

# DUBAI COLLEGE

*A tradition of quality in education*



## Dubai College Diversity, Equity and Inclusion Policy

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## **A. Scope and Publication**

Dubai College welcomes staff, workers, volunteers, students, parents, applicants, and governors from all different ethnic groups and backgrounds. This policy applies to all members of the current and prospective school community and is available on the school website. This policy can be made available in large print or other accessible formats if required.

## **B. Our aims**

Since its foundation in 1978 the mission of Dubai College has been to provide within the emirate of Dubai a modern secondary education in the British style to both expatriates and UAE citizens who wish to experience this type of education. For this reason, we are committed to celebrating diversity within our school community while respecting the values, ethics and traditions of our hosts.

We are also committed to being an equal opportunities education provider and employer and are committed to equality of opportunity for all members of the school. Students will be taught these values and to respect others.

The UAE has several laws in place that aim to prohibit discrimination and hatred on the basis of caste, race, religion or ethnic origin. Further, there are laws to protect the rights of people of determination (those with special needs) and laws for equal pay to women.

In the provision of equal opportunities, we recognise and accept our responsibilities under UAE law, more details of which can be found [here](#).

## **C. Related policies**

This policy and all associated procedures apply to all staff (including volunteers and students on placement), young people and visitors and should be read in conjunction with the following policies:

[Admissions Policy](#)

[Anti-Bullying Policy](#)

[Assessment Policy](#)

[Behaviour & Sanctions Policy](#)

[Disciplinary Procedure](#)

[Equal Opportunities Policy](#)

[Gifted & Talented Policy](#)

[Grievance Policy](#)

[Safer Recruitment Policy](#)

[SEND Policy](#)

[Student Behaviour and Sanctions Policy](#)

[Whistleblowing Policy](#)

## **D. Forms of discrimination**

Following the issuance on 15 July 2015 of Law No. 2 of 2015 against Discrimination and Hatred (the “Law”), the UAE has now introduced federal legislation which specifically prohibits all forms of

discrimination on the basis of religion, belief, sect, faith, creed, race, colour or ethnic origin (each being a “Protected Characteristic”).

The Law is drafted in broad terms to ensure that it encompasses all discriminatory conduct regardless of how it is expressed (e.g. through speech, writing, drawing, photography, singing, acting or miming) and irrespective of the means/channels through which it is expressed (e.g. online, by phone or video, and whether written or oral).

Federal Law No. 29 of 2006 Concerning the Rights of People with Special Needs also protects the rights of people of determination and guarantees them the right to live with dignity. According to the law, a person's special needs shall not be a reason to deprive him/her of their rights and services especially in welfare as well as social, economic, health, educational, professional, cultural and leisure services.

The UAE provides for equal and fair employment opportunities to Emiratis of determination. UAE nationals with special needs have the right to work and occupy public positions. People of determination are entitled to receive monthly assistance subject to terms as per the existing laws.

Resolution No. 43 of 2018 in support of the people of determination aims to support the rights of people of determination (people with special needs or disabilities) in the field of employment by enabling access to opportunities in the labour market. The resolution requires government entities to protect the rights of people of determination and to ensure their right to work on an equal basis with others and not to be discriminated against.

In 2018, the UAE Cabinet approved a law on equal wages and salaries for women and men. Article 32 of the UAE Labour Law 1980 already provides that the female worker shall be granted a wage equal to that as the man is earning if she were performing the same work.

### **Examples of direct discrimination**

Rejecting an applicant of one race because it is considered they would not ‘fit in’ on the grounds of their race would be direct discrimination. Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic. For example, if a student is harassed or victimised because a sibling is disabled, this would be direct discrimination against that student. Discrimination by association is also considered direct discrimination against someone because they associate with another person who possesses a protected characteristic.

### **Examples of indirect discrimination**

Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their sex or race. For example, a minimum height requirement would be likely to eliminate proportionately more women than men. If these criteria cannot be objectively justified for a reason unconnected with gender, they would be indirectly discriminatory on the grounds of gender.

### **Examples of discrimination arising from disability**

Discrimination arising from disability occurs when a person with a disability is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be

proportionate means of achieving a legitimate aim. For example, where a student with cerebral palsy who is a wheelchair user is told they will be unable to attend a school trip because there is no wheelchair access available and other options are not investigated.

### **Harassment**

Harassment occurs when a person is subject to “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”. Third-party harassment occurs where, during the course of their duties, an employee is harassed by an individual or individuals who are not under the direct control of the school and the harassment relates to a protected characteristic.

