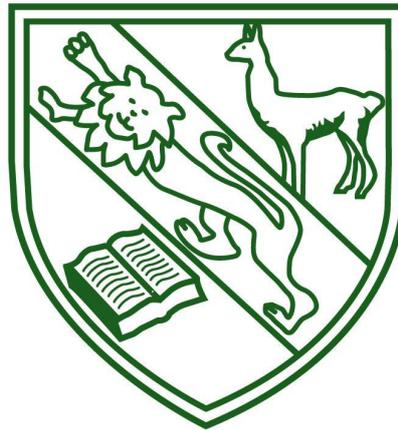


Diversity and Inclusion Policy

San Silvestre School



	POLICY AND PROCEDURES
NAME OF POLICY	Diversity and Inclusion Policy
APPROVED BY	SHT
DATE APPROVED	June 2021
DATE OF REVIEW	June 2022
RELATED POLICIES	Anti-Bullying Policy
	Differentiation Policy
	Teaching and Learning Policy
	Safeguarding and Child protection Policies

Introduction and statement of commitment:

In our ever-changing world, it is important that schools and communities demonstrate and celebrate the diversity within them and in the world at large. All students, staff and members of our community have the right to a safe and welcoming environment where they can grow, develop and thrive as unique individuals. Therefore, San Silvestre is committed to embracing diversity, equity and inclusion through our policies, vision and values.

Purpose:

The purpose of this policy is:

- to promote an educational environment that is welcoming, safe and free from discrimination and stigma for all students and members of the community regardless of race, culture, religion, socio-economic status, family structure, body type, sex, gender, gender identity, sexual orientation, learning styles, and disability.
- to ensure that all students and members of the community have the opportunity to express themselves and live authentically.
- to enable compliance with legislation concerning discrimination, bullying and harassment.

Scope:

This policy applies to all matters that relate to the care and wellbeing of students, and to all employees, parents, volunteers and visitors associated with San Silvestre School. It covers conduct that takes place at school, as well as school organised events and activities. It is to be read in conjunction with relevant legislation listed below.

Relevant legislation:

According to relevant legislation in Peru and the United Kingdom, it is a requirement for schools to ensure that no discrimination occurs.

Peru:

- [**LEY N° 27270**](#): LEY CONTRA ACTOS DE DISCRIMINACIÓN. Incorporárase al Título XIV-A del Código Penal el Capítulo IV,... DISCRIMINACIÓN Artículo 323.- “El que discrimina a otra persona o grupo de personas, por su diferencia racial, étnica, religiosa o sexual, será reprimido con prestación de servicios a la comunidad de treinta a sesenta jornadas o limitación de días libres de veinte a sesenta jornadas.”
- [**LEY N° 30797**](#): LEY QUE PROMUEVE LA EDUCACIÓN INCLUSIVA, MODIFICA EL ARTÍCULO 52 E INCORPORA LOS ARTÍCULOS 19-A Y 62-A EN LA LEY 28044. “Ley General de Educación, a fin de garantizar, de manera efectiva, el enfoque inclusivo en la educación, en todas sus modalidades, e incorporar al profesional en psicología como integrante de la comunidad educativa.”

- [LEY N° 28983](#): LEY DE IGUALDAD DE OPORTUNIDADES ENTRE MUJERES Y HOMBRES. “Reconocimiento de la equidad de género, desterrando prácticas, concepciones y lenguajes que justifiquen la superioridad de alguno de los sexos, así como todo tipo de discriminación y exclusión sexual o social.”

UK:

- [The Equality Act 2010](#): “provides the basic framework of protection against direct and indirect discrimination, harassment and victimisation in services and public functions, work, education, associations and transport.”
 - Protected characteristics include: age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex and sexual orientation.

1) Relationships Among the Community

Bullying, Harassment and Discrimination:

San Silvestre School takes bullying, harassment and discrimination very seriously. We are committed to ensuring that all students have a safe school environment. Therefore, any complaint alleging discrimination, harassment and bullying will be taken very seriously. The incident of bullying, harassment or discrimination will be given immediate attention and appropriate action will be taken following the [Anti-Bullying policy](#).

