



École européenne de Bruxelles IV (Laeken)
European School of Brussels IV (Laeken)

NURSERY, PRIMARY AND SECONDARY CYCLES

DIVERSITY CHARTER

CREATION: 28-10-2022

LAST REVISION: 28-10-2022

VALIDATION: Diversity@LAE Working Group

DIFFUSION: External

TABLE OF CONTENTS

Table of contents.....	2
Diversity and inclusion as values in our School.....	3
ARTICLE 1.....	5
ARTICLE 2.....	5
ARTICLE 3.....	5
ARTICLE 4.....	5
ARTICLE 5.....	5
ARTICLE 6.....	6
ARTICLE 7.....	6
ARTICLE 8.....	6

DIVERSITY CHARTER

UNITED IN DIVERSITY AND INCLUSION

Diversity and inclusion as values in our School

In line with the [Charter of Fundamental Rights of the European Union](#), the [Convention defining the Statute of the European Schools](#), as well as the [Pupils' Well-Being Policy Framework of the European Schools](#), this Charter commits the School and all its stakeholders (management team, pupils, teachers, educational advisors, assistants, administrative and ancillary staff, supervisors, parents and partners including the APEEE and the OIB). The Charter is not a binding legal instrument. It is, however, a declaration of intent that sets out the principles and values shared by the School in relation to diversity and inclusion. It is the concrete result of the work undertaken in the framework of the Diversity@LAE strategic plan, supported by groups representing the stakeholders. **Everyone is called upon to become familiar with it, to practice it and to respect it on all occasions.**

The European School of Brussels IV (Laeken) adheres to a broad definition of diversity. Diversity includes differences in origin, gender, age, language, nationality, ethnicity, parental status, education, skills, abilities, religion, sexual orientation, political opinion, physical ability or attributes, physical or mental disabilities, socio-economic status/social background, ways of working and behaviour.

As a school with a variety of language sections and identities, the European School of Brussels IV (Laeken) is committed to being an example of **diversity, inclusion and equal opportunities**. This is in line with the principles of equal treatment, non-discrimination, parity and cultural, religious and linguistic diversity recognised by the founding treaties of the European Union and its *Charter of Fundamental Rights*.

Bringing together people of all ages with different languages, backgrounds, cultures, perspectives and experiences **strengthens the culture of diversity, stimulates innovation** and creates a **dynamic environment**. It leads to each stakeholder getting the **best out of themselves and enhancing their well-being**.

Our school does this by pursuing an **inclusive policy**, i.e. engaging and valuing all adults and pupils in their shared environment regardless of their differences and by providing quality care for pupils, combining caring, respect and openness to **all** differences.

Our school translates this ambition into action plans that consciously integrate the **management of individual differences**, and aim to develop a transversal vision of diversity management and inclusion. Each stakeholder is involved and participates in the development of this global policy.

In order to achieve this objective, the European School of Brussels IV (Laeken) is committed to supporting all those responsible for the practical implementation of the principles of the Charter. The School undertakes to provide them with the appropriate and necessary means to achieve them. In this sense, it supports the **implementation of a monitoring cell composed of representatives of the stakeholders of the School** whose main mission is to be at the disposal of the school community in case of reporting of a problematic situation related to diversity or inclusion. This cell does not have the task of sanctioning or deliberating in the event of a problematic situation, but it is required to activate all available resources in order to work towards a constructive and respectful outcome.

The whole school community commits itself by adopting this charter.



ARTICLE 1

The School is an **asset for everyone**: Far from weakening the School, the diversity of pupils and staff members enables everyone to learn to live together. It forms future citizens who are aware of differences and their benefits.

In an inclusive school, **diversity is not seen as an obstacle but as an enriching opportunity, an opportunity to promote success for all and respect for differences. All members of the school community are obliged to respect the fundamental principles of the European Union: Diversity, tolerance and equal treatment.**

ARTICLE 2

Members of the educational community are the "key players in the inclusive process". They understand pupils in terms of their **abilities**, not their limitations, and adopt a **positive** and supportive **attitude** towards them. They also value a culture where pupils are **actors of transformation**, in a spirit of loyalty and vigilance among peers for the common good.

ARTICLE 3

The School is committed, through the organisation of educational activities and initiatives, to raising awareness, training and involving pupils, teachers, counsellors and administrative and ancillary staff in the challenges of diversity as a source of enrichment, innovation, progress, respect for each and every person and social cohesion. Inclusion must be a permanent awareness-raising issue.

Through their reflections and activities, pupils contribute to **bringing diversity to life** within their school.

ARTICLE 4

The School is committed to applying the principles of diversity, equal opportunities and inclusion both in the decision-making and management processes of the organisation and in the management of human resources.

Genuine inclusion is the result of **dialogue between teachers, pupils, parents and the whole educational community**, with communication as a tool for prevention and problem solving.

ARTICLE 5

The members of the school community undertake to evaluate these practices, their results and effects on an ongoing basis and to report regularly to the management team and to parents.

They commit to **identifying and describing obstacles to inclusion** and to sharing good practices, building solutions, which will be implemented to advance diversity, equality and inclusion.

ARTICLE 6

The School encourages all stakeholders to **work towards non-discrimination, fight against stereotypes and prejudice**, and to **promote diversity while respecting the personal life and privacy of each individual**.

Its priority is to **exclude all forms of discrimination** based on the following criteria: Gender, alleged race, ethnic or social origin, religious or philosophical conviction, wealth, birth, disability or physical characteristic, current or future state of health, age, sexual orientation, marital status or family situation.

It promotes and enforces non-discrimination, commits to preventing discrimination and fostering inclusion within its activities, on an ongoing and comprehensive basis, through programmes and projects promoting respect for diversity and inclusion such as, for example, KiVa, various school clubs and committees, Respect Week.

ARTICLE 7

The School undertakes to **respect and promote the application of this principle of non-discrimination** both in relations with members of the various linguistic and cultural communities and at all levels of the organisation, in collaboration with its partners.

ARTICLE 8

Each member of the school community undertakes to apply the principles of this Charter in the exercise of his duties.