### **Victimisation**

Victimisation occurs when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above.

## **E. Equal opportunities education provider**

### **a. Admissions**

Dubai College is a selective entry school which embraces being inclusive. We cater to all nationalities and religions; this is reflected in the values and culture of the whole school community so that learners feel welcome, accepted, safe and valued whatever their background. On entry to the school, we also effectively identify students who have special educational needs and disabilities as well as those who are gifted and talented. Where needed, we modify our curriculum accordingly and measure the impact of any intervention and specific support mechanisms through the use of feedback from monitoring and assessment processes.

Our full Admissions Policy can be found [here](#).

### **b. Equal access**

Dubai College will afford all students equal access to all benefits, services, facilities, classes and subjects including all sports, irrespective of the background and characteristics, subject to considerations of safety and welfare.

### **c. Positive action**

We offer access arrangements and reasonable adjustments as part of our admissions process. Access arrangements are agreed before the entry assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment.

Student appointments to leadership positions are made by democratic election. Our democratic election process is nationality-blind and we do not currently employ any form of affirmative action or positive discrimination. We do ask each new cohort of student leaders if they would like to review the election process annually.

We may afford students with a disability or special educational needs, access to additional education or training to meet the special needs of the students in that group.

#### d. Exclusions

We will not discriminate against any student by excluding him or her from school, or by subjecting him or her to any other detriment, on the grounds of his or her characteristics and background. All decisions with regard to the permanent exclusion from Dubai College will be handled in line with our [Behaviour and Sanctions](#) policy and are subject to KHDA approval.

#### e. Teaching and school materials

By internationalising our curriculum, we aim to incorporate an international and intercultural dimension into the content of the current curriculum as well as the teaching and learning arrangements and support services of students.

We are committed to developing faculty staff and students as global learners and citizens. We are also preparing our students to perform capably and sensitively in international and multicultural societies. To enable this, we are facilitating collaborative links between international communities, especially those located in local and regional areas. We also encourage staff to develop their knowledge of international perspectives and embed these into their schemes of work using our evaluation framework.

#### f. Student interaction

Dubai College sets high standards and expectations through highlighting and praising good behaviour. We encourage students to respect themselves, each other, adults and property irrespective of their personal characteristics or background. We endeavour to apply rules fairly, clearly, and consistently and provide a happy, caring environment with challenging activities. Positive attitudes are fostered towards all groups in society through the curriculum and ethos, and students are encouraged to question assumptions and stereotypes.

#### g. Bullying

Dubai College takes seriously its obligation to ensure that pupils and staff enjoy a safe working environment. The College believes that all people in the school community have the right to learn and teach in a supportive, caring and safe environment without fear of intimidation or being bullied. Every individual in school has the duty to report an incident of bullying whether it happens to themselves or to another person. The College promotes a culture in which students are not afraid to report bullying, actively encouraging the reporting of incidents in order that interventions can be made.

Further details about the school's anti-bullying practices can be found in the [school policy](#).

#### h. School uniform

Dubai College is strongly committed to ensuring the school uniform for students is comfortable, conducive to learning and neutral regardless of birth gender as well as being accessible to students with differing cultural, religious and disability needs.

All students are permitted to wear the uniform allocated to the relevant section of the school. Hairstyles for Afro-textured hair may be worn in all styles including, but not limited to afros, locs, twists, braids, cornrows and weaves. Hair for all students, however, must be tied back for health and safety reasons in specific lessons and extra-curricular sessions.

The uniform is fully accessible to our SEND community and students with cultural requirements are allowed to adapt the uniform to include leggings for physical education and the wearing of white long sleeved garments underneath the school/PE shirt. Muslim headwear may also be worn such as the Hijab, Al-Amira, Shayla and Khimar.

Further details about the school's uniform requirements can be found [here](#).

#### i. Students with SEND

Dubai College is strongly committed to inclusive education across all year groups; this provision includes one in which the teaching, learning, achievements, attitudes and well-being of all the students who gain admission to Dubai College matter – including those identified as having additional needs and students of determination. The college is committed to recognizing the potential of all students and giving them access to enrichment activities. We fully support the inclusive aims of the Government of Dubai 'My Community' initiative, which seeks to ensure persons (and children) with disabilities can participate in education, recreation, arts, sports and culture, establishing Dubai as a fully inclusive, disability-friendly city.

