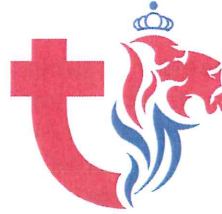


**ENGLISH
INTERNATIONAL
SCHOOL OF TUNIS**
British Curriculum



EIST Equality, Diversity and Inclusion Policy 2025-2026

Revised Date:	April 2026
Next Review Due:	August 2026
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Introduction

The English International School of Tunis is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instill in our students a strong understanding of right and wrong, pride in Tunisian culture and heritage including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the children in our care.

This plan sets out how the school will promote equality of opportunity regardless of race, gender, disability, age, religion or belief in both the delivery of its services and the employment of its staff. The policy has been developed by school leaders in collaboration with parents, students and the wider group of stakeholders in line with the laws and practices of **Tunisia** and the general principles included in the Equality Act . This policy supports other school policies including the Admissions policy and the Student Behaviour policy.

Through the creation of this Equality Policy, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. This policy will be reviewed annually, or at any time where there is a significant update or change to legislation. This will ensure that the policy is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school, nationally and internationally.

Equality and Diversity in our school – definitions

Equality is achieved when there is fair access, opportunity, and outcomes for all members of the school community regardless of what they look like or where they come from.

Diversity means recognising and valuing differences. People may be different in many ways, including race or ethnicity, age, disability, language, culture, appearance, religion or belief, or gender.

Inclusion is the active process of creating a culture where everyone feels valued, respected, and able to thrive.

Roles and responsibilities

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

All individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the specific responsibilities listed below.

The Board of Directors (BoD)

The Board of Directors will:

- Oversee the creation of this policy and approve its implementation with the help of the Principal to ensure that it is adopted correctly throughout the school
- Ensure the school complies with all relevant equality legislation that pertains to the laws of **Tunisia** and is underpinned by the overarching principles of the United Nations declaration on the Rights of the Child
- Monitor and evaluate the effectiveness of the equalities plan on a regular basis, making amendments to improve the plan when and where necessary.

- Nominate a named Board member to oversee the implementation of the Equality policy, monitor equality outcomes, and report periodically, to the BoD, outcomes against agreed targets
- Ensure that parents are informed of any incident related to this scheme which could directly affect their child
- Report to parents and the wider community on the implementation of the school's Equality Policy through the school prospectus, the school website, and the school's annual report as required.

The Principal and Senior Leadership Team (SLT)

The Principal, with the support of the Senior Leadership Team, will:

- Promote the single equalities plan both within the school and externally to the rest of the community
- Ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- Report back to the governing body on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, students and parents
- Challenge inappropriate language and behaviour
- Tackle bias and stereotyping
- Take appropriate action where discrimination or victimisation occurs

Staff

School staff will:

- Ensure that they are up to date and aware of the contents of this plan and the school's policy towards all types of discrimination
- Challenge inappropriate language and behaviour
- Tackle bias and stereotyping
- Work to promote anti-bullying strategies as outlined in the school's behaviour and anti-bullying policy
- Show a commitment to undertake development and training within this area
- Engage with the school in eliminating any discrimination and act as a good example to students
- Promote a positive working environment
- Report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, students, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary

Students

Students at the school will:

- Engage with the school in eliminating any discrimination
- Promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- Report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
- Work to promote the anti-bullying strategies outlined in the school's behaviour and anti-bullying policy
- Set a good example regarding behaviour and social awareness to younger students and their peers
- Show respect to Tunisia's values and belief

Parents, carers, and visitors

Parents, carers, and visitors to the school are expected to:

- Familiarise themselves with the school's equality policy and support the scheme by promoting a positive attitude towards equality at home
- Attend any relevant meetings/awareness-raising sessions that they are invited to relating to the school's equality policy
- Work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- Respect and follow our equality policy when visiting the school

Key groups at risk

While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

- Race
- Disability or Additional Needs status
- Gender
- Religion or belief

Promoting equality and social awareness in school and within the local community

Community cohesion

The school expects all of its students and staff to act respectfully towards members of the wider community that the school is part of.

Inclusion

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds.

Student voice

Through our support of Student Voice and through the mechanism of the Student Council, we encourage our students to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people.

This is developed by listening to the student voice through interactions between students from different year groups, students and staff including through the Student Council and students and the wider community.

Recruitment

The English International School of Tunis is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability or marital status in line with the relevant Laws of **Tunisia**.

The English International School of Tunis acknowledges that discrimination can arise on occasion and so will ensure that the Equality and Diversity policy is the foundation for all its activities.

Where a candidate is known personally to a member of the selection panel, it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

More information about our recruitment procedures can be found in the school recruitment policy.

Staff

Equal opportunities for staff

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law
- Staffing of the school reflects the diversity of our community wherever possible and adheres to relevant labour laws within **Tunisia**
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce
- We respect the religious beliefs and practices of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams

Behaviour, exclusions and attendance

The school behaviour policy takes full account of the principles contained within this policy. We make reasonable, appropriate, and flexible adjustments for students where the need arises. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups, and will take action to address any concerns that arise in this area.

Read our school Attendance, Behaviour, and Exclusions policies for more information on the processes surrounding these topics.

Concerns and Complaints

Refer to the school's complaints policy and procedures.

Monitoring and review

This Equality Policy will be reviewed annually by the Board of Directors, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Directors will review how effective it is in tackling discrimination, promoting access and participation, equality, and good relationships between different groups, and that it does not disadvantage particular sections of the community. Directors will also review evidence that it is being put into practice in school by staff and students, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

- Termly analysis of student attainment data disaggregated by nationality, gender, and EAL status
- Termly review of bullying logs, exclusion records, and attendance data by protected characteristic
- Annual staff survey on confidence in promoting equality and handling incidents of discrimination
- Annual parent survey on perceptions of inclusion, fairness, and respect
- Termly report from the Principal to the Board of Directors on equality outcomes, including progress against targets and any identified patterns of concern

Information will be gathered through:

- Identification of children and young people, parents, carers, staff, and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;



- Student attainment and progress data relating to different groups;
- Children's and young people's views, actively sought and incorporated in a way that values their contribution;
- Information about how different groups access the whole curriculum and how they make choices between subject options;
- Sports and activities choices of all groups;
- Uptake of the extended school offer by group;
- Exclusions data analysed by group;
- Records of bullying and harassment on the grounds of any equality issue;
- Data on the recruitment, development, and retention of employees;
- Outcomes of activities promoting community engagement and community cohesion;
- Outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

The Principal and Senior Leadership Team will provide regular monitoring reports for review by the Board of Directors. These will include:

- Progress against targets relating to equality and future plans
- School population
- Recruitment and retention
- Key initiatives
- Summary data on incidents covered by the policy
- Reviewed termly as things change rapidly

CEO	Head of Education
Mr Zied Ben Ghorbel	Ms Jacqueline Johnson
Date:	Date:
