DIVERSITY, EQUITY & INCLUSION POLICY

Reviewed:	August 2026
Next Review Due:	June 2027
Applies To:	Whole School
Owner:	Head of School
Approved By:	Board of Directors

Mission, Vision and Values

Mission
To inspire our children to reach their full potential by fostering curiosity and an interest in learning, awakening their minds and illuminating their world.

Vision
To create an affordable international secondary school with a high standard of education where children learn through practical and project-based work. To develop our students' moral and intellectual capacity, and to encourage creativity and adaptability.

Aim
An education that is broad, balanced and challenging, with an emphasis on developing strong connections to our host country, Uganda.

Values
Desire for lifelong learning; an ability to adapt; be innovative and reflective thinkers; open minded, and empathetic while achieving high academic success according to individual potential.

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1. Policy Purpose and Rationale

7Hills International School (7Hills) is a multicultural learning community located in Kampala, Uganda, serving students and families from a wide range of national, cultural, linguistic, and socio-economic backgrounds. Our mission is to inspire young people to reach their full potential by fostering curiosity, integrity, respect and global mindedness. Diversity enriches our school community and is recognised as a source of strength, creativity, and learning.

This Diversity Equity Inclusion and Justice (DEIJ) Policy sets out the principles, expectations and commitments that guide how 7Hills builds an environment where every student and adult is treated with dignity, fairness, and respect. It reflects our belief that inclusion is not only a moral responsibility but a foundation for high-quality learning and student wellbeing.

We acknowledge that our setting operates within a Ugandan cultural context while serving a diverse international population. This context includes variations in cultural values, language use, belief systems, social expectations and lived experiences of privilege and disadvantage. Our approach to DEIJ work recognises this complexity and seeks to promote understanding, empathy, and equity across cultures.

The purpose of this policy is to ensure that all members of the 7Hills community are able to learn, work, and participate in a school environment free from discrimination, harassment, exclusion, prejudice, or bias. It defines how the school promotes equity in access, support, and opportunity, and how issues relating to fairness and justice are addressed in a respectful, professional, and transparent manner.

2. Definitions and Key Concepts

For the purposes of this policy, the following working definitions are used.

Diversity refers to the visible and invisible differences within our school community, including culture, nationality, race, ethnicity, language, religion or belief, gender, family structure, disability, learning profile, socio-economic background and lived experience.

Equity means ensuring that all students and staff receive appropriate support, resources and opportunities based on their individual needs, rather than assuming that identical treatment produces fairness. Equity recognises that some students may require additional guidance or access to provision to achieve successful outcomes.

Inclusion means that every member of the school community feels valued, respected, and able to participate fully in the academic and social life of the school. Inclusion is demonstrated through relationships, participation, representation and belonging.

Justice refers to school structures, processes, and decisions that are fair, consistent, and transparent, and which address bias or inequity where it is identified. Justice supports accountability, dignity and responsible citizenship.

These concepts are interdependent and guide both decision-making and daily practice across the school.

3. Scope of Application

This policy applies to all aspects of school life including:

- teaching and learning
- student support and wellbeing
- staff recruitment and conduct
- admissions and transition
- behaviour expectations and discipline
- safeguarding processes
- communication and community engagement
- school events, trips, and activities
- representation in curriculum materials

It applies to all students and adults on campus, online or during school-related activities. Where a concern relates to bullying, harassment or safeguarding risk, matters will be addressed through the appropriate linked policy alongside DEIJ principles.

4. Guiding Principles

7Hills is committed to the following principles.

- Every member of the school community has inherent worth and must be treated with dignity and respect.
- No student or adult shall be disadvantaged, excluded, or discriminated against on the basis of personal identity or background.
- Differences in culture, language, belief and experience are recognised as learning opportunities and are approached with curiosity and empathy.
- The school promotes equitable access to learning, guidance and participation.
- Communication and decision-making should be fair, professional and transparent.
- Students are educated to challenge stereotypes, bias, discrimination and prejudice in constructive ways.
- Staff and leaders model inclusive behaviour and reflect the values of the school through professional conduct.
- Inclusion is a shared responsibility across the whole school community.

These principles underpin the expectations and commitments outlined in the remainder of this policy.

5. The 7Hills Context

As a British-influenced international school in Uganda, 7Hills operates within a community shaped by:

- multilingual communication
- intercultural friendships and classroom groupings
- differing attitudes toward authority, gender roles, and hierarchy
- varied educational backgrounds
- diverse prior learning experiences
- high mobility and student transitions

- economic diversity among families

We recognise that language difference, accent, cultural unfamiliarity or perceived status can influence student relationships and self-confidence. The school aims to ensure that no student feels marginalised or diminished because of these factors.

Local Ugandan heritage and identity are valued and actively represented in school life. Students are encouraged to develop pride in both their personal identity and their role as members of a diverse international community.

