

British Overseas School: Diversity, Equity and Inclusion (DEI) Policy



1. Purpose and Ethos

At the British Overseas School, we value every member of our community. Diversity enriches the life of the school, sharpens our understanding of the world, and strengthens the character of our pupils. We expect all staff, pupils and parents to treat one another with courtesy, dignity and respect.

Our commitment to diversity, equity and inclusion is not an optional extra. It is central to our identity as a BSO-accredited British school, and part of the example we set for our pupils. We aim to cultivate a school culture in which everyone feels they belong, can contribute fully and is supported to succeed.

2. Scope

This policy applies to:

- all pupils,
- all staff (teaching, support, part-time or volunteer),
- the Principal and senior leadership,
- the Board of Governors,
- parents and other members of the wider school community.

3. Guiding Principles

Our approach rests on several straightforward principles:

- Fairness. Every member of the community should feel that they are treated justly and that decisions are made with care, consistency and integrity.
- Respect. We expect interactions at school to be courteous, measured and free from discrimination, harassment or unkindness.
- Belonging. Pupils and staff should feel that they matter, that they are known, and that their contributions are welcomed.
- Opportunity. We work to remove barriers wherever they arise, enabling pupils and staff to thrive academically, professionally and personally.

- Responsibility. We expect individuals to conduct themselves thoughtfully, model good behaviour and speak up when something is wrong.

4. What Diversity, Equity and Inclusion Mean at BOS

- Diversity refers to the different backgrounds, cultures, languages, faiths, identities, perspectives and experiences represented within the school.
- Equity means ensuring that each person has what they need to flourish, recognising that identical treatment does not always lead to fair outcomes.
- Inclusion is the experience of belonging: being respected, valued and able to participate without fear or hesitation.

5. Expectations for Staff

We expect all staff to:

- model inclusive and respectful behaviour at all times,
- hold high expectations for every pupil,
- plan and deliver lessons that acknowledge and respect diversity,
- challenge discriminatory language or behaviour, and
- contribute to an environment where pupils feel safe to express themselves appropriately.

Leaders are responsible for promoting inclusive practice, for monitoring the well-being and progress of pupils, and for ensuring fair and transparent professional processes for staff.

6. Expectations for Pupils

Pupils are expected to:

- treat others kindly and with respect,
- avoid derogatory or discriminatory language,
- include others in group work and social situations,
- report concerns if they witness unkindness, exclusion or bullying.

These expectations are reinforced through the curriculum, assemblies, tutor time, personal development programmes and the everyday culture of the school.

7. Curriculum and Teaching

Our curriculum reflects a broad understanding of the world and recognises the richness of human cultures and achievements. Teachers are encouraged to:

- use examples, texts and resources that represent a range of perspectives,
- promote respectful debate,
- encourage pupils to appreciate difference and think critically,
- ensure that all pupils are able to participate confidently.

8. Recruitment and Advancement

BOS follows safer recruitment procedures that are fair, transparent and free from unlawful discrimination. We appoint and promote staff on merit, professional ability and values alignment with the school. We are committed to supporting professional development for all colleagues, with equitable access to training, coaching and leadership opportunities.

9. Behaviour, Conduct and Language

Discriminatory behaviour – whether explicit or subtle – has no place in the school. This includes discrimination based on race, nationality, ethnicity, language, religion, gender, gender identity, disability, age or any personal characteristic. Concerns will be handled in line with our behaviour, anti-bullying and safeguarding policies.

10. Parents and the Wider Community

We work with parents in a spirit of partnership and mutual respect. We expect parents to support the school's commitment to fairness and courtesy, and to model respectful interactions with staff, pupils and one another. The school will engage with parents sensitively and transparently, and will take seriously any concerns about equity or inclusion.

11. Monitoring and Accountability

The senior leadership team monitors:

- patterns in behaviour and pastoral concerns,
- pupil progress and participation,
- staff recruitment and professional development,

- parental concerns related to inclusion or equity.

Trends that raise concern are addressed promptly. The Board receives periodic updates to ensure appropriate oversight.

12. Training and Professional Development

All staff receive ongoing training in safeguarding, inclusive practice and professional behaviour. New staff receive clear guidance during induction. We expect colleagues to remain reflective and open to learning, and we provide opportunities for them to develop their practice.

13. Implementation and Review

This policy underpins our daily practice. It is reviewed annually, or earlier if legislation or BSO standards require it. Any amendments are approved by the Principal and the Board.