



DIVERSITY, EQUITY, AND INCLUSION (DEI) POLICY

W54

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Educational Leadership Team

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PURPOSE

Doha College is committed to actively tackling bias, prejudice, and discrimination, promoting equal opportunities and good relations between all DC students, staff, parents, and the community. Doha College recognises the benefits of having a diverse school community where pupils and staff are equally respected and valued. We seek to eliminate discrimination, advance equality of opportunity and foster good relations between everyone within our community. Doha College is an anti-racist, anti-discriminatory school with zero tolerance for bullying, harassment or victimisation within the college and its community.

This policy was written with reference to The Equality Act 2010 and The Permanent Constitution of the State Qatar.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

POLICY AIMS

- To ensure inclusion and equal opportunities for all members of Doha College and promote community cohesion.
- To remove any barriers to learning and development created by inequality and ensure that pupils and staff are enabled to make the most of their abilities and qualities.
- To promote the positive ethos that focuses on diversity being a strength (that should be respected and celebrated by all associated with Doha College).
- To continually monitor the progress of students, identify their needs and provide support to children safeguarded by this policy at the earliest opportunity.
- To ensure that the school's ethos, policies, and practices respect and protect the rights of an individual.
- To take proportionate positive action to alleviate any disadvantages experienced by pupils or staff with protected characteristics.
- Be an equal opportunity employer.

Doha College believes it is wrong to discriminate against anyone by treating them less favourably, as per the UK Equality Act 2010 and Qatar Law, because of characteristics such as:

- Gender

- Race
- Disability
- Religion or belief
- Age
- Maternity/pregnancy

Where a student or staff displays unwanted behaviour such as bias, prejudice or discrimination they will be challenged, and appropriate action taken using the supporting policies listed below:

- Student and Staff Code of Conduct,
- SEND,
- Bullying,
- Behaviour & Rewards,
- Safeguarding,
- Admissions,
- IT Policies
- Whistleblowing policy

If a member of the community displays such unwanted behaviour, they will also be challenged in accordance with the Code of Conduct Policy.

SCOPE OF THE POLICY

Doha College endeavours to teach and model inclusiveness and does not tolerate discrimination and promote equal opportunities.

The aims of the school are to:

- Eliminate discrimination (either direct or indirect), harassment and victimisation.
- Challenge stereotypes and preconceived assumptions.
- Advance equality of opportunity.
- Foster positive and inclusive relationships
- Set out staff responsibilities.
- Train staff/students to take active steps to be anti-racist/anti-discrimination.

Staff should support students' learning without prejudice or making them feel different or inferior to their peers. All staff are responsible for dealing with incidents involving discrimination, remaining free from bias and stereotyping. It is all staff's responsibility to de-escalate and educate at the earliest opportunity situations involving discrimination, stereotyping, or 'banter' as set out in the safeguarding and bullying policies.

Staff must promote good relations and model inclusive behaviour to all members of the community and take up training as needed to remain up to date with policies and legislation. Students who share concerns regarding discrimination should be listened to and supported. Through tracking of student concerns and student data such school reports, achievement points, behaviour points and the PASS results the school will endeavour to ensure unconscious bias is also challenged. Students who feel they have been subject to incidents of bullying or discrimination can be reported through the 'it's Never OK' online form [here](#)

Staff who feel they have been discriminated against, or one of their peers, should report the incident directly to HR. If the incident involves HR, then this should be reported to the Principal.

There is an expectation that all members of the Doha College community will support the above ethos. If a parent wishes to make a complaint, they should use the school complaints procedure.

ADMISSIONS AND RECRUITMENT

Doha College accepts applications from pupils and staff irrespective of their race, disability, gender, special educational needs or disability, religion, or belief. Doha College will treat all applicants in a fair and open way and every application will be considered on its merits. Doha Colleges aims to operate without any unconscious bias. This is outlined further in the Admissions policy.

CURRICULUM

The aim of this is to successfully promote harmony and understanding amongst a diverse population and prepare students for a life in a diverse society.

Opportunities will be created for pupils to appreciate their own culture and celebrate and gain insight into other cultures. Pupils and staff will be encouraged to question and challenge assumptions of both known and unknown stereotypes as part of their learning.

It should be noted a complaint against any topic is not viewed as being discriminatory, but if a teacher then uses the topic to reinforce or support stereotypes, then that will be classed as discrimination.

RECORDING AND INVESTIGATING INCIDENTS

All incidents within the DC community of discrimination will be recorded and investigated in line with the complaints procedure and Behaviour Policy. All incidents of discrimination will be investigated and reported to the leadership group. An action plan in response to a complaint/concern will be created within 2 school days of receiving the concern/complaint by the investigation lead as appointed by the Vice Principal Student Welfare. Doha College believes in supporting both the victims and offenders in remediating discriminatory behaviour as set out in the bullying policy.

