



# Diversity & Inclusion Policy

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## 1. Introduction

Tanglin Trust School is committed to ensuring equality, diversity and inclusion are effectively incorporated into decision making and management of all school activities. The school seeks to ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of any personal characteristic, including:

- Race
- Nationality
- Religion or belief
- Gender
- Marital status
- Disability
- Sexual orientation
- Gender reassignment
- Age

In this we include all members of our community whether students, staff, parents/carers, Governors or others, as well as partners, contractors and other visitors to the school.

Prepared By	Approved By	Reviewed & Updated	Reviewed By	Next Review
Director of HR	MT – June 2017 ESC – Nov 2017	New Policy, June 2017		June 2019



## 2. Objectives

The objectives of this policy are to:

- Foster a culture that reflects our values of Respect, Responsibility and Purpose
- Provide a secure environment in which our whole community is able to flourish and in which all contributions are valued
- Include and value the contribution of all families to our understanding of diversity and inclusion
- Provide positive non-stereotyping information about gender roles, age, diverse ethnic and cultural groups and people with disabilities
- Review our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity
- Make inclusion a thread that runs through all the activities of Tanglin Trust School

## 3. Types of Discrimination

### **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.

### **Associative Discrimination**

Direct discrimination can also occur by way of association, which is when a person is treated less favourably because, for example, their friend, spouse or relative has a particular characteristic.

### **Perceptive Discrimination**

Direct discrimination can also occur because the discriminator thinks the person possesses a particular characteristic on which discrimination is based, even if they do not in fact do so.

### **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.

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### **Victimisation**

Victimisation is 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.

### **Harassment**

Harassment is 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.

## 4. Guiding Principles

### **Principle 1: All individuals are of equal value**

All individuals are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, ethnicity or national identity, religious background, age, gender or cultural identity.

### **Principle 2: Relevant differences are recognised**

Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of difference of life experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to:

- Disability – so that reasonable adjustments are made
- Ethnicity – so that different cultural backgrounds and experiences of prejudice are recognised
- Gender – so that the different needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief or faith background
- Sexual identity
- Age

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

Policies and programmes promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, 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

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- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

**Principle 4: Staff recruitment, retention and development**

Steps are taken to positively promote equality, especially where there is evidence of inequality and to ensure that policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion:

- Whether or not they are disabled
- Whatever their age
- Whatever their ethnicity, culture, religious affiliation, national origin and national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

**Principle 5: Encouraging feedback and acting to remove identified inequality or barriers**

In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by encouraging feedback and addressing, reducing and removing inequalities and barriers that already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

**Principle 6: Society as a whole benefits**

Policies and programmes benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life for:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- Lesbian, gay, bisexual and transgender

5. Implementation

**Admissions**

- Tanglin Trust School welcomes applications from across the expatriate community of Singapore
- We base our admissions policy on a fair system (refer to Admissions Policy)

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- We do not discriminate against a child or their family, or prevent entry to our school, on the basis of race, nationality, religion or belief, gender, marital status, sexual orientation or gender reassignment.
- We discourage discriminatory behaviour by staff, parents/carers or governors which is reflected in our Codes of Conduct
- We do not discriminate against a child with a disability or refuse a child entry to our school because of any disability where reasonable adjustments can be made so that they can participate successfully
- We try to reflect the diversity of members of our community in all our publicity and promotional materials
- We aim to provide information in clear, concise language, whether written or spoken.

### **School Curriculum**

The curriculum offered at Tanglin Trust School encourages students to develop positive attitudes about themselves as well as to people who are different from themselves.

Diversity and inclusion are embedded as far as possible in the curriculum and students are given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, age, disability.

We do this by:

- Making children feel valued and good about themselves through the curriculum and pastoral system
- Ensuring that students have equal access to learning
- Recognising the different learning styles of children, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop the skills and abilities needed
- Regularly reviewing the teaching within each subject area as well as with the resources that are available to support this so that both the diversity of the school, local community and wider society as a whole are represented in this
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials
- Celebrating a wide range of festivals
- Creating an environment of mutual respect and tolerance
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- Ensuring that the curriculum offered is inclusive of children with a range of special educational needs and children with disabilities (refer to Admissions Policy)
- Data is collected with regard to attainment and achievement of all students in order to inform the planning and provision of support to individual and groups of students.

### **Valuing diversity in families**

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- We welcome the diversity of family lifestyles and work with all families
- We encourage parents/carers to take part in the life of the Tanglin Trust School and to contribute fully
- For families who speak languages in addition to English, we will develop plans to encourage their inclusion, where possible.

### **Food and dietary needs**

- We work in partnership with parents/carers to ensure that the medical, cultural and dietary needs of children are met as far as is reasonably possible
- We help children to learn about a range of food and nutritional requirements.

### **Events**

- Events are arranged to ensure that all families may become involved in the life of the school if they wish
- Information about events and meetings is communicated through the weekly digital newsletters – Eflyer and In Touch - to ensure that all parents/carers have information about and access to the events.

### **Employment**

- Posts are advertised and all applicants are judged against explicit and fair criteria
- Applicants are welcome from all background and posts are open to all, subject to relevant work permissions
- The applicant who best meets the criteria is offered the post, subject to references and police checks (where applicable) to ensure a fair selection process
- All job descriptions include a commitment to diversity and inclusion as part of their specifications

### **Staff Training**

- All staff have access to professional development to meet their training needs
- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices which enable all children to flourish
- We review this policy every two years to ensure that we are fully implementing our Diversity and Inclusion policy.

## **6. Roles and Responsibilities**

All who are associated with Tanglin Trust School have a responsibility for promoting equality and inclusion and avoiding unfair discrimination.

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**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 and Management Team for the communication and implementation of school policies.

**Chief Executive Officer and Management Team**

- Initiate and oversee the development and regular review of diversity and inclusion policies and procedures
- Ensure the effective communication of the policies to all students, staff and stakeholders
- Oversee the effective implementation of the policies
- Provide appropriate role models for all staff and pupils
- Provide opportunities and mechanisms for the sharing of good practice
- Take appropriate action in cases of harassment and discrimination and ensure a consistent response to incidents e.g. bullying, homophobic and racist incidents.

**Staff**

- Proactively follow this policy and any associated guidelines
- Provide role models for students through their own actions
- Deal with discriminatory behaviour and recognise and tackle other forms of bias and stereotyping
- Promote equality and good community relations and avoid discrimination of any kind

**Students**

- Treat others with respect and kindness without prejudice, discrimination or harassment
- Engage in their own learning as well as help other students to learn
- Tell staff about any prejudice related incidents that occur

**Parents/Carers**

- Support the school in its implementation of this policy
- Follow the school policy through their own behaviour
- Tell staff of any prejudice related incidents that occur

**7. Breaches of the Policy**

Members of the community are encouraged to discuss any incident of prejudice or discrimination with the appropriate Head of School, or with the Director of Human Resources, who will attempt to address the issue in line with our Whistle-blowing Policy and Codes of Conduct.

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