PSHE Guidelines:

The PSHE program has been revised to incorporate more opportunities for pupils to be able to learn about diversity of all kinds. This program will have the focus of promoting inclusion and creating a school culture in which everyone feels respected, welcome and accepted. Activities to discuss race, culture, religion, socio-economic status, family structure, body shape, sex, gender, gender identity, sexual orientation, learning styles, and disability will be incorporated gradually and will carefully consider the age of the pupils. See the section annexes for more details.

Staff:

All San Silvestre staff will be committed to working towards diversity and inclusion in their classrooms and in their interactions with pupils, parents, other members of staff and all members of the San Silvestre community. Diversity training and PD opportunities will be provided to ensure that staff are learning and growing along with pupils and the community.

Psychologists:

The psychology department will support the pupils, work with staff members and parents towards ensuring that daily interactions promote a sense of belonging, safety and self-worth for every member of the community. They can create support plans for individual students and they can also provide referrals to outside agencies or psychologists if required.

Parental Collaboration:

The parents and guardians play a crucial role in establishing a safe and supportive school environment. Whenever possible, parents will be key contributors to the formulation of a plan for helping their child to be supported to learn free from discrimination at school. Discrimination towards pupils, staff or other members of the community by parents will not be tolerated. Parent evenings to learn about dimensions of Diversity, Equity, Inclusion and Belonging will be incorporated. Opportunities like workshops, discussion groups and seminars to speak openly and respectfully around these issues will also be created. Resources such as reading materials and videos will also be available to all our community.

2) Approaches to Teaching and Learning

Curriculum Guidelines:

All curriculum is facilitated in a manner that promotes inclusivity and allows for differentiation. Staff should collaborate in ensuring that the knowledge of all community members is used to develop inclusive practices. Staff will take into account flexibility in terms of teaching methods so they can be adapted to different needs and learning styles. Teachers and departments should address human commonality, diversity and multiple perspectives. When developing and delivering curriculum teachers should avoid making generalisations and assumptions, aiming to encourage students to question their biases and think critically. Professional development will support the whole community in developing effective strategies for implementing these practices. For more information and details please see Teaching and Learning Policy and Differentiation Policy.

3) School Organization and Resources:

San Silvestre School is committed to providing all students with access to high-quality schooling that is free from discrimination of all kinds. We support the rights of all children and young people and are devoted to ensuring the safety and wellbeing of students. We are committed to enabling all students to have the freedom to be themselves in a safe and supportive environment.

As a school we will ensure to:

- Define diversity, equity and inclusion and align these concepts with the school's mission and vision
- Engage the leadership teams in developing effective strategies to prioritize diversity and inclusion
- Work towards whole school development of processes that promote diversity, equity and inclusion
- Gather human and material resources to support diversity, equity and inclusion
- Promote collaborative teaching and learning practices that foster belonging, diversity, equity and inclusion

- Work towards the development of an admissions policy which explicitly incorporates inclusivity for parents and children

4) Buildings and Physical Obstacles

We are committed to ensuring that all school facilities are accessible to all members of the community. In the future, any new changes to the school facilities will consider accessibility for any members of the community who may have a physical disability and ensure all are able to comfortably access and move within the school grounds.

5) Culture and Policies:

San Silvestre is committed to ensuring our policies and culture take into account diversity, inclusion and equity. We recognize the importance of holding all members of the school community accountable for developing culture and practices that embrace diversity and promote respect above all.

Common Definitions Annex:

Diversity: the range of human differences in terms of visible and non-visible dimensions that make an individual who they are. Including but not limited to race, ethnicity, socio-economic status, age, sex, gender, gender identity, sexual orientation, disabilities, learning styles, body type and family structure.

Inclusion: respecting and embracing diversity to create a sense of belonging for all members within the community.

Equity: is the fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of marginalized groups.

Harassment: unwanted physical, psychological or verbal behaviour that offends or humiliates someone else based on their race, religion, socio-economic status, body, sex, gender, gender identity, sexual orientation, age, or disability; it can be in the form of jokes or threats, live or online, or unwanted physical contact.

Social Stigmas: refers to negative attitudes (prejudice) and negative behaviour (discrimination) toward people's individual characteristics and/or background.

Prejudice: an unjustified or incorrect attitude (usually negative) towards an individual based solely on the individual's membership of a social group or characteristics.

