



Diversity, Equity, Inclusion, Justice and Belonging (DEIJB) Policy

Academic Year 2026–2027

1. Statement of Commitment

Queen Elizabeth's School, Gurugram is committed to fostering a diverse, equitable, inclusive, just and welcoming environment for all members of its community. The School recognises the strength that comes from a wide range of backgrounds, identities, experiences and perspectives, and strives to ensure that every individual feels respected, valued and empowered to thrive.

This commitment is aligned with the expectations set by the British Schools Overseas (BSO) Standards and the Council of British International Schools (COBIS) Code of Ethical Practice. It also reflects our cultural and societal context where respect, tolerance and non-discrimination are core national values.

In all aspects of Diversity, Equity, Inclusion, Justice and Belonging (DEIJB), the School remains grounded in its mission to develop confident, able, and responsible young people who are prepared to contribute positively to society. The School's core values – excellence, curiosity, integrity, community, ambition, and responsibility – serve as guiding principles in fostering a respectful and inclusive learning environment.

2. Definitions

- **Diversity** refers to the presence and recognition of differences within the School community, including differences in nationality, ethnicity, language, religion, gender, ability and socio-economic background.
- **Equity** ensures fair treatment, access and opportunity by recognising and addressing barriers and systemic inequalities.

- **Inclusion** is the active, intentional and ongoing engagement with diversity to foster a sense of belonging and respect.
- **Justice** involves challenging and removing barriers to fairness and ensuring that systems and structures uphold equality and human rights.
- **Belonging** reflects an individual's sense of acceptance, safety and value within the School community.

3. Aims

The policy aims to:

- Promote and sustain a culture of respect and dignity among all students, staff, parents and visitors.
- Embed inclusive practices in teaching, learning, recruitment, admissions, governance and leadership.
- Ensure that all individuals feel welcome, valued, and able to participate fully in School activities.
- Address and eliminate discrimination, bias and exclusionary practices where identified.
- Comply with relevant Haryana laws and uphold School's responsibilities under the BSO and COBIS frameworks.
- Actively support the development of confident, able and responsible young people through a culture of equity, respect and fairness.

4. Implementation in Practice

- **Curriculum and learning:** The curriculum reflects and celebrates diverse cultures and histories, promotes critical thinking and encourages empathy and global citizenship.

- **Recruitment and employment:** Recruitment practices are inclusive, fair and based solely on merit. All employees receive regular training in DEIJB principles, including recognising unconscious bias, inclusive teaching practices and responding appropriately to discriminatory behaviour.
- **Admissions:** Admissions decisions are guided by transparency and fairness. The School welcomes applications from students of all backgrounds, subject to regulatory requirements.
- **Behaviour and pastoral care:** The School promotes an inclusive School culture through positive behaviour expectations, a strong pastoral care system and clear procedures for addressing bullying, harassment or discriminatory behaviour.
- **Safeguarding and wellbeing:** The School ensures all students feel safe and supported. Safeguarding procedures explicitly address risks related to discrimination, exclusion and identity-based harm.
- **Student voice and leadership:** Students are encouraged to actively participate in shaping an inclusive School culture. Mechanisms such as student councils and peer leadership roles ensure student perspectives inform DEIJB actions.
- **Community engagement:** The School builds strong relationships with families and the wider community. Events, communications and initiatives are inclusive and responsive to the diverse cultural fabric of the School community.
- **Accessible environment:** The School is committed to ensuring physical, academic and digital accessibility. Where barriers exist, reasonable adjustments are made to enable full participation.

5. Governance and Leadership

The leadership team and governing body are responsible for modelling inclusive leadership, setting strategic priorities for DEIJB and reviewing policy implementation. They actively promote a culture of accountability and transparency in relation to diversity and inclusion.

6. Monitoring and Review

The School monitors DEIJB progress through data related to admissions, student achievement, disciplinary actions, staff recruitment and participation in School life. This data informs strategic planning and enables the School to identify and address areas of inequity.

This policy is reviewed annually and updated as needed to reflect evolving best practices, or updates to BSO and COBIS standards. Feedback from staff, students and families is encouraged and will inform ongoing improvements.

7. Related Policies

This policy should be read in conjunction with the following:

- Safeguarding and Child Protection Policy
- Behaviour and Discipline Policy
- Equal Opportunities Policy
- Complaints Policy
- Staff Code of Conduct
- Staff Recruitment and Selection Policy