

Diversity, Equity, Inclusion and Justice Policy

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Policy Owner		Ciaran Harrington										
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1. Rationale

The British School of Amsterdam’s mission is to nurture, inspire and empower students to thrive within an ever-changing world. To that end, we are committed to diversity, equity, inclusion, and justice (DEIJ) in our practice in order to support this mission. This policy has been developed with a view supporting this mission. We believe that each student and member of the community deserves a kind, tolerant and safe learning environment. We ensure that the educational experience leads to a deeper understanding of the causes and justifications for global and local inequalities and that it prepares 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 is key to this.

At The British School of Amsterdam, we believe that our shared humanity is what unites us. When we recognise and uphold what it means to be human and combine this with the qualities of open-mindedness, respect, and empathy, we can build deep connections across cultural divides, value diversity and support each other by standing up for human rights.

No person in the BSA community shall be treated differently, separately, or have any action directly affecting them taken against them on the basis of race, religion, national origin, marital status, sex, sexual orientation, gender identity, or disability. As a school, we are committed to listening, learning, and taking action to address racism, discrimination, and injustice both within and outside of the classroom.

2. Aims

At the BSA, we learn, respect, understand and celebrate the similarities and differences of individuals and groups in our community. These similarities and differences may include: race/ethnicity, class, gender, age, sex, sexual orientation, social/emotional, physical and academic abilities, religion and country of origin, among other identities. We aim to recognise and celebrate the identities of our community members as complex and intersecting, as there are many ways we define ourselves as human beings.

We aim to:

- Foster a sense of belonging taking into account our students’ multiple and intersecting identities.
 - Empower teachers to model inclusive and democratic learning environments through their teaching and learning practices.
 - Support students of all backgrounds and contexts to develop in a healthy and safe manner, so that they can thrive at the BSA and in an ever-changing world.
 - Empower our community to speak out about issues of DEIJ.
 - Promote an environment where everyone in our community feels welcome, respected, and valued.
 - Encourage ongoing education and development related to issues of DEIJ for our entire community.
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Representing diversity in our curriculum

At the BSA, we promote respect for one's own and others' culture, understanding and knowledge through the diversity of our curriculum. Our curriculums prioritise global contexts, allowing students to recognise their own and other perspectives and their implications in the world around them. Furthermore, we prioritise opportunities throughout the school year where parents are able to share information relating to their culture with students. We firmly believe it is our responsibility as we design and evaluate our curriculum to make sure that the diversity of our student body is reflected in the topics, concepts, and learning experiences in our classrooms. We are continually developing ourselves and are mindful of the ways that our personal and cultural biases influence our practice.

Diverse hiring practices

The BSA aims to represent the international identity of our community and our programme. We work to develop hiring practices that accept applicants regardless of gender, sexual orientation, ethnicity, culture, or disability. Despite the challenging procedures needed to recruit from outside The Netherlands, the BSA is committed to recruit a diverse staffing body. In case of discrepancies local law or regulations will take precedence.

Inclusive groups for our students

We also aim to enhance a sense of student belonging through the acknowledgement and celebration of the different religious and cultural events our students observe through our student council and parent organisations. Where possible, through our parent workshops, annual general meetings and connection with the Parents Association, we involve parents in the development of inclusive practices.

In the Senior School, we believe that the addition of student interest groups to the curriculum can allow students who belong to marginalized groups to foster resilience and belonging within the BSA and work to provide space for these groups where possible. Furthermore, there is an Equity, Diversity and Culture Student Committee set which sets out to raise awareness through fundraising events for causes associated with these themes as well as through assemblies to senior school students.

Inclusive admissions practices

The BSA is a fully inclusive institution dedicated to serving the international community, welcoming students of all genders, orientations, ethnicities, and cultures. We are committed to supporting pupils with mild to moderate learning needs primarily through integration into regular classrooms. To facilitate a successful educational experience, full disclosure of any pre-existing medical, emotional, psychological, or physical needs is required upon application. In some cases, where a child's needs are profound and might hinder their full access to the School's curriculum, the School may recommend alternative educational placements.

Please refer to our Admissions Policy for more information.

3. Roles and responsibilities

- 3.1 The Supervisory Board will monitor the effectiveness of this policy and hold the Principal to account for its implementation.
- 3.2 The Heads of School are responsible for ensuring that this policy is adhered to, and for:
 - Overseeing the ongoing participation in and review of professional development that promotes and embodies a diversity, equity, inclusion and justice approach. School Leaders are responsible for supporting staff and students in becoming caring, compassionate, open-minded members of the school community.
- 3.3 All School Staff across the Early Years, Junior and Seniors schools are responsible for:

3.4 All pupils are supported to be responsible for:

3.5 All 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 DEIJ policy.

4. Organisation and Planning

Our 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 BSA 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 curriculum also explores topics that impact marginalised groups. The school's curriculum comprehensively embeds diversity and inclusion, ensuring equal access and high expectations for all pupils regardless of background or need. This commitment is formalised by reflecting requirements for inclusion and equality set out in the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice 2014. The curriculum specifically promotes spiritual, moral, social, and cultural development, emphasising mutual respect and tolerance of those with different faiths and beliefs. To address varied academic needs, the school provides support for pupils with Special Educational Needs (SEN) and English as an Additional Language (EAL) across a wide range of abilities. Furthermore, the creative arts curriculum cultivates cultural appreciation of diverse traditions and diverse global art traditions, while the Extra-Curricular Programme caters to the diverse interests and talents of students, including specific language clubs for native speaker communities. Please refer to our Curriculum Policy for more information.

The BSA delivers comprehensive learning on Protected Characteristics primarily through our PSHE programmes. Our curriculum approach ensures that all nine Protected Characteristics: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, and Sexual Orientation, are addressed progressively and sensitively across the primary years. Race, Disability, Sex, and Religion are directly addressed through lessons that focus on promoting understanding and respect, including exploration of different ethnic origins and physical or mental differences. Please refer to our PSHE Policy for more information.

Events and celebratory days

Black History Month as well as Cultural Days are celebrated annually throughout the school. These events create awareness and offer opportunities to celebrate our rich cultural diversity as a school community. In the senior school, Pride Week is recognised and students broaden their knowledge and vocabulary around this theme. Further annual events that promote inclusivity and respect are Anti Bullying Week, Empathy Week/Day, as well as School inclusion week (Senior School). Through the Parents' Organisation there are a number of community groups which represent the diversity of languages and cultures across our wider school community. These groups aim to connect families who speak the same language, foster opportunities to share experiences, organise events and build lasting friendships.

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 including opportunities for parents to share stories and culture.

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.

6. Monitoring Arrangements

Heads of School will monitor the effectiveness of this policy. This policy will be reviewed by the Heads of School at least once every two years. At each review, the policy will be approved by the Management Board.