Discrimination: acting based on unjust or prejudicial distinctions between human beings such as differences in race, religion, socio-economic status, body shape, sex, gender, gender identity, sexual orientation, or disability.

Race: social construct that categorizes human beings based on their shared physical characteristics.

Ethnicity: belonging to a group that has common nationality, background or cultural traditions.

Religion: socio-cultural belief systems which have designated behaviours and practices, morals, worldviews, texts, sanctified places, prophecies and ethics.

Socio-Economic Status: the combined measure of indicators (address, housing, access to healthcare, access to education, cars driven, holiday destinations, etc.), which positions individuals and/or their families economically and socially in relation to others.

Diverse Family Structures: formats of families additional to the traditional families, that can include: single parent (divorced or never-married), adoptive parent(s), foster parent(s), blended (biological parent and another parent figure to whom they may or may not be married), unmarried biological parents, homoparental parents, among others.

Body Types: all the different shapes and sizes that bodies can be.

Sex: attribute designated by a doctor at the moment of birth determined by genes, hormones and body parts; describes an individual's body as male or female but it can also include someone does not fit into one label and therefore it is classified as intersex.

Gender: a social construct that defines how we look and act; depending on the context, can be based on: biological sex, sex-based stereotypes or gender identity. Some examples of gender and/or sex stereotypes include types of toys children are allowed to play with, colors (eg. girls in pink, boys in blue), types of sports children play, etc.

Gender Identity: personal sense of one's own gender that can correlate with or differ from the biological sex assigned at birth; it includes female and male but also non-binary, transgender, agender, pangender, genderqueer, and more.

Sexual Orientation: the pattern of romantic or sexual attraction to other people; it can be to people from the opposite sex or gender, same sex, same gender, both sexes, or more than one gender.

Learning Styles: differences in an individual's abilities and capacities in receiving or retaining new information (visual, auditory, reading/writing, logical (mathematical) and kinesthetic).

Disability: an individual's condition of body and/or mind that makes certain activities more difficult and/or the interaction with the world around them different. Types of disabilities include physical, cognitive, psychological and more.

Mental Health: state of emotional, psychological and social well-being in which an individual can notice their own abilities to cope with the stresses of life, relate to others, work productively, and make decisions.

Early Years Annex:

In Early Years, we want to gradually implement through the PSHE sessions and Curriculum topics related to Diversity and Inclusion. This takes into consideration the ages of the pupils in the different year levels, as well as their interests, worries and questions. Throughout all of the PSHE programme and during lessons, common themes that will help navigate these topics include respect, empathy, self-awareness and reflection. The overall aim is to guide pupils in these conversations in a non-judgmental way, that will allow them to express their beliefs, reflect upon them and develop the confidence to live authentically.

PSHEs:

- Nursery: Embedded in the curriculum - circle time. (Not PSHE)
- Pre-School: Embedded in the curriculum - circle time. (Not PSHE)
- Reception:
 - Health and Wellbeing
 - Relationships
- Grade1:
 - Health and Wellbeing
 - Relationships
 - Living in a Wider World

Curriculum:

Short-term: Identifying the opportunities in the current curriculum where diversity elements are explored and enhancing them.

Long-term: Audit and review with aim of including new topics, depth and a wider range of diverse perspectives into different subjects.

Additional Opportunities:

Additional opportunities to tackle different elements related to Diversity and Inclusion will also exist in spaces such as:

- Assemblies
- Morning Circle Time sessions
- PSHE lessons
- Superpower Week
- Book Week
- International Day of Persons with Disabilities
- Creating Friendship groups
- Implementing **Student Voice** in EY
- Creating an EY "Student Council" which works with the rest of the school

Primary Annex:

In Primary, we want to gradually implement through the PSHE sessions and in the Curriculum topics related to Diversity and Inclusion. This takes into consideration the ages of the pupils in different age groups, as well as their interests, worries and questions. Throughout all of the PSHE programme as well as during lessons, common themes that will help navigate these topics include respect, empathy, self-awareness and reflection. It is important to give pupils the opportunity to learn how to recognize and challenge prejudice, stereotypes and discrimination towards all dimensions of diversity. The overall aim is to guide pupils in these conversations in a non-judgmental way, that will allow them to express their beliefs, reflect upon them and develop the confidence to live authentically.