Our aim is to know individuals well to help them reach their full potential. We do this through careful personalisation of the curriculum opportunities offered and support programmes that may be required. We want to develop each pupil as a whole person with the skills and competencies necessary for his or her future life roles.

Further details about referrals and support can be found in the [school policy](#).

#### j. Students with EAL

Dubai College recognises that due to the international nature of Dubai, a proportion of pupils will be multi-/bi-lingual and English may not be their first language. However, all pupils at the college must have the linguistic ability to access the curriculum in English, as a condition of admission in line with the School Admissions Policy. Students identified as having English as an Additional language will occasionally need extra support, which will be offered through the Student Services Department as needed. Students' first language is identified during the application process and support will be offered during transition and as soon as the student joins the college.

Further details about referrals and support can be found in the [school policy](#).

## **F. Equal opportunities employer**

Dubai College is an equal opportunities employer.

In order to promote an environment within which the School can call upon the widest possible range of knowledge, skill and experience, as well as ensuring compliance with relevant legislation and best international and local practices, we are committed to achieving and maintaining a workforce which represents the population within our recruitment area in terms of race or colour, nationality or national or ethnic origins, religion or belief, sex, sexual orientation, pregnancy or maternity, marital or civil partnership status, gender reassignment, age, and disability (together known as "Protected Characteristics").

To this end, we shall regularly review the operation of our recruitment, promotion and training and development policies to ensure that no applicant for employment or member of staff is disadvantaged by conditions or requirements which cannot be shown to be justifiable. No employee or prospective employee will receive unfair or unlawful treatment on the grounds of a Protected Characteristic, because they are perceived to have a Protected Characteristic or because they are associated with someone who has a Protected Characteristic, in particular but not only, in relation to:

- Recruitment and selection;
- Promotion, transfer and training opportunities;
- Benefits, terms and conditions of employment;
- Grievance and disciplinary procedures;
- Termination of employment including redundancies;
- Conduct at work;
- Procedures to ensure fair and equitable treatment in relation to admission and assessment of students.

The principles of non-discrimination and equality of opportunity also apply to the way in which staff must treat visitors, pupils, parents, suppliers and former members of staff.

### **Implementation**

The School, with the assistance of the staff, will:

- Break down any barriers to equality of opportunity which may prevent staff members realising their full potential or accessing benefit;
- Advertise vacancies and ensure job selection criteria are appropriate for the job;
- Promptly and fully investigate all complaints of discrimination and harassment, taking appropriate action where necessary;
- Ensure that all members of staff are fully aware of this policy;
- Monitor the composition of the School and the effects of its recruitment practices;
- Ensure existing procedures are reviewed and examined to ensure they are not discriminatory in their operation;
- Ensure language used in official communications reflects the letter and spirit of the policy.

## **Recruitment and Selection**

The staffing process is governed by the School's principles of non-discrimination and is designed to achieve the best match between, on the one hand, the individual's knowledge and skills, experience and character and, on the other hand, the requirements of the vacant post, recognising the need for flexibility to respond to changing conditions.

The capability of the individual to perform in the position will be the major selection criterion but the ability both to work with others and to be trained, coupled with individual potential, will be taken into account. All applicants will be dealt with courteously and as expeditiously as possible. Carefully selected and validated skills and/or psychometric tests may be used as part of the selection process and will be administered by a trained tester.

Appointments will be confirmed on receipt of satisfactory references, DBS checks and/or local police checks and/or medical report and/or satisfactory completion of a probationary period.

## **Disability**

If staff are disabled or become disabled, they are encouraged to tell the School about their condition so that the School can support them as appropriate. A disability will not in itself justify the non-recruitment of an applicant for a position at the School. Such reasonable adjustments to the application procedures shall be made as are required to ensure that applicants are not disadvantaged because of their disability. For example, where written tests are used, alternative arrangements will be made for visually impaired applicants.

If any difficulties are experienced at work because of a disability, staff may wish to contact the Head of Department to discuss any reasonable adjustments that would help overcome or minimise the difficulty. The Head of Department may wish to consult with the member of staff and their medical adviser about possible adjustments and staff may be required to give consent to a report being produced about their state of health and ability to perform their duties. The School will consider the matter carefully and try to accommodate any needs within reason. If it is considered a particular adjustment would not be reasonable the School will explain its reasons and try to find an alternative solution where possible. Once an adjustment has been made, its operation may need to be reviewed at agreed intervals, to assess its continuing effectiveness.

