

AIS-Salzburg Equality & Diversity Policy

Key Contact Personnel

Leadership Staff Responsible for Policy: Paul McLean, Headmaster
Laura Fox, Dean of Studnets
Kevin Fox; Dorm Parent

Designated Lead: AIS-Salzburg Administration

Date Written:	August, 2026
Date Approved:	August 8, 2026
Approval Signature	
Date of Next Review:	2029
Related Policies:	AIS-SCPP (Child Protection Policy) Anti-Bullying and Anti-Cyber-Bullying Policy AIS-Salzburg Code of Conduct Staff Recruitment Policy Student and Parent Handbook Whistleblowing Policy

This policy will be reviewed and updated annually and following any new legal requirements.

Administration:	Paul McLean, Headmaster	pmclean@ais-salzburg.at
	Laura Fox, Dean of Students	lfox@ais-salzburg.at
	Kevin Fox, Dorm Parent	kfox@ais-salzburg.at
	Juliane Jelonek, Office Manager	office@ais-salzburg.at
	Jennifer Heider-Kasberger, College Counselor	jkasberg@ais-salzburg.at

AIS-Salzburg Equality, Diversity, and Inclusion Policy

Table of Contents

1. Commitment	2
2. Policy Purpose	2
3. Policy Coverage	3
4. Protected People and Characteristics	3
5. Discrimination and Harassment Defined	4
6. Community Character	4
7. Teaching, Learning, and Assessment	5
8. Boarding and Residential Life	5
9. Day Students and Full Participation	6
10. Language and Communication	6
11. Religion, Belief, and Cultural Practice	6
12. Disability, Medical Needs, and Reasonable Adjustments	7
13. Admissions	8
14. Recruitment and Employment	8
15. Community Responsibilities	8
16. Raising a Concern	9
17. School Response	9
18. Informal and Formal Responses	10
19. Confidentiality and Information Sharing	10
20. Protection from Retaliation	10
21. Outcomes and Support	11
22. Reflection and Monitoring	11
23. Review of this Policy	11
Equality, Diversity, and Inclusion Compliance Checklist	12

1. Commitment

The American International School-Salzburg is committed to maintaining a community in which every person is known, valued, and treated with dignity, respect, and fairness.

AIS-Salzburg is a small international boarding and day school. We live, learn, work, travel, eat, compete, celebrate, and solve problems together. Most of our students are full boarders, and many are living away from their families, home countries, and first languages. The quality of our community therefore depends not only on formal rules, but also on the care, judgment, patience, and consideration shown in our daily relationships.

Our diversity is one of the school's greatest educational strengths. Students and employees bring different cultures, nationalities, languages, identities, beliefs, family experiences, abilities, and perspectives to the community. Learning to live responsibly with these differences is an essential part of an AIS-Salzburg education.

We expect every member of the community to contribute to an atmosphere in which people feel secure, respected, included, and able to participate. Discrimination, harassment, victimization, prejudice-related bullying, and deliberate exclusion are incompatible with our mission and will not be tolerated.

Equality and inclusion do not mean that every person must always be treated in exactly the same way. Fairness may require us to consider individual circumstances, provide additional support, or make a reasonable adjustment. Our aim is to ensure that every person has a fair opportunity to learn, grow, contribute, and succeed.

2. Policy Purpose

This policy explains how AIS-Salzburg promotes equality, values diversity, and responds when a person believes that they have been treated unfairly or without respect.

It is intended to:

- set clear expectations for conduct throughout the community;
- prevent discrimination, harassment, bullying, and exclusion;
- promote equal access to academic, residential, social, and professional opportunities;
- recognize and respond to individual needs;
- provide a clear and supportive way to raise concerns;
- ensure that concerns are considered fairly and consistently;
- protect people who report concerns in good faith; and
- support continuing reflection and improvement within the school.

This policy should be read alongside the school's safeguarding, anti-bullying, student conduct, employment, admissions, and data-protection policies. Where a concern involves possible harm to a student, safeguarding procedures take priority.

