they feel safe and able to
- Reporting any incidents of discrimination, harassment or victimisation, whether experienced or witnessed. to a member of staff with whom they feel comfortable
- Actively participating in training, activities and initiatives provided by the school that promote equality and diversity.

3.4 PARENTS

Parents are expected to:

- Support the school's Diversity, Equity and Inclusion policy
- Encourage their children to be positive contributing members of the school community
- Work closely and cooperate with the school in relation to any DEI related issues involving their children.

4. OUR COMMITMENT

The DSL is committed to upholding DEI by:

- Promoting equality, diversity and inclusion in all aspects of school life through a variety of means, such as diversifying resources and creating educational concepts to provide training to raise awareness of discrimination and promote equality for staff, parent and pupil training
- Creating an environment free from discrimination, harassment and victimisation
- Ensuring that all members of the school community are treated with dignity and respect
- Taking appropriate action to address and eliminate discrimination, harassment and victimisation
- Encouraging members of the DSL community to *speak-up* against all forms of discrimination
- Guiding the process of reporting discrimination seen by pupils, parents and staff, which in turn will support the disciplinary procedures and further the education process
- Regularly surveying and assessing ourselves against our own targets.

5. PROCEDURES

The DSL's procedure for handling prejudice-related incidents can be grouped into four broad areas:

- **Stop and Name**
 - Intervene immediately to stop the discriminatory act in progress and acknowledge that what was said or done was inappropriate. We teach our pupils that certain language, behaviour and actions are unacceptable in our school community and that any incidents of discrimination are taken seriously
 - Any member of the school community who believes they have experienced discrimination, harassment or victimisation – or has witnessed such

behaviour – should report it immediately to a member of staff either directly or through their parent or guardian.

- **Support and Report**
 - All staff are responsible for supporting any individual who has been affected by or witnessed an incident of discrimination
 - Additionally, staff shall follow the discriminatory incident procedure relevant to their department. Incidents are required to be reported to (not necessarily investigated by) the class teacher and Head of Kinderhaus/Primary/Deputy Head of Secondary within 24 hours.
- **Investigate and Educate**
 - Complaints will be handled in accordance with the school's disciplinary policy, ensuring confidentiality and impartiality throughout the process. The school will take appropriate action to address and resolve the complaint, which may include disciplinary action and further educational measures against the initiator. It is understood that education is the most important outcome for the initiator after an incident
 - Staff, pupils and parents should all be aware that in some severe cases of discrimination, the disciplinary policy allows for some steps to be omitted. Each case will be handled individually, considering the context, perceived intent and details of the incident.
- **Restore and Follow-up**
 - The DEI Coordinator will support the restoration of relationships and regular assessment to proactively support an environment free from discrimination
 - They will also follow up with the individuals involved on a regular basis for a period following the incident and, if appropriate, follow up with the specific group/classroom.

6. RELATED POLICIES AND PROCEDURES

- SR 02 Disciplinary Procedures
- SR 04 School Rules
- SR 05 Behaviour Policy
- SR 06 Anti-Bullying Policy
- SR 08 Concerns and Complaints policy
- HR 01 Staff Code of Conduct Policy
- Safeguarding and Child Protection Policy
- HR 02 Equal Opportunity Diversity Policy
- HR 03 Dignity at Work Policy

7. MONITORING AND REVIEW

- The policy will be reviewed as required and any amendments circulated to all stakeholders.
- The school will promote DEI in a variety of ways including, but not limited to, whole school initiatives, educational workshops and related events.
- The school will monitor incidents of prejudice and take proactive measures to prevent their recurrence including, but not limited to, preventative workshops, educational consequences and restorative conversations.

APPENDICES

RELATED DEFINITIONS

1.1.1 Equality Act Definitions

There are many forms of discrimination. The following terms are defined using the Equality Act 2010.

- **Discrimination.** Treating someone unfairly or less favourably because of a protected characteristic, such as race, ethnicity, gender, disability, religion, sexual orientation, etc. (Equality Act 2010, Section 13)
- **Harassment.** Unwanted conduct related to a protected characteristic that violates someone's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. (Equality Act 2010, Section 26)
- **Victimisation.** Treating someone unfairly because they have made a complaint of discrimination or supported someone else's complaint. (Equality Act 2010, Section 27)
- **Protected Characteristic.** It is against the law to discriminate against anyone because of age, disability, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, race (including colour, nationality, ethnic or national origin), religion or belief, sex or sexual orientation. (Equality Act 2010, Section 4)

1.1.2 Protected Characteristic Definitions

The DSL recognises that any protected characteristic can be discriminated against and that this can be seen in various forms, dependent on the protected characteristic. The DSL accepts and works with the following definitions of each form of discrimination outlined in the Equality Act 2010.