PSHEs:

- Grade 2:
 - Learning Styles and Disability.
- Grade 3:
 - Race, Ethnicity, Religion and Diverse Family Structures.
- Grade 4:
 - Body types and Socio-economics status.
- Grade 5:
 - Puberty: differences in physical and emotional changes and Emotional Well-being

Curriculum:

Short-term: Identifying the opportunities in the current curriculum where diversity elements are explored and enhancing them.

Long-term: Audit and review with aim of including new topics, depth and a wider range of diverse perspectives into different subjects.

Additional Opportunities:

Additional opportunities to tackle different elements related to Diversity and Inclusion will also exist in extra-curricular spaces such as:

- Assemblies
- Student and ESD Council
- *Conversatorios*
- PSHE
- Diversity Weeks (Eg. Superpower Week, Bouncing Back, etc.)

Secondary Annex:

In Secondary, we want to gradually implement through the PSHE sessions and in the Curriculum topics related to Diversity and Inclusion. This takes into consideration the ages of the pupils in different age groups, as well as their interests, worries and questions. Throughout all of the PSHE programme as well as during lessons, common themes that will help navigate these topics include respect, empathy, self-awareness and reflection. It is important to give pupils the opportunity to learn how to recognize and challenge prejudice, stereotypes and discrimination towards all dimensions of diversity. The overall aim is to guide pupils in these conversations in a non-judgmental way, that will allow them to express their beliefs, reflect upon them and develop the confidence to live authentically.

PSHEs:

Here is a small breakdown of some of the topics related to Diversity and Inclusion that will be covered per year group:

- Grade 6:
 - Learning Styles, Diverse Family Structures, Physical and Emotional Well-being
- Form I:
 - Diversity in Body Types, Disabilities, Physical and Emotional Well-being
- Form II:
 - Socio-Economic Status, Religion Diversity, Dealing with Stress, The importance of talking about how we feel
- Form III:
 - Gender, Sexual Orientation, Stress, Anxiety, Self-demand: Mental Health
- Form IV:
 - Race, Ethnicity, Stress and Resilience, Gratitude
- Form V:
 - Revisit all of the above, Balanced Mental Health
- Form VI:
 - Revisit all of the above, Balance

Curriculum:

Short-term: Identifying the opportunities in the current curriculum where diversity elements are explored and enhancing them.

Long-term: Audit and review with aim of including new topics, depth and a wider range of diverse perspectives into different subjects.

Additional Opportunities:

Additional opportunities to tackle different elements related to Diversity and Inclusion will also exist in extra-curricular spaces such as:

- Assemblies
- BIDE Committee
- Councils
- MUN
- LAHC Activities and Conferences
- Round Square Activities and Conferences
- Diversity Weeks (Eg. Superpower Week, Bouncing Back, etc.)

Resources:

PSHE Association - Challenging racism through PSHE education

<https://www.pshe-association.org.uk/news-and-blog/blog-entry/challenging-racism-through-pshe-education>

TES- Equality Diversity Green PSHE Curriculum Map

<https://www.tes.com/teaching-resource/equality-diversity-green-pshe-curriculum-map-12437708>

DEI definitions

<https://dei.extension.org>

MINEDU - Sugerencias para trabajar a partir de la diversidad

<https://centroderecursos.cultura.pe/es/registrobibliografico/interculturalidad-desde-el-aula-sugerencias-para-trabajar-partir-de-la>

Diversity and Inclusion in IB Programmes - Barriers to Learning used as main sections (1-5)

https://drive.google.com/drive/u/1/folders/10JDk5s4Z04sW8gBzPL_GglybWnkAPC_Q

Example diversity and inclusion policies for gender identity:

<https://www.qhrc.qld.gov.au/your-responsibilities/for-schools-and-universities/trans-@-school/sample-diversity-and-inclusion-policies>

Examples of short policies at Dulwich College:

<https://www.dulwich.org.uk/about/policies/policies>

Sample of Holton Arms diversity statements and website:

<https://www.holton-arms.edu/about/diversity>

The Key:

[Rodean School DEI Policy](#)

Ideal:

[Diversity, Equity and Inclusion Definitions](#)