3. Policy Coverage

This policy applies to all members of the AIS-Salzburg community, including:

- students;
- teaching faculty and resident-care staff;
- administrators and other employees;
- applicants for admission or employment;
- parents and guardians;
- volunteers;
- contractors and service providers; and
- visitors.

It applies throughout every part of school life, including teaching, assessment, boarding, pastoral care, admissions, employment, meals, athletics, activities, excursions, educational travel, transportation, online communication, and school-sponsored events. The policy may also apply to behavior away from campus or outside normal school hours when that behavior affects a member of the community, a student's welfare, relationships within the school, or the safe and effective operation of the school. Online conduct is subject to the same expectations as conduct in person. A message, image, post, recording, group chat, or other digital communication may fall within this policy even when it is created or shared away from campus.

4. Protected People and Characteristics

AIS-Salzburg will not unlawfully discriminate against a person because of their:

- race, color, ethnic origin, or national origin;
- nationality or citizenship;
- language or linguistic background;
- sex;
- sexual orientation;
- gender identity or gender expression;
- religion, belief, or non-belief;
- disability, medical condition, or additional learning need;
- age;
- pregnancy, maternity, or family responsibilities;
- family or personal circumstances;
- socioeconomic background; or
- any other characteristic protected under applicable Austrian law.

This policy also applies when treatment is connected with a characteristic that someone believes a person has, even if that belief is mistaken. It also applies when a person is treated unfairly because of their association with a family member, friend, or other person. People may experience disadvantage through a combination of circumstances. A student's experience, for example, may be shaped by language, disability, culture, age, boarding status, and family circumstances together. The school will consider the person and the situation as a whole rather than reducing a concern to one characteristic.

5. Discrimination and Harassment Defined

Direct discrimination occurs when a person is treated less favorably because of a protected characteristic or relevant personal circumstance. Indirect discrimination may occur when a rule or practice appears to apply equally to everyone but places a person or group at a particular disadvantage and cannot be reasonably justified. Harassment is unwanted behavior that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating, or offensive environment. Harassment may be verbal, physical, written, visual, sexual, social, or digital.

It may include:

- slurs, insults, offensive jokes, or demeaning comments;
- stereotypes or repeated assumptions about a person or group;
- unwanted sexual comments, messages, images, or physical conduct;
- threatening, humiliating, or intimidating behavior;
- ridicule connected with language, accent, nationality, culture, religion, disability, sex, or identity;
- offensive images, symbols, recordings, posts, or group messages;
- deliberate exclusion intended to isolate or humiliate;
- repeated misuse of a person's name after correction;
- imitation of an accent, disability, religious practice, or cultural mannerism for ridicule; or
- persistent conduct that makes a person feel unsafe, unwelcome, or inferior.

Conduct does not have to be intended to cause harm before the school may address it. Humor, habit, cultural misunderstanding, or lack of awareness may help explain conduct, but they do not automatically excuse its effect. The school will consider the context, seriousness, frequency, relationship between the people involved, and effect on the person concerned.

Not every disagreement, unkind comment, or interpersonal difficulty is discrimination or harassment. Young people living closely together will sometimes misunderstand, frustrate, or offend one another. The school's role is to help students distinguish ordinary conflict from conduct involving prejudice, humiliation, intimidation, abuse of power, or repeated exclusion.

Prejudice-related bullying is bullying or intimidation connected with a person's identity, background, disability, religion, nationality, language, sex, sexual orientation, or another protected or personal characteristic. Victimization or retaliation occurs when a person is threatened, disadvantaged, excluded, or treated adversely because they raised a concern, supported another person, gave information, acted as a witness, or participated in a review or investigation.

6. Community Character

AIS-Salzburg is deliberately small. This allows students and employees to know one another well and creates opportunities for individual attention that would not be possible in a larger institution. The school describes this familiar atmosphere as central to its educational and residential program. This closeness brings both advantages and responsibilities. Concerns are often noticed quickly, but relationships may also overlap. A teacher may also supervise an activity; a resident-care staff member may support a student academically and socially; students may study, travel, compete, and live together throughout the week.