6. Responsibilities

6.1 Leadership Team

The Head of School and Senior Leadership Team are responsible for:

- embedding DEIJ principles into school culture and strategic planning
- ensuring policy alignment across pastoral, academic, and operational areas
- monitoring practice and outcomes relating to inclusion and equity
- supporting staff development in culturally responsive practice
- ensuring that concerns are addressed in a fair and timely manner

6.2 Staff

All staff members are expected to:

- model respectful and inclusive communication
- challenge discriminatory or prejudicial language or behaviour
- apply behaviour expectations fairly and consistently
- adapt teaching strategies to support diverse learning needs
- create classroom environments that promote belonging
- be aware of personal bias and reflect on practice
- refer concerns appropriately and professionally

6.3 Students

Students are expected to:

- treat peers and adults with kindness and respect
- recognise and challenge unfair treatment or exclusion
- support peers from different backgrounds
- contribute positively to a welcoming school environment

Students are supported to understand diversity and identity through pastoral and curriculum experiences.

6.4 Parents and Carers

Parents are encouraged to:

- engage with the school in a respectful and constructive manner
- support inclusive values at home
- communicate sensitively where cultural misunderstandings arise
- partner with the school in addressing concerns

The school values open dialogue with families from all cultural backgrounds.

7. Curriculum, Teaching and Learning

7Hills aims to ensure that teaching and learning:

- reflect a range of cultures, perspectives, and voices
- encourage critical thinking about fairness and representation
- promote intercultural understanding and empathy
- recognise the experiences of both Ugandan and international students
- support students for whom English is an additional language
- provide appropriate extension and support to meet varied learning needs

Opportunities are created for students to explore identity, heritage, culture, and global citizenship in age-appropriate ways. The school also promotes inclusive classroom practice through:

- differentiated approaches to support access and challenge
- positive reinforcement of student contributions
- sensitivity to linguistic confidence
- varied forms of participation to avoid social disadvantage
- awareness of group dynamics and peer inclusion

8. Behaviour, Relationships, and Community Culture

The 7Hills Stoplight Behaviour Approach and Restorative Practices Framework are closely aligned with DEIJ principles. Behaviour expectations are applied equitably and emphasise accountability, empathy and the repairing of harm. The school does not tolerate:

- racism
- discrimination
- harassment
- derogatory or prejudicial language
- exclusion based on identity or background

Where behaviour breaches these expectations, the response will be consistent with both the Behaviour Policy and this DEIJ Policy and may include restorative dialogue, sanctions and structured support. Students are encouraged to act as positive upstanders and to challenge exclusion or bias in safe and constructive ways.

9. Recruitment, Staffing, and Professional Conduct

The school seeks to ensure that recruitment and employment processes are fair and free from discrimination. Professional expectations include:

- respectful interaction between colleagues
- sensitivity to cultural and linguistic diversity
- commitment to equitable treatment of students
- awareness of power dynamics in adult-student relationships
- adherence to the Staff Code of Conduct

Concerns relating to professional behaviour may be addressed through performance or disciplinary procedures.

10. Reporting Concerns and Seeking Support

Members of the school community may raise concerns relating to discrimination, exclusion, inequity, or bias through:

- class teachers or tutors
- pastoral and safeguarding staff
- the Head of School
- confidential communication routes where appropriate

Concerns will be:

- listened to respectfully
- recorded objectively
- investigated fairly and proportionately
- handled with discretion and sensitivity

Where appropriate, parents will be engaged in a constructive and solutions-focused manner. If a concern relates to bullying, safeguarding or serious misconduct, the relevant linked policy will be followed in coordination with DEIJ considerations.

11. Equity in Support and Access

The school acknowledges that some students may require additional guidance or provision to participate fully in school life. This may include:

- language support
- academic scaffolding
- social integration support
- wellbeing and pastoral care
- financial flexibility in participation where appropriate
- transition support for students entering or leaving mid-year

Equity measures are applied fairly and discreetly, prioritising dignity and student self-worth.

12. Voice, Participation, and Representation

The school seeks to ensure that students from diverse backgrounds:

- have opportunities to share perspectives
- are represented in leadership and student initiatives
- contribute to school culture and events
- feel seen and valued in public celebration and communication

Where practical, cultural festivals, Ugandan heritage and international awareness are integrated into school life in meaningful ways.

13. Monitoring, Reflection, and Continuous Development

DEIJ implementation is an ongoing process that requires reflection, dialogue and adaptation. The school will:

- review practices through pastoral and leadership structures
- reflect on patterns of participation and behaviour data
- consider feedback from students and parents where appropriate
- update training and awareness activities as needed

This policy will be reviewed annually or sooner if contextual needs require revision.

14. Distribution and Access

This policy is available to all staff, students, and parents via the school website and on the school Google drive. Printed copies can be requested from the school reception.