The School will make such adjustments to work arrangements or School premises as are reasonable to enable a disabled staff member to carry out his or her duties. This will include, but is not limited to, consideration of the provision of specialist equipment, job redesign, and flexible hours.

Where, during the course of their employment, a disabled member of staff recognises their need for a reasonable adjustment to be made to work arrangements or School premises, he or she should discuss this requirement with the Bursar.

## **Dignity at Work**

Staff should not engage in any behaviour or conduct which may amount to harassment of another person at work. Harassment of any kind is regarded as a disciplinary offence and in serious instances may lead to instant dismissal.



Harassment may take the form of unwanted conduct which is related to a relevant Protected Characteristic which is perceived as affecting an employee's dignity at work. It may also take the form of unwanted conduct towards someone based on their appearance or other personal characteristics which is perceived as affecting their dignity at work. It is not only unwanted physical contact, assault or propositions; it includes suggestive remarks or gestures, pin-ups, graffiti, offensive comments, jokes and banter. Harassment may include bullying, intimidating behaviour, persistent teasing or constant unfounded criticism of the performance of work tasks, unfair allocation of work and responsibilities, or exclusion from normal work place conversation. It may be directed towards one individual or a group. A single incident can amount to harassment, if sufficiently grave.

If any employee considers that they have been the recipient of unwanted conduct amounting to harassment, it is open to them to try to resolve the problem informally with the other person, either face to face or in writing. If this is not appropriate or has not been successful, they should raise a grievance in accordance with the procedure in this Handbook. All such grievances will be dealt with sensitively and in confidence as far as reasonably practicable to progress the complaint. Both during the investigation of the complaint and afterwards (whatever the outcome), consideration will be given to ensuring that the complainant and the alleged harasser are not required to work together against their wishes.

If any employee considers that they have been subject to discrimination of any form, they should inform the Headmaster or the Bursar. The School will ensure that employees are not in any way penalised whether directly or indirectly for bringing a complaint and the situation will be monitored to ensure that the harassment has stopped. False or malicious allegations will be treated as a disciplinary offence. Retaliation against a member of staff who complains of harassment can be expected to lead to disciplinary action.

### **Employee Relations**

The School places great value on good working relationships between employer and employee and between employees. Efforts are continuously directed towards maintaining a constructive relationship and finding mutually acceptable solutions to workplace problems and issues. To this end, we will use our best endeavours to:

- Achieve high performance standards by encouraging employee commitment and teamwork, and promoting an attitude of trust;
- Maintain a work environment in which the personal dignity of each individual is respected and discrimination and harassment are not tolerated;
- Provide employment conditions that are competitive;
- Communicate regularly with employees about the School's objectives, achievements and significant developments;
- Recognise the right of every employee to present a complaint, to appeal against a decision and to receive a response within a reasonable timeframe.

It is felt appropriate that there are detailed disciplinary rules which apply to all staff. However, such rules will be kept to a minimum to demonstrate trust in staff and confidence that normal standards of behaviour will prevail through self-discipline rather than through a rigid application of rules.

The rules, therefore, are for a practical purpose and are in addition to the expectations which society has regarding acceptable behaviour within the UAE. The aim is to promote efficient and safe working.

## **G. Roles and responsibilities**

The designated senior member of staff with overall responsibility for all equality and diversity matters at Dubai College is the Head.

For further information on the roles and responsibilities of the Designated Person see Appendix 2.

It is the responsibility of all staff to:

- Treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation;
- Support and participate in any measures introduced to promote equality and diversity;
- Actively challenge discrimination and disadvantage in accordance with their responsibilities;
- Report any issues associated with equality and diversity in accordance with this policy.

It is important to appreciate that an employee is ***personally responsible*** for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable. Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person will also amount to unlawful discrimination and any employee doing so will be subject to disciplinary action.

## **H. Reporting and recording incidents of discrimination**

### **Confidentiality**

Employees/students are entitled to know the details of the complaint against them, including the name of the person raising the complaint, the specific details of the complaint, and be given the opportunity to respond prior to any action being taken in response to the complaint. It is unprofessional and a denial of natural justice for the name of the complainant and the details of the complaint to be withheld from the person concerned. Such withholding of key information does not afford the employee/student an appropriate and adequate opportunity to respond to and address the complaint.

Employees/students who believe they have been subject to or have witnessed conduct that they believe violates the Dubai College Diversity, Equity and Inclusion policy are encouraged to resolve the issue directly with the person involved.