For this reason, members of the community should not assume that a concern is too small to mention or that someone else will address it. Early, thoughtful intervention often prevents a misunderstanding from becoming a pattern.

We expect members of the community to:

- speak to and about others with respect;
- remain curious rather than making assumptions;
- listen when another person explains that words or behavior have caused harm;
- accept correction without immediate defensiveness;
- apologize sincerely when appropriate;
- include others in shared community life;
- seek help when a difficulty cannot be resolved safely or fairly; and
- recognize that living in an international community requires patience, flexibility, and self-discipline.

Respectful disagreement is welcome. Students should be able to debate ideas, question assumptions, and discuss controversial subjects. However, disagreement must remain directed toward ideas and evidence rather than the dignity, identity, or worth of another person.

7. Teaching, Learning, and Assessment

The classroom should be a place where students can participate, ask questions, make mistakes, and develop confidence without fear of humiliation or unfair treatment. Teaching staff are expected to know their students well and to recognize that students may differ in prior education, English-language experience, confidence, culture, learning needs, and familiarity with an American college-preparatory program.

Staff will:

- maintain high and appropriate expectations for every student;
- provide equitable access to instruction, guidance, and academic support;
- assess work fairly, accurately, and consistently;

- use teaching materials and examples that reflect a range of cultures, experiences, and perspectives;
- avoid presenting stereotypes as fact;
- support respectful and evidence-based discussion;
- address discriminatory or demeaning language promptly;
- consider language, disability, medical, and learning needs;
- provide reasonable alternatives where a student cannot participate in an activity in the usual way; and
- communicate concerns early so that appropriate support can be arranged.

An inclusive classroom does not require teachers to avoid difficult historical, political, religious, ethical, or social subjects. Such subjects should be taught with care, intellectual honesty, and clear expectations for respectful discussion. A student should not be embarrassed publicly because of an accent, mistake, learning difficulty, limited background knowledge, or unfamiliarity with a cultural reference. Correction and academic challenge should preserve the student's dignity.

Reasonable adjustments should enable access without removing essential learning outcomes or lowering legitimate academic expectations. Where a requested adjustment cannot reasonably be provided, the school will explain the decision and consider whether another form of support is possible.

8. Boarding and Residential Life

Boarding is not separate from the educational program. With approximately 85% of students enrolled as full boarders, residential life shapes the character, routines, relationships, and expectations of the entire school. Students live closely with others who may have different languages, customs, habits, boundaries, religious beliefs, family expectations, and ideas about privacy or friendship. Learning to manage these differences respectfully is part of boarding education.

Resident-Care staff are expected to create a residential environment that is safe, structured, welcoming, and personal. They should know students individually, remain alert to changes in behavior or well-being, and respond before a student becomes isolated or overwhelmed.

Resident-Care staff members will:

- treat students with fairness, patience, and respect;
- apply residential expectations consistently and without favoritism;
- provide equitable access to pastoral support, activities, and opportunities;
- encourage friendships and cooperation across national and cultural groups;
- address nationality-based cliques, exclusion, hazing, and intimidation;
- support students experiencing homesickness, loneliness, culture shock, or difficulty adjusting;
- respond promptly to discriminatory language or harmful behavior;
- respect appropriate personal boundaries and privacy;
- communicate concerns to colleagues so that support is coordinated; and
- help students repair relationships when this can be done safely and constructively.

Room and roommate decisions will take account of student welfare, safeguarding, age, privacy, medical or disability needs, compatibility, and reasonable student preferences. No student can be guaranteed a particular room or roommate, but concerns should be listened to carefully and not dismissed without consideration. The school will give reasonable consideration to religious practice, dietary requirements, language needs, cultural expectations, disability, medical needs, and other relevant circumstances within the practical and safeguarding requirements of communal boarding.

