



Diversity, Equity and Inclusion Policy

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1 Policy Statement

- 1.1 At Tanglin we value the richness of a community that includes a diverse range of individuals in relation to age, gender identity, sex, culture, race, religion or belief, sexual orientation, marital status, pregnancy, disability and neurodiversity. We believe that this diversity makes our school a dynamic learning and working environment, and that we all benefit from a wide range of experiences, perspectives and ideas.
- 1.2 We are committed to ensuring that all members of our community, including students, staff and parents, can bring their identity to our school and feel safe, included and valued.
- 1.3 Our commitment to DEI at Tanglin supports our core values:
- We RESPECT the unique characteristics of each person and provide an education that builds understanding.
 - We have a RESPONSIBILITY to learn about each other and to create an environment in which all members of the community feel safe.
 - Our core PURPOSE is to ensure that all members of our community flourish as individuals and prepared for the future.

2 Overview

- 2.1 Tanglin Trust School is committed to ensuring diversity, equity and inclusion are effectively incorporated into the decision making and management of all school activities. We will ensure that no member of the school community, or any person through their contact with the school, receives less favourable treatment on the grounds of any personal characteristic, including:
- Age
 - Gender or gender identity
 - Marital status
 - Being pregnant or having caregiving responsibilities (e.g. parental leave)
 - Disability
 - Neurodiversity
 - Race, including colour, nationality, ethnic or national origin
 - Religion or belief
 - Sex
 - Sexual orientation
- 2.2 This policy applies equally to all staff students, parents/carers, governors, or others, as well as partners, contractors and other visitors to the school.

3 Policy Objectives

- 3.1 To foster a culture that reflects our values of Respect, Responsibility and Purpose
- 3.2 To provide a secure environment in which our whole school community flourishes and in which all contributions are valued
- 3.3 To include and value the contribution of all families to our understanding of diversity and

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inclusion

- 3.4 To provide positive non-stereotyping information in relation to all of the characteristics listed in 2.1.
- 3.5 To further our knowledge and understanding of anti-discriminatory practice, promoting equity and valuing diversity
- 3.6 To make inclusion a priority in all the activities of Tanglin Trust School

4 Types of Discrimination

- 4.1 **Direct Discrimination:** This occurs when a person is treated less favourably because of a particular characteristic that they have (or are thought to have – see ‘Perceptive discrimination’ below). For example, making decisions about whether someone should be offered, or not offered, a job because of a particular characteristic or treating individuals differently because of a particular characteristic.
- 4.2 **Associative Discrimination:** Direct discrimination that occurs by way of association; when a person is treated less favourably because, for example, their friend, spouse or relative has a particular characteristic.
- 4.3 **Perceptive Discrimination:** Direct discrimination that occurs because the discriminator thinks the person possesses a particular characteristic on which discrimination is based, even if they do not in fact do so.
- 4.4 **Indirect Discrimination:** This occurs when a provision, criterion or practice is applied to everyone but has a disproportionate adverse impact on people with a particular characteristic. For example, setting height restrictions which indirectly discriminate against women or certain ethnic groups/introducing a ‘no headwear’ policy for all employees.

To be justified, the provision, criterion or practice must be necessary for legitimate reasons in circumstances where less discriminatory alternatives are not reasonably available.
- 4.5 **Victimisation:** Treating a person unfavourably because the person has made a complaint, acted as a witness to a complaint or initiated proceedings connected with a complaint of discrimination.
- 4.6 **Harassment:** Unwanted conduct related to a particular characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.

5 Responsibilities

Everyone associated with Tanglin Trust School is responsible for promoting equity and inclusion and avoiding unfair discrimination.

5.1 Staff, Students, Parents and Carers

In accordance with our Codes of Conduct, all adults and students are expected to treat each other with respect and kindness, without prejudice, discrimination or harassment in relation to the characteristics in 2.1.

Policies and procedures are in place to ensure a consistent response to any reported breaches of

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the Codes of Conduct, in particular:

The Student Behaviour Policy, Anti-bullying Policy; Complaints Procedure; Whistleblowing Policy.

5.2 DEI Committees

There are separate DEI committees for staff in the Infant School, Junior School, Senior School and Business teams. The whole school DEI committee is made up of representatives from the school leadership teams, as well as the chairs of the wider committees (see Appendix 1). The whole school DEI Committee:

- Is a forum for the views of the wider committees and is transparent about all views
- Keeps the wider committees well-informed about DEI strategies and initiatives
- Keeps DEI strategies and initiatives at the forefront of whole school policy
- Organises speakers and external training to keep all members of the staff community up-to-date with the latest DEI thinking and information

5.3 Governors

- Provide leadership and drive for the development and regular review of the school's policies
- Provide leadership and ensure the accountability of the CEO, Heads of School, Leadership Team and Management Team for the communication and implementation of school policies

5.4 Chief Executive Officer, Leadership Team and Management Team

- Initiate and oversee the regular review of this Diversity, Equity and Inclusion policy
- Ensure the effective communication of the policy to all students, staff and stakeholders
- Oversee the effective implementation of the policy
- Provide appropriate role models for all staff and students
- Provide opportunities and mechanisms for the sharing of good practice
- Take appropriate action in cases of harassment and/or discrimination regarding any of the characteristics in 2.1 and ensure a consistent response to incidents

6 Guiding Principles

6.1 **Principle 1: All individuals are of equal value:** All individuals are of equal value and benefit equally from school policies, practices and programmes, regardless of the personal characteristics listed in 2.1.

6.2 **Principle 2: Relevant differences are recognised:** Treating people with equity may equally mean that they are sometimes treated differently. We respect and understand that this may be necessary. Policies, practices and programmes do not discriminate, but may be differentiated in relation to the characteristics in 2.1.

6.3 **Principle 3: We foster positive attitudes, relationships and a shared sense of belonging.**

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7 Raising Concerns

- 7.1 Members of the community are encouraged to discuss any matter, including incidents of prejudice or discrimination with the Chief Executive Officer or the Director of People, who will address the issue in line with our Whistle-blowing Policy and Codes of Conduct.

Appendix 1 – Whole School DEI Committee Members and Points of Contact

Chair:

- Josie Allen

Members:

Chairs of the school-based DEI Committees:

Infant	Junior	Senior	Business Team
Mary Jean Festin	Chloe Beard	Josie Allen	Charlene Chen
Michael Kelly	Caroline Rushworth	Rob Gulston	Karam Kulkarni
	Janine Murphy	Zoe Williams	

Pastoral Deputies:

- Jon Pavey
- Richard Sellers
- Peter O'Brien

Management Team Representatives:

- Ayako Sugaya
- John Ridley

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