



British School
of Bucharest

Equality and Diversity Policy

Aim

To ensure that, to the best of our ability, the principles of equality and diversity listed in this policy are applied consistently and in all aspects of our school.

Principles

At BSB, we recognise and seek to act upon the following principles:

- All Learners are of equal value We see all learners as of equal value regardless of ethnicity, culture, religious affiliation, gender, sexual orientation, national origin or national status and whether or not they are disabled.
- We recognise and respect diversity We recognise that treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:
 - » disability, so that reasonable adjustments are made (however, the School's site is not suited to people who cannot walk up and down steps and stairs)
 - » ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
 - » gender, so that the different needs and experiences of girls and boys, women and men are recognised.
- We seek to foster positive attitudes and relationships coupled with a shared sense of cohesion and belonging We intend that our policies, procedures and activities should promote:
 - » positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
 - » good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
 - » mutual respect and good relations between males and females and an absence of sexual harassment
- Staff recruitment, retention and development
- Our policies and procedures seek to benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development regardless of ethnicity, culture, religious affiliation, gender, sexual orientation, national origin or national status and whether or not they are disabled.
- We aim to reduce and remove inequalities and barriers that already exist In addition to avoiding or minimising possible negative impacts, we seek to take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between disabled and non-disabled people; people of different ethnic, cultural and religious backgrounds; girls and boys, women and men.

We will seek to ensure that the principles above apply to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- the curriculum
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.



Independent
Schools Inspectorate
British Schools Overseas Inspection
14 - 17.05.2015
isi.net/schools/7480/

British School of Bucharest Nursery / Primary / Secondary
The School is operated by Crawford House Foundation
Registered 3/25.01.2016. Fiscal Code 24879960

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Addressing Prejudice and Prejudice-related Bullying

Our school is opposed to all forms of prejudice including:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

There is guidance in the Anti-bullying Policy on how prejudice-related and other bullying incidents should be identified, assessed, recorded and dealt with.

Roles and responsibilities

- The Board is responsible for ensuring that our school complies with legislation, and that this policy and its related procedures and strategies are implemented.
- The Headmaster is responsible for implementing this policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- All staff are expected to:
 - » promote an inclusive and collaborative ethos in their classroom
 - » deal with any prejudice-related incidents that may occur
 - » identify and challenge bias and stereotyping in the curriculum
 - » support pupils in their class for whom English is an additional language
 - » keep up-to-date with equalities legislation relevant to their work.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests within the limit of the law relating to religious observance and practice.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams, within the limitations of our continuing professional development budgets.

Breaches of the policy

We ensure that the content of this policy is known and available to all staff and The Board and, is published on our website. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headmaster, the Board and our Complaints Policy as relevant.

Reviewed by Philip Walters, Headmaster

September 2017

To be reviewed – September 2018



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