Residential rules should be applied consistently, but consistency does not always require the same response in every case. A student's age, understanding, history, needs, and circumstances may properly affect the support or consequence provided. The reason for a different approach should be clear, educationally justified, and appropriately recorded.

9. Day Students and Full Participation

Day students are full members of the AIS-Salzburg community. They follow the same academic expectations as boarding students and are encouraged to take part in activities, athletics, excursions, and community events. The school's website describes day students as an integral part of the community. The school will take reasonable steps to ensure that day students are not unnecessarily excluded from information, activities, leadership opportunities, or friendships because they do not live on campus. Some residential requirements and opportunities will necessarily differ. These differences should reflect the nature of boarding rather than an assumption that day students are less committed or less important to school life.

10. Language and Communication

English is the language of instruction and the common language of the school. The school may therefore establish reasonable expectations concerning the use of English during classes, supervised study, activities, meetings, and other shared situations where common understanding is necessary. These expectations must serve a legitimate educational, safety, supervisory, or community purpose. They must not be used to shame students for speaking another language or to suggest that one language or nationality is superior to another.

Students should be free to use their first languages appropriately in personal conversation. At the same time, they should consider whether doing so in a group setting leaves others feeling deliberately excluded.

Every member of the community should:

- communicate with courtesy;
- make reasonable efforts to pronounce and use names correctly;
- ask rather than assume how a person wishes to be addressed;
- avoid imitation or ridicule of accents;
- avoid language that demeans a culture, nationality, religion, sex, disability, or identity;
- explain unfamiliar expressions when misunderstanding is likely;
- recognize that humor does not always translate easily across cultures; and
- seek clarification before assuming harmful intent.

Where language differences affect a person's ability to understand an important procedure, decision, health matter, safeguarding concern, or school communication, the school will make reasonable efforts to provide clarification or appropriate language support.

11. Religion, Belief, and Cultural Practice

AIS-Salzburg is non-denominational and welcomes students from different religious, cultural, and philosophical backgrounds. The admissions information published by the school emphasizes an international and diverse student body drawn from a wide range of backgrounds.

The school will give respectful and proportionate consideration to requests connected with:

- religious observance or prayer;
- significant religious dates;
- dietary requirements;
- clothing or personal appearance;
- participation in particular activities;
- access to pastoral or spiritual support; and
- cultural practices relevant to a student's welfare.

Not every request can necessarily be granted. Decisions will consider Austrian law, safeguarding, health and safety, the rights of others, academic requirements, residential supervision, and the practical operation of the school.

A student must not pressure, ridicule, or exclude another person because of their religion, belief, or non-belief. Respect for belief does not prevent respectful discussion, questioning, or academic examination of religious and philosophical ideas.

12. Disability, Medical Needs, and Reasonable Adjustments

AIS-Salzburg will consider reasonable and proportionate adjustments when a student, employee, or applicant experiences a significant disadvantage because of disability, a medical condition, an additional learning need, or another relevant circumstance.

Adjustments may relate to:

- teaching and classroom participation;
- assignments, assessment, and examinations;
- written or digital communication;
- access to buildings and facilities;
- boarding accommodation;
- meals and dietary provision;
- athletics, activities, and excursions;
- emergency or evacuation arrangements;
- admissions procedures;
- attendance or scheduling; and
- working conditions.

Requests should be directed to the administrator responsible for the area concerned. Academic requests will normally be considered by the Headmaster or relevant academic administrator. Boarding and pastoral requests will normally be considered by the Dean of Students. Health-related requests should involve the Student Health Coordinator.

Employment requests should be directed to the Headmaster. The school may request relevant information from a qualified professional where this is necessary to understand the person's needs and identify appropriate support. Requests for information should be proportionate and should respect privacy.

In deciding what is reasonable, the school will consider:

- the nature and extent of the disadvantage;
- the likely effectiveness of the proposed adjustment;
- the views of the person concerned;
- safeguarding and health and safety;
- the effect on other students or employees;
- the essential requirements of the course, activity, residential program, or position;
- available staffing, facilities, and resources; and
- whether another effective arrangement is available.