### **Reporting**

If the attempted resolution is not successful, the complainant should report the incident to one of the administrators listed below, as soon as possible.

### **Employee concerns**

1. Head
2. Head of HR
3. DEI Coordinator

## **Student concerns**

1. Head
2. Designated Safeguarding Lead
3. Head of Year

Complaints by students against other students that allege a violation of the Diversity, Equity and Inclusion Policy will be managed through the Behaviour and Sanctions Policy.

The administrator will bring the incident to the headmaster's attention. The headmaster will assign a Designate Administrator (DA) to investigate and/or supervise any complaint involving an employee. Typically, this will be a member of the Senior Leadership Team.

No disciplinary action will be taken until the incident has been investigated and the employee has had the opportunity to respond to the allegations in accordance with the procedure set out below. All complaints will be dealt with without unreasonable delay.

In the event of absence of any of those involved, except in the case of the accused employee, a deputy may take their place provided that this will not jeopardise the likelihood of a fair outcome.

## **Suspension**

After careful consideration, where warranted, the employee may be suspended from work on full pay pending the outcome of the investigation. Such suspension is not a form of disciplinary action. Where appropriate, the Headmaster or Bursar will appoint a senior member of staff, who is not involved in the matter, to provide guidance and support to the employee under investigation or suspension.

## **Formal Procedure**

### **Investigation**

When an allegation is reported, a DA, appointed by the Headmaster, will as soon as reasonably practicable, carry out an investigation into the matter. The investigation will be confined to establishing the facts and gathering any relevant documentation. Where necessary, the DA will obtain statements from any relevant individuals. An investigatory meeting with the accused may take place if considered appropriate by the DA.

### **Notice of Findings**

If, as a result of the investigation, it is decided that there has been a violation of the Diversity, Equity and Inclusion Policy, the employee will be invited to attend a meeting. The accused will be informed in writing of the nature of the complaint and, where appropriate, will be provided with copies of any written evidence gathered during the investigation. Where either party intends to call any relevant witnesses at the meeting, advance notice of their intention to do so must be given.

The meeting will be conducted by the Headmaster or Bursar (or an appropriate senior member of staff appointed by them, who has no prior involvement). The employee may be accompanied by a colleague if desired. The employee and their companion should make every effort to attend the meeting. If the employee fails to attend the meeting, this will usually be rearranged once but, should they fail to attend the re-arranged meeting, then a decision may be reached in their absence. The

employee will be given a full opportunity at the meeting to explain the matter and respond to the allegations. A note taker will usually be present but will not be involved in the decision-making process.

If following the meeting it is decided that disciplinary action is warranted, the employee will be advised of the decision in writing and this will specify the details of:

- specific violation/s under the Diversity, Equity and Inclusion policy;
- any action required by the employee to remedy the situation;
- any relevant review period / duration of warning and the consequences of continued or subsequent failure to reach and sustain the required behavioural expectation/s;
- the right of appeal.

If disciplinary action is warranted, one of the sanctions below may be issued. A sanction may be imposed at any level including summary dismissal depending on the circumstances.

### **Written Warning**

In the case of more serious offences, a further offence or a repetition of earlier minor offences or a failure to improve, the employee will be given a written warning, setting out the precise nature of the offence, the likely consequences of further offences and specifying, if appropriate, the improvement required and over what period.

### **Final Written Warning**

In the case of a sufficiently serious offence, or a repetition of earlier offences, the employee will be given a final written warning, setting out the precise nature of the offence, the likely consequences of further offences and specifying, if appropriate, the improvement required and over what period. This may include a statement that any recurrence or no improvement may lead to a dismissal or to some other action short of dismissal.

### **Dismissal**

This stage will normally result from continued failure by the employee to act on previous warnings or an act of gross misconduct. In the case of gross misconduct, the employee will normally be dismissed without notice or payment in lieu of notice. If the decision to dismiss is made, the employee will be informed in writing of the reason for dismissal, the date on which the contract between the parties will terminate and the appropriate period of notice.

### **Gross Misconduct**

In exceptional circumstances, employees may be dismissed without notice if it has been established, after investigation and after hearing the employee's explanation at a meeting, that there has been an act which constitutes gross misconduct. Article 120 of the UAE Labour Law lists examples of actions which constitute gross misconduct for which an employee can be dismissed without notice and without payment of benefits.

