

# Diversity, Equity, Inclusion and Justice Policy

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## **1. Introduction**

St George's International School believes that each student and member of the community deserves a kind, tolerant and safe learning environment. We believe that an educational experience that leads to a deeper understanding of the causes and justifications for global and local inequalities will prepare learners to be able to make better decisions, and ultimately, help students be of service to the world.

We know that having a diverse and inclusive community creates strength, compassion, and sustainable ways of being, and we will actively work as a community towards goals that ensure that no one explicitly or implicitly excludes those who are deemed different.

We will work to ensure that no one person or team alone within our organisation is responsible for this work – this is a learning opportunity and actionable responsibility for all of us, with active support from senior leaders.

We acknowledge and understand our individual and collective power and privilege and assess where we contribute to inequity. We accept our responsibility to help create a more just world.

## **2. Inclusive Physical Environment**

We aim to fill our physical spaces with examples representing all our students, encouraging them in their learning.

Throughout our program, we encourage students to reflect on their identities and biases, address their internal and external selves, giving them space to do so, whether in advisory time, with learning mentors, or as part of our core curriculum.

In the classroom, teachers commit to regular audits to better reflect diversity.

We commit to our students physically "seeing themselves" on classroom walls and by giving them a broad range of references and mentors, allow them to identify with those celebrated in our hallways and at our ceremonies.

We will endeavour to provide gender-neutral bathrooms accessible to all.

We commit to auditing and reviewing our school libraries to include books and media that reflect all the faces of our community.

We commit to understand and address our own unconscious bias.

We commit to improving the physical accessibility of all of our teaching and learning spaces at school and ensuring that no one feels unwelcome or uninvited.

We commit to identify DEIJ mentors/leads in the school for students to be able to share or disclose difficult or troubling information.

We commit to regularly reviewing and diversifying which national and international holidays we celebrate and give curricular space to.

### **3. Examples in Curriculum**

We actively recognise differences and aim to ensure that:

Our teaching and learning reflect our commitment to equality in all subject areas and cross-curricular themes, promoting positive attitudes to diversity, equity and inclusion.

Students will have opportunities to explore concepts and issues relating to diversity, equity, inclusion and justice.

Steps are taken to ensure that all students have access to the mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all students, their linguistic needs and their learning styles.

All students have access to qualifications which recognise attainment and achievement and promote progression.

We commit to create connections with, and empathy for, different cultures in our teaching. Students will explore and engage with local Luxembourg culture, geography and history.

Students are constantly learning in all subjects about the social systems that we are part of. We want students to learn of influential individuals around the world who challenged oppressive systems and paved the way for the diverse communities that we have today.

### **4. Resources and Materials**

The provision of good quality resources and materials is a high priority. These resources will:

- Reflect the reality of an ethnically, culturally and sexually diverse society;
- Reflect a variety of viewpoints;
- Show positive images of different ethnic groups, gender identities, and people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;

- Include materials to raise awareness of equality and diversity issues;
- Be equally accessible to all members of school community, consistent with health and safety;
- Not promote, explicitly or implicitly, racist, anti-disability, sexist, homophobic or ageist views.

## **5. Language**

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not intentionally offend;
- Creates and enhances positive images of particular groups identified at the beginning of this document;
- Creates the conditions for all people to develop their self-esteem;
- Recognises the individuality and background of all members of the school community, with everyone endeavouring to spell and pronounce names correctly;
- Uses appropriate terminology in referring to particular groups or individuals.

## **6. Ongoing Commitment to Diversity, Equity, Inclusion and Justice**

We commit to the measurement of DEIJ practices and to ensuring record-keeping is taking place, to both celebrate learnings and progress, and to record our key priorities.

We will review our staff recruitment policies and take action to diversify and broaden our hiring process as well as our staff body.

DEIJ will become an integral and ongoing part of a part of our PD for staff, with a roadmap for checking in on our progress as a team.

We commit to building a DEIJ committee, and to supporting them with both curriculum time and resources to enable and effect their proposed changes.

All of our staff, administrators and peripheral staff including Board members, are expected to participate in professional development which includes diversity training.

At St George's we believe that our strength comes from our individuality.

*WE ARE ALL DIFFERENT,  
WE ARE ALL UNIQUE.*

For everyone to thrive, it is essential that inclusion, equality of opportunity and respect for all is at the heart of our ethos. Any behaviour that undermines the protected characteristics of the Equalities Act will not be tolerated. Therefore, we commit to the following steps.



*EQUALITY IS OUR DREAM  
EQUITY IS OUR AMBITION*