Discrimination against age occurs when someone is treated less favourably because of their age or because they belong to a particular age group.

Discrimination against disability. According to the Equality Act 2010, “a person has a disability if (they have) a physical or mental impairment and the impairment has a substantial and long-term adverse effect on (their) ability to carry out normal day-to-day activities. A reference to a disabled person is a reference to a person who has a disability.” Disability discrimination is when you are treated less well or put at a disadvantage for a reason that relates to your disability in one of the situations covered by the Equality Act.

Discrimination against gender reassignment, occurs when someone is treated unfairly or unfavourably because they are proposing to undergo, are undergoing or have undergone a process (or part of a process) to reassign their gender. This can include medical procedures as well as non-medical changes such as changing one's name, style of dress and gender on legal documents. The DSL follows all UK government guidance,

including 'Gender Questioning Children' cited in the 'Further Information' section of this policy. Regarding any pupils who are questioning their gender, the wishes of the child are at the centre of the support we provide and we will work closely with families to ensure transparency for all parties.

Discrimination against being married or in a civil partnership involves treating someone unfavourably because they are married or in a civil partnership. This protection specifically applies to employment and vocational training. The Act does not extend this protection to goods and services, education or housing.

Discrimination against being pregnant or on maternity leave occurs when a staff member is treated unfavourably because of their pregnancy, any illness related to their pregnancy or because they are on maternity leave or have taken maternity leave. This protection applies to various areas including employment, education and access to goods and services.

Discrimination against race including colour, nationality, ethnic or national origin. Racism refers to any form of discrimination, prejudice or disadvantageous treatment towards individuals or groups based on their race, ethnicity, nationality or ethnic origin. This includes actions or attitudes that directly or indirectly undermine or deny equal opportunities, rights or access to resources and services based on race or racial characteristics.

Discrimination against religion or belief involves treating someone unfavourably because of their religion or lack of religion. It also includes any religious or philosophical belief and includes a lack of belief.

Discrimination against sex. Sexism involves treating someone unfairly because of their sex, whether male or female.

Discrimination against sexual orientation. The manifestation of prejudice, discrimination or hostility directed towards individuals or groups based on their sexual orientation, particularly towards those who identify as lesbian, gay, bisexual or queer (LGBTQIA+).

1.1.3 Institutional Discrimination

Discrimination can manifest itself in different ways, mainly categorised into institutional and personal discrimination. The DSL follows the definitions of institutional and personal discrimination outlined below.

Institutional discrimination refers to the discriminatory treatment of an individual or group of individuals based on a protected characteristic. The policies, procedures, laws and objectives of an institution can be unfairly and indirectly developed to disadvantage different groups based on their protected characteristic. This definition of institutional discrimination is based on Aronson, Wilson and Akert, 2010.

Institutional discrimination can cause individuals of any protected characteristic to have educational experiences which negatively shape their interactions, sense of safety and overall well-being within school. Institutional policies and practices may fail to adequately address the unique needs and concerns of these pupils, contributing to a lack of support and resources and may be manifested in the following ways:

C.1. Discriminatory Policies and Practices

- Admissions Criteria: selective admissions policies that favour pupils from certain backgrounds or those who can afford to prepare for specific entrance exams
- Disciplinary Actions: disproportionate suspension or expulsion rates for pupils of certain racial, ethnic or socioeconomic backgrounds

C.2. Curriculum and Instruction

- Biased Curriculum: curriculum that predominantly reflects the history and perspectives of the dominant culture while neglecting or misrepresenting those of minority groups
- Tracking and Ability Grouping: practices that disproportionately place minority pupils in lower tracks or less challenging classes

C.3. Teacher Bias and Expectations

- Implicit Bias: teachers' unconscious biases affecting their expectations and interactions with pupils from different backgrounds
- Expectations Gap: lower expectations for academic performance and behaviour from minority or disadvantaged pupils

