

Diversity, Equity, Inclusion, & Justice Policy

November 2024

Rationale

The International School Eindhoven's (ISE) mission is to “provide a caring and challenging learning environment which fosters international mindedness” and to “educate and inspire our students to become creative, resilient and responsible citizens who will thrive and be happy 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.

Aims

- Foster a sense of belonging taking into account our students' multiple and intersecting identities.
- Empower teachers to model inclusive, democratic, and anti-oppressive 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 ISE 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.

Diversity

At the ISE, 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.

Written by representatives of the Secondary Equity in the Classroom Committee, Curriculum Team, Student Team, Student Support Team, Leadership Team, and Primary volunteers; MR approval May 2025

Representing diversity in our curriculum

At the ISE, we promote respect for one's own and others' culture, understanding and knowledge through the diversity of our curriculum. Our Primary and IB Curriculums prioritize global contexts, allowing students to recognize their own and other perspectives and their implications in the world around them. Furthermore, our home language program and status as a [Language Friendly School](#) aims to acknowledge and value the home languages of our students as part of our approach to international mindedness and global citizenship. See our [Primary](#) and [Secondary Language Policies](#) for more detail.

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. Through the continued efforts of the Equity in the Classroom (EIC) committee, we aim to decolonize our curriculum and represent the range of cultures in our teaching and learning. We are continually developing ourselves and are mindful of the ways that our personal and cultural biases influence our practice.

Diverse hiring practices

The ISE 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 ISE is committed to recruit a diverse staffing body. See our [recruitment policy](#) for more detail.

Equity

At the ISE, we aim to create circumstances to meet every student's personal needs so that they have as many opportunities as possible to learn and develop. At the ISE this means being aware of and taking measures to address structural disadvantages that impede access to equal opportunities. We also actively examine our personal biases and blind spots to hold ourselves accountable as community members. We treat all voices with care and respect.

Equal access to learning for students with learning needs

Our teaching and learning aims to provide developmentally appropriate teaching through our Primary, IBMYP and IBDP programmes, and to [differentiate for the learning needs of all our students](#). Differentiation is a key part of unit planning, and aims to support our wide range of learners, including our English and Dutch Language Learners, in the classroom.

Additionally, inclusive arrangements are made for students with additional needs as identified through additional testing in consultation with students, their families, and professional organizations, either before or post admission. This includes students with learning disabilities, communication and speech difficulties, autism spectrum disorders, social, emotional and behavioral challenges, and physical, sensory and medical and mental health issues (IBO, "Programme Principles Into Practice).

Equitable assessment arrangements

We believe that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put some candidates at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive access

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arrangements may be applied in these circumstances if it is observed that they could reduce or minimize barriers for the candidate. For example, students might receive more time on assessment tasks or the use of assistive technology, such as text-to-speech software, access to a computer for typing, or access to a calculator, depending on the specific needs of the student.

The access arrangements for a student must be used for learning and teaching; this means that they must be used during classroom instruction, classwork and related activities and tests. Access arrangements are also continuously monitored by our Student Support teams to ensure that they remain the optimal support for that student. Refer to our [Secondary Assessment Policy](#) for more information on inclusive arrangements in Secondary assessments.

Inclusion

At the ISE, we aim to provide a nurturing, safe, and welcoming environment for all. By honouring individuality and encouraging positive interactions throughout our diverse community, we strive to support the development and acceptance of personal growth and identity for all. All students, staff, and community members should feel valued, welcomed, and respected at the ISE.

Inclusive environment

We aim to create a space where people of all identities feel safe to be themselves without any fear of discrimination or harassment. Regardless of personal belief, we do not tolerate discrimination of any groups. We are a school that takes discrimination seriously and will use restorative justice practices to ensure members of our community who violate this policy are able to successfully learn and redress the balance of the situation. Refer also to our [Primary](#) and [Secondary](#) Anti Bullying Policies for more information on discrimination and follow up.

Attending a school with an inclusive curriculum is essential to the wellbeing of students who belong to marginalized communities. We aim to provide a programme that takes into account the identities of the students enrolled at our school in both the explicit and implicit curriculum. To that end, we continue to develop ourselves and our approach to both content and practice to ensure that we are culturally responsive in our teaching. We encourage students to share their cultural, familial and traditional practices, and holidays and celebrations as we co-construct learning in our classrooms.

We aim to make our physical spaces accessible to all learners. All new buildings have elevator access, and almost all buildings are wheelchair accessible, with the intention of eventually making all spaces on campus able-friendly. To date we have managed to make schedule adjustments to accommodate individual physical needs by using the ground floor classrooms. We also aim to provide a space that is mindful of the needs of trans- and gender non-conforming students and have installed gender neutral bathrooms and a changing room.

Inclusive groups for our students

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 ISE and work to provide space for these groups where possible. The groups that we facilitate include Narnia (our school's Gay-Straight Alliance), Women's Empowerment, and Fearless (our school's affinity group for students of color). We

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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 organizations. We also aim to have a parent participation group in which we further involve parents in the development of inclusive practices.

Inclusive admissions practices

The ISE aims to serve the international community in Eindhoven. This means that we accept students regardless of gender, sexual orientation, ethnicity, and culture. Per Dutch law, our Duty of Care means that we have a responsibility to offer all students a place at school that suits their learning needs. All students are considered on a case-by-case basis. Once a student is admitted to the school, we make the commitment to care for and support all the needs of our students. Where it is clear that our school cannot support a students' needs, we make recommendations and support families with other accommodations. See our [Admissions Policy](#) for more information.