The person concerned, and where appropriate their parent or guardian, should be included in the discussion. Agreed arrangements should be recorded, shared only with those who need to know, and reviewed when circumstances change.

13. Admissions

AIS-Salzburg seeks students who can benefit from and contribute positively to its academic and international boarding program. The school's published admissions philosophy states that diversity and understanding are essential elements of an international education. Admissions decisions will be based on legitimate educational, linguistic, behavioral, pastoral, safeguarding, and operational considerations. The school may consider whether it can safely and appropriately meet an applicant's academic, medical, learning, residential, or welfare needs. This assessment should be individual and evidence-based. It should not rely on stereotypes or generalized assumptions about a disability, nationality, religion, family background, or other characteristic.

Applicants and families are expected to provide accurate and relevant information. The purpose of requesting information about support needs is to determine whether suitable provision can be made and to prepare responsibly for enrollment. Where the school concludes that it cannot reasonably meet a significant need, the reason should be explained clearly and respectfully.

14. Recruitment and Employment

AIS-Salzburg is committed to fair employment practices and to maintaining a professional community in which employees are treated with dignity. Employment decisions will be based on legitimate professional, educational, and operational criteria.

Equality principles apply to:

- recruitment and selection;
- terms and conditions of employment;
- pay and benefits;
- allocation of duties and schedules;
- induction, training, and professional development;
- evaluation and promotion;
- access to leadership or additional responsibilities;
- working conditions;
- grievance and disciplinary procedures; and
- renewal or conclusion of employment.

Employees must not discriminate against applicants, colleagues, students, parents, or other members of the community. Professional differences should be addressed directly and respectfully. The closeness of a small school community must not be used to excuse gossip, exclusion, favoritism, or retaliation.

15. Community Responsibilities

The Board of Directors approves this policy and receives appropriate assurance that it is being implemented. The Headmaster has overall responsibility for interpretation, implementation, training, significant complaints, safeguarding referrals, monitoring, and reporting to the Board. Administrators are responsible for listening to concerns, arranging support, maintaining appropriate records, ensuring fair procedures, and identifying patterns that require wider action.

All employees are expected to:

- model respectful and inclusive behavior;
- know students sufficiently well to notice significant concerns;
- apply rules and expectations fairly;
- intervene when discriminatory or demeaning conduct occurs;
- listen carefully when a concern is disclosed;
- record and report significant incidents;
- protect confidentiality;
- avoid retaliation or favoritism;
- cooperate with agreed support and adjustments; and
- complete required training.

Students are expected to treat others with respect, avoid discriminatory or exclusionary behavior, use language responsibly, respond appropriately to correction, report serious concerns, and support the safety and dignity of others. Parents and guardians are expected to communicate respectfully, provide relevant information about their child's needs, support appropriate school procedures, and raise concerns promptly rather than allowing them to become more difficult to resolve.

Contractors, volunteers, and visitors are expected to follow the same basic standards of dignity, respect, and non-discrimination while involved with the school.

16. Raising a Concern

AIS-Salzburg wants students and adults to raise concerns early. No one is expected to decide in advance whether an experience meets a formal legal definition of discrimination or harassment. A person may simply explain what happened and ask for help.

A concern may be raised verbally or in writing with:

- any trusted teacher or resident-care staff member;
- the Dean of Students;
- the Headmaster;
- the Child Protection Lead or another member of the Child Protection Team;
- the Student Health Coordinator, where relevant; or
- another appropriate administrator.

A student may ask a parent, guardian, friend, advisor, staff member, or other trusted adult to help them make a report or attend a meeting. Reports should include as much information as the person can reasonably provide, such as what happened, when and where it happened, who was involved, whether anyone else saw or heard it, whether it has happened before, and whether anyone currently feels unsafe. A person should not delay reporting because they do not have complete information or are unsure how serious the matter is.