C.4. School Culture and Climate

- Representation: lack of representation of minority groups in the school staff and administration
- Cultural Insensitivity: school environment that does not respect or celebrate cultural diversity, leading to feelings of exclusion

C.5. Access to Opportunities

- Extracurricular Activities: unequal access to extracurricular activities, advanced placement courses and gifted programmes
- Support Services: inadequate support services such as counselling, special education and language assistance for non-native speakers

C.6. Assessment and Evaluation

- Standardised Testing: tests that are culturally biased or do not accommodate diverse learning styles
- Grading Practices: subjective grading practices that may disadvantage certain groups of pupils

C.7. Parental Involvement

- Communication Barriers: lack of effective communication with parents who are non-native speakers or come from different cultural backgrounds
- Engagement Opportunities: limited opportunities for parents from diverse backgrounds to engage in school activities or decision-making processes.

Overall, institutional discrimination not only undermines the educational attainment and success of pupils of protected characteristics but also perpetuates a harmful cycle of discrimination and exclusion within the school environment.

This type of discrimination is also covert and indirect and therefore can be difficult to identify and address. It is often evident in the assumptions, beliefs and values that affect people's instinctive responses. The DSL recognises that all pupils, regardless of need, must have access to a range of support and resources as previously listed. It also recognises that institutionalised discrimination can be difficult to identify and address and aims to educate and challenge perspectives of staff, pupils and parents on a regular basis.

1.1.4 Personal Discrimination

Personal discrimination is a more direct form of discrimination and can be more easily identifiable. Abuse against a person's protected characteristic can take many forms, as listed below, and can be traumatic for the subject.

1. **Verbal abuse:** taking part in derogatory name calling, insulting, ridiculing, making discriminatory jokes or making threats; inciting others to behave in a discriminatory way; expressing prejudices or deliberate misinformation on the protected characteristic; either publicly or privately ridiculing an individual for their differences.
2. **Bullying:** deliberately targeting pupils of protected characteristics to bully and referring to their protected characteristic during abuse (see anti-bullying policy for definition of bullying); repeatedly and deliberately spreading rumours, socially excluding, intimidating or making threats based on the subject's perceived or actual protected characteristic.
3. **Physical Violence:** physically assaulting a person or group; physically intimidating a person or group, such as trapping them or refusing to move for them; spitting at a person or group.
4. **Cyberbullying:** accessing and distributing discriminatory material on the internet amongst peers and aimed at a specific individual or group of individuals; any behaviours listed in 'verbal abuse', but which take place online repeatedly, over an extended period and perpetuate an imbalance in power (in line with DSL definition of bullying).
5. **Rejection:** refusing to co-operate with others; socially rejecting an individual; inciting others to reject an individual.
6. **Symbolism:** creating discriminatory graffiti; engaging in provocative behaviour such as wearing racist or homophobic badges or insignia; carrying or distributing discriminatory material such as leaflets, comics or magazines; attempting to recruit for discriminatory organisations or groups; writing or expressing provocative slogans or catch phrases.

The DSL understands that this is not an exhaustive list and it will not be treated as such.

FURTHER INFORMATION

Further information on discrimination can be found in the links below:

- The Equality Act 2010
<http://www.legislation.gov.uk/ukpga/2010/15/contents>
- The Equality Act 2010 – Advice for Schools
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- The Stephen Lawrence Inquiry
<https://www.gov.uk/government/publications/the-stephen-lawrence-inquiry>
- Anne Frank Trust – a charity which runs schools projects to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, as well as cultural diversity
<https://www.annefrank.org.uk/Listing/Category/our-schools-programme>
- National Society for the Prevention of Cruelty to Children (NSPCC) – a leading child protection charity which provides advice to parents on talking to children about race and racism <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racism-racial-bullying/>
- The Trevor Project – Suicide Prevention for LGBTQIA+ young people
<https://www.thetrevorproject.org/>
- GLSEN – a US based educational organisation working to end discrimination, harassment and bullying based on sexual orientation, gender identity or gender expression in schools <https://www.glsen.org/>
- Gender Questioning Children – Department for Education School Guidance
https://consult.education.gov.uk/equalities-political-impartiality-anti-bullying-team/gender-questioning-children-proposed-guidance/supporting_documents/Gender%20Questioning%20Children%20%20nonstatutory%20guidance.pdf