### **Appeals**

An employee may appeal against a decision within five working days of receipt of the written decision. Such appeals are to be made in writing to the Bursar. The appeal hearing will be convened as soon as is reasonably practicable. The appeal hearing will be held by the Headmaster or Bursar,

or a Governor or panel of up to three Governors (who have had no prior involvement). The Headmaster or Bursar will not hear the appeal if they held the initial disciplinary meeting.

Where new evidence arises prior to or during the appeal, the employee will be given access to any relevant information or evidence and will have the opportunity to make representations. The employee will have the right to be accompanied at any appeal hearing by a colleague. The employee will be informed in writing of the decision of the appeal hearing following the conclusion of the hearing. Such decision will be final. In the event of an unsuccessful appeal against a decision to dismiss, the original dismissal date shall stand.

## Record Keeping

A copy of all formal warnings will be retained on an employee's personal file.

## I. Implementation, monitoring, evaluation and review

This audit looks at where DC is in terms of how it delivers and incorporates DEI in our daily practices, policies and procedures. This will help DC to plan, report, increase performance and to better understand stakeholder attitudes and perceptions.

After completing the health check (below) we need to assess, review then act – and then re-start the cycle (probably every four years as a suggestion).

Checklist item	Do we have this item?	Does this item cover DEI?	Have we evaluated this item with respect to DEI?	red	amber	green
<b>Governance/School management</b>						
Governing Document						
Job descriptions of governing body						
Skills audit by governing body						
Mission statement						
Strategic plan						
Governing body reflective of community ( <i>stakeholder representation?</i> )						
Managing hate incidents						
Managing harassment, discrimination, victimisation and bullying of staff and pupils						
Fostering good relations with local organisations and community groups						

Equal opportunity / inclusion policy						
Promoting cultural diversity						
<b>Management of employees</b>						
Recruitment data and procedures						
Training data						
Promotion data						
Exit data						
Grievance data and procedures						
Disciplinary data and procedures						
<b>Management of pupils</b>						
Admissions data						
SEND data						
Behaviour and Sanctions data						
Extra-curricular activities data						
Accessibility plan for people of determination						
Grievance data and procedures						
Managing absences						
<b>Curriculum and Learning</b>						
Educational visits accessible to all						
Lessons that value and promote diversity						
Learning styles appropriate to learners' needs						
Appropriate assessment methods are used which take account of students' backgrounds and needs						
Staff trained / experienced in meeting diverse pupils needs						
<b>Parent/Community Engagement</b>						
Parents informed of child's progress						
Opportunities provided for parental engagement						
Links with local groups and schools – sharing of resources, facilities, best practice						
Links with local schools						

## **Review of Policy**

This policy is monitored by SLT and reviewed on an annual basis.

<b>Policy Details</b>	
Version date	January 2022
Last review	-
Next review	January 2023
Responsible SLT	Head

## Appendix One

### Roles and responsibilities

The designated senior member of staff with overall responsibility for all equality and diversity matters at Dubai College is the Head.

The role of the Designated Person is to:

- Create an environment in which all members of the community are expected to treat one another with mutual respect, dignity and tolerance.
- Ensure that Dubai College complies with UAE legislation including:
  - federal decree law no. 2 of 2015: the UAE anti-discrimination/anti-hatred law
  - laws on equal wages for women and men
  - federal law no.29 of 2006 protecting the rights of people of determination
  - resolution no.43 of 2018 in support of ‘people of determination’ in the field of employment
  - the People of Determination Protection from Abuse Policy
  - the Convention concerning Discrimination in Respect of Employment and Occupation
- Ensure all policies, practices and procedures, associated with equality and diversity, including admissions, curriculum, recruitment and selection are implemented;
- To make effective and reasonable adjustments where appropriate to meet the individual needs of staff, young people and others who may have business with Dubai College;
- Ensure that all staff are aware of and follow Dubai College’s policy; and receive appropriate equality and diversity training, in accordance with their roles and responsibilities;
- Take ‘all reasonable steps’ to prevent discrimination, harassment and victimisation from taking place;
- Take responsibility for recording, managing and analysing incidents of discrimination, harassment and victimisation in accordance with Dubai College’s policies, procedures and guidance.

It is the responsibility of all staff to:

- Treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation;
- Support and participate in any measures introduced to promote equality and diversity;
- Actively challenge discrimination and disadvantage in accordance with their responsibilities;
- Report any issues associated with equality and diversity in accordance with this policy.

It is important to appreciate that an employee is personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable. Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person will also amount to unlawful discrimination and any employee caught doing so will be subject to disciplinary action.