Justice

At the ISE, we define a just environment as one where human rights are recognized and protected. Every community member is entitled to appropriate support based on their needs. When harm has been done to a member of the school community, we work to repair relationships. We empower the community to seek justice: to know that they will be listened to confidentially, and a fair and thoughtful response will follow.

Ensuring justice for our students

The ISE aims to be an inclusive community for all. Thus, all students have a responsibility in working towards creating a climate that is positive and productive. No student has the right to choose behaviour that infringes upon the rights of others. Our goal is to help students see that they are responsible for their behaviour and in control of themselves, and this means recognizing both positive and negative behaviour, as per our ISE Code of Conduct (available for students on the Secondary Student Portal).

Students have a right to be part of or to work with the Student Council in order to make their voice heard on a structural level. Additionally, any individual concerns should be reported to the student's classroom teacher or Year Tutor to be followed up by the Student Team. For larger complaints, students and parents should refer to our [Complaints Procedure](#).

Ensuring justice for our staff

While it is of the utmost importance that staff support the inclusion of students through teaching and learning, staff also have the right to and responsibility for creating an inclusive community for themselves. Per the ISE Educator Profile, all staff members should "maintain professional relationships with students, parents, and colleagues" and "respect and follow the code of conduct". This means that staff should not be discriminated against or discriminate against others based on gender, sexual orientation, ethnicity, culture, or disability. See the [ISE Educator Profile](#) for additional expectations (available to ISE Staff on the Staff Portal).

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Furthermore, all staff members have the right to be a part of the Equity in the Classroom (EIC) committee, a group of ISE teachers and staff members who are knowledgeable on and support equity initiatives in the school.

For any individual concerns regarding diversity, equity, inclusion, and justice, staff members are encouraged, per Dutch law, to address their concerns with the division confidante for advice and further action.

Ensuring justice for our parents and caregivers

Just as our staff and students have the right to and responsibility for creating an inclusive community, so too do our parents. All parents have the right to be a part of the [Parent's Committee](#), which serves an important role in representing the parent voice in our community.

Our school aims to include our parents as much as possible in the decision making process, with at least two parents appointed every four years to our school's Representative Councils (MRs). In addition to the school website, learning management systems, and social media, the school also publishes a monthly newsletter to inform parents on important happenings in the school community.

Per Dutch law, a confidante is also available for any individual concerns regarding diversity, equity, inclusion, and justice. Furthermore, for specific concerns regarding inclusive learning, a formal complaints system is also available per both the school's complaints procedure and the IB's complaints procedure in Secondary.

Investigation of Misconduct

Misconduct in all its forms is a serious offense and something that the ISE wishes to actively identify and prevent. Where a member of our community is suspected of behaving in a way that negatively impacts or harms another member of our community due to their race/ethnicity, class, gender, sex, sexual orientation, country of origin, or ability, as well as cultural, political, religious, or other affiliations, this will be investigated and resolved within the school. Misconduct may also fall under the [Child Protection and Safeguarding Policy](#) depending on the nature of the issue.

Misconduct procedure in the Primary school

When an offense has occurred, there is a general process to follow in Primary. As each incident is unique to the issue, context, and individual, the Primary Department utilizes a general approach to promoting positive outcomes.

If a teacher feels comfortable and confident, they can address the issue immediately. The Primary Department prompts Positive Behavior best practices, and staff are trusted to manage most issues.

Teachers who do not feel comfortable and confident immediately addressing the issue will record the incident, and send notification to the Head of Department. The Head of Department will determine if the issue can be addressed by supporting the teacher, or if it requires meeting with parents and/or school leadership. Next steps will be identified, and restorative actions will be discussed and noted.

For serious or repetitive misconduct, the Head of Department will arrange meetings between parents and Learning Support to discuss and address underlying issues. All effort will be concentrated on promoting positive behaviors in the students, staff, and parents. These plans will be recorded and reviewed, usually within six weeks.

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Misconduct procedure in the Secondary school

When an offense has been identified by a staff member, the staff member should inform the Year Tutor who works together with the Student Team to investigate the situation and determine appropriate action. In all cases we aim to adhere to the principles of restorative justice. In the case of a minor offense, action might be taken with the students alone in school, and a point of information card may be sent home outlining the situation.

If a major offense occurs or a pattern of behavior is identified, the teacher or Year Tutor may issue a student with a report of misconduct. The teacher may request a meeting with the family with assistance from the Year Tutor, or in extreme circumstances ask the Leader for Learning to intervene to address the situation. Parents will be informed and the student will be expected to complete some form of corrective action or undertake a consequence.

In some cases, a student may be assigned to lunch time detention. In-school, or in more severe cases outside-school, suspensions may also be assigned to a student in cases where a student is unable to change a behavior despite earlier efforts made by the school. They may also be applied when there is a major break in the school's rules or its code of conduct.

Monitoring and Evaluation of Policy

This policy has been developed with our CIS accreditation in mind, for which we have a duty to support our students through “inclusive practices” by “removing barriers to learning” ([COIS](#)). As an IB school in secondary, we also have a requirement to work to “foster the social, emotional, and physical well-being of [our] students and teachers” and “create cultures that support all students to reach their full potential” ([IBO](#)). Furthermore, as a Dutch International School, the ISE follows the requirements of the Inclusive Education Law 2014 ([Passend Onderwijs](#)), which acknowledges the rights of all children to participate in the education best suited to their needs within the remit of the school (Rijksoverheid). We widely interpret this to include the socio-emotional needs of our students and acknowledge their multiple and intersecting identities.

This policy is reviewed annually by the EIC and the Joint Leadership Team to ensure that our philosophy and aims are being upheld and to develop the policy as needed. Breaches in this policy will be followed up according to the protocols set by each department of the ISE in the [School Guides available on the school website](#).

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