Anonymous concerns will be considered. However, anonymity may limit the school's ability to ask questions, verify information, provide feedback, or take formal action.

17. School Response

The first priority is safety and well-being. When a concern is received, the school will consider whether anyone needs immediate protection, medical attention, pastoral support, separation, or safeguarding intervention. The school will then decide how the concern should be handled. The response will depend on the people involved, their ages, the seriousness of the conduct, whether the behavior is continuing, and whether student, safeguarding, employment, or other procedures apply.

The school will normally:

1. listen carefully and without premature judgment;
2. make a factual written record;
3. explain what will happen next;
4. identify an appropriate person to manage the concern;
5. offer reasonable support to the person affected;
6. gather relevant information fairly;
7. give the person complained about an appropriate opportunity to respond;
8. consider whether interim arrangements are needed;
9. reach an outcome based on the available information; and
10. communicate the outcome as far as confidentiality permits.

In a small community, it may not always be possible or appropriate for the person who first receives a concern to manage the entire response. A matter may be transferred to another administrator because of expertise, safeguarding responsibility, impartiality, or a possible conflict of interest. Employees must not conduct their own safeguarding investigation. Their responsibility is to listen, reassure, protect, record, and report. The school's handbooks already require prompt reporting of concerns involving discrimination, bullying, harassment, or student welfare.

18. Informal and Formal Responses

Some concerns can be resolved through an early conversation, clarification, apology, guidance, or supported restoration of a relationship. An informal response may be appropriate where the conduct is less serious, the person affected feels safe, and there is a reasonable prospect of constructive resolution.

Informal resolution must not be used to minimize serious harassment, coercion, repeated bullying, retaliation, abuse of authority, or a safeguarding concern.

A more formal response may be required where:

- the conduct is serious or repeated;
- a person may be unsafe;
- the parties have a significant difference in age, authority, or power;
- an earlier intervention has not worked;
- the allegation concerns an employee;
- there may have been retaliation;
- the conduct may constitute a criminal or safeguarding matter; or
- a formal finding or disciplinary decision may be necessary.

Mediation or restorative discussion will be used only where it is appropriate, safe, and voluntarily accepted by the people involved. A person who reports harassment or discrimination will not be required to meet directly with the person complained about.

19. Confidentiality and Information Sharing

Concerns will be handled sensitively. Information will be shared only with people who need it for safeguarding, support, investigation, decision-making, legal compliance, or effective administration.

Complete confidentiality cannot be promised. It may be necessary to share information when:

- a student or another person may be at risk;
- the school must investigate;
- the person complained about must be given a fair opportunity to respond;
- parents or guardians need to be informed;
- professional or legal advice is required;
- information must be provided to an authority; or
- disclosure is otherwise required by law.

The school will explain these limits as clearly as possible.

Records should be factual, objective, and securely maintained. Personal information will be handled in accordance with the Data Protection and Information Governance Policy.

20. Protection from Retaliation

No person will be penalized, threatened, excluded, intimidated, or treated adversely because they:

- raised a concern in good faith;
- supported another person in raising a concern;
- provided information;
- acted as a witness;
- participated in an investigation or review;
- declined inappropriate mediation; or
- requested a reasonable adjustment.

A concern raised in good faith will not become a disciplinary matter simply because it cannot be substantiated.

A knowingly false or malicious allegation may be addressed under the relevant disciplinary procedure. A report that is mistaken, incomplete, difficult to prove, or ultimately not upheld is not necessarily malicious.

21. Outcomes and Support

The purpose of the school's response is to protect dignity and safety, establish what occurred as fairly as possible, address harmful conduct, support those involved, and reduce the likelihood of recurrence.

Depending on the circumstances, action may include:

- clarification, advice, or a formal warning;
- pastoral or academic support;
- an apology or restorative action;
- education or reflection work;
- changes to rooms, groups, schedules, activities, or supervision;
- a reasonable adjustment;
- increased monitoring;
- staff guidance or training;
- a behavior or support plan;
- disciplinary consequences;
- suspension or termination of enrollment;
- employee disciplinary action;
- termination of a contractual or volunteer relationship; or
- referral to an external authority.

The response will consider the seriousness and frequency of the conduct, the age and understanding of those involved, the effect on the person affected, previous concerns, willingness to take responsibility, safeguarding needs, and the importance of preventing recurrence. Support may be offered even when a concern cannot be fully substantiated. A lack of sufficient evidence for a formal finding does not necessarily mean that no support or relationship work is needed.

22. Reflection, and Monitoring

Equality and inclusion depend on daily practice. Policies alone cannot create the familiar, caring environment the school seeks to maintain. The administration will review relevant information concerning incidents, complaints, recurring patterns, adjustment requests, participation, training, and feedback from students, employees, and parents.

Because AIS-Salzburg is small, monitoring must be handled carefully. Information should be proportionate, and reports should be anonymized or summarized where necessary to avoid identifying individuals. The purpose of monitoring is not to label students or groups. It is to notice whether particular students are becoming isolated, whether certain language or conduct is recurring, whether some activities are less accessible, and whether the school's response is effective.

23. Review of this Policy

This policy will be reviewed annually. It may also be reviewed following:

- significant legal or regulatory change;
- a serious incident;
- evidence of a recurring problem;
- changes to the academic or boarding program;
- feedback from students, employees, or parents; or
- experience showing that a procedure is unclear or ineffective.

Students, employees, and parents may be invited to contribute to the review. Any revision should preserve the school's commitment to mutual respect, individual attention, fairness, care, compassion, and responsible participation in an international community.

AIS-Salzburg Equality, Diversity, and Inclusion Compliance Checklist

For faculty, Resident-Care Staff, administrators, and all other employees

Use this checklist periodically to reflect on your daily practice and responsibilities.

Respectful conduct

- ☐ I treat every student, colleague, parent, and visitor with dignity, fairness, patience, and respect.
- ☐ I avoid stereotypes, assumptions, favoritism, exclusion, and demeaning language.
- ☐ I make reasonable efforts to use names correctly and communicate respectfully across cultural and language differences.
- ☐ I respond constructively when someone explains that my words or actions have caused concern.

Teaching, supervision, and boarding life

- ☐ I provide equitable access to learning, support, activities, responsibilities, and opportunities.
- ☐ I apply expectations, rules, consequences, and professional judgment consistently and without bias.
- ☐ I consider individual needs, including disability, medical, learning, language, religious, cultural, and family circumstances.
- ☐ I protect privacy, dignity, and appropriate personal boundaries.
- ☐ I remain alert to isolation, exclusion, homesickness, culture shock, harassment, bullying, or changes in well-being.

Responding to concerns

- ☐ I challenge discriminatory, prejudicial, harassing, or exclusionary behavior promptly and appropriately.
- ☐ I listen calmly and take concerns seriously without making promises of complete confidentiality.
- ☐ I record significant concerns factually, accurately, and without speculation.
- ☐ I report concerns promptly through the appropriate administrative or safeguarding procedures.
- ☐ I do not investigate safeguarding concerns myself.
- ☐ I take reasonable immediate action when a student may be unsafe or at risk.

Fairness and support

- ☐ I understand that fair treatment does not always require identical treatment.
- ☐ I follow agreed support plans and reasonable adjustments.
- ☐ I seek guidance when I am uncertain whether an adjustment, exception, or alternative arrangement is appropriate.
- ☐ I avoid retaliation, gossip, intimidation, or adverse treatment toward anyone who raises or supports a concern.

Professional responsibility

- ☐ I maintain confidentiality and share information only with those who need it for safety, support, or official duties.
- ☐ I communicate relevant concerns promptly with appropriate colleagues.
- ☐ I complete required training and remain familiar with current school policies.
- ☐ I reflect on whether my decisions, language, materials, and daily conduct support an inclusive international community.