ROLES AND RESPONSIBILITIES OF PRINCIPAL, OTHER STAFF, GOVERNORS

The Principal will:

Check that the school provides information to demonstrate its compliance with equality objectives and incorporate these objectives into the school development plan.

Consider equality before and at the time of making decisions or taking actions which may have implications for any of those groups covered in the list of points above and keep a record showing that questions relevant to equality duties have been addressed.

Ensure that governors, staff, parents, and carers are aware of their roles in ensuring compliance with this policy.

Work with governors and staff to establish a culture which celebrates diversity/equality and achievement; promotes high expectations and inclusive approaches; welcomes applications for school places and jobs from all sections of the community.

Ensure that incidents are reported, analysed, addressed swiftly and effectively, and reported on.

Students, parents, and carers will be consulted on the (Diversity, Equity, and Inclusion (DEI) action plan regularly and be kept informed through the school prospectus and other relevant literature.

Disseminate the outcomes of any evaluations to the whole school community, together with a summary of the action to be taken.

- ❖ The staff will actively implement the DEI policy and support the monitoring of impact.
- ❖ Visitors and contractors will be made aware of the policy through relevant signs around the school, and clauses in contracts.

The Board of Governors will:

Contribute to decision making when objectives are being agreed.

Ensure that equality objectives are integrated in the school improvement plan together with detail about how and when implementation will be monitored, and the impact evaluated.

Designate a lead governor for DEI.

Use its power to nominate governors to ensure its composition reflects the community it serves.

Monitor and evaluate the implementation and impact of this policy, seeking evidence of measurable improvements in relation to equality issues, and using the outcomes to inform future plans.

They will monitor the pattern and frequency of equality related incidents - defined as any incident which is perceived by the victim or any other person to contravene this policy and evaluate the effectiveness of response.

The governing board expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life.

TRAINING OF STAFF, STUDENTS, AND PARENTS

Training will be made available for all members of the community to raise awareness, model good practise, reinforce expectations and challenge reflection such as preconceived views or biases. There will be a mixture of mandatory and voluntary training provided and recommended, along with regular updates and reminders, and as part of the new staff induction programme into Doha College ethos and practice. The school will also keep an updated DEI Action Plan and log of training and other events.

At Doha College we define the key terms associated with Diversity, equity, and inclusion as the following.:

- Equal opportunity refers to the principle of treating all people the same, and not being influenced by a person's gender, race, religion, etc.
- Equality is the right of different groups of people to have a similar social position and receive the same treatment.
- Bias is a natural inclination for or against an idea, object, group, or individual. It is often learned and is highly dependent on variables like a person's socioeconomic status, race,

ethnicity, educational background, etc. At the individual level, bias can negatively impact someone's personal and professional relationships; at a societal level, it can lead to unfair persecution of a group.

- Unconscious or 'implicit bias'. People are naturally biased—they like certain things and dislike others, often without being fully conscious of their prejudice. Bias is acquired at a young age, often because of one's upbringing. This unconscious bias can lead to an individual or a group treating others unfairly because of their gender, ethnicity, race, or other protected characteristic.
- Discrimination is the act of making unjustified distinctions between human beings based on the groups, classes, or other categories to which they are perceived to belong.
- Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.
- Indirect discrimination occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.
- Prejudice refers to the beliefs, thoughts, feelings, and attitudes someone holds about a person or group. A prejudice is not based on experience; instead, it is a prejudgment, originating outside actual experience. An example may be that one race or gender is seen as superior to another.
- Harassment occurs in relation to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.
- Stereotype is an over-generalised belief about a particular category of people. It is an expectation that people might have about every person of a particular group.
- Victimization occurs when a person is treated less favourably than they otherwise would have been because of something they have done previously, or their parents or sibling/s.
- Microaggressions are one outgrowth of implicit bias. A microaggression is a subtle verbal or nonverbal behaviour, committed consciously or not, that is directed at a member of a marginalised group, and has a harmful, derogatory effect.
- To further understand microaggressions, there are three defined subtypes of microaggressions: micro assaults, micro insults, and micro invalidations.

- o Micro assaults are the most overt type of microaggressions. Most often they are done intentionally and the person doing them knows that they are harmful and derogatory. An example would be using a slang term to refer to someone of a particular race, with the knowledge that this term has a derogatory meaning.
- o Micro insults are more subtle than microaggressions. These are usually comments with an underlying meaning or a backhanded compliment. For example, a micro insult might involve saying that someone only got their job because of affirmative action.
- o Micro invalidations involve telling a marginalised group that their experiences of prejudice don't matter or that they are being over-reactive or too sensitive about the things that are being said. In other words, a micro invalidation might follow a micro assault or micro insult.

Please note that there is an expectation that any member of the community who is in the school or associated with the school is expected to follow this policy, ethos, and procedures.

RESPONDING TO BIAS, PREJUDICE, OR DISCRIMINATION RELATED INCIDENTS

What is a bias or prejudicial related incident?

A bias incident is any act committed against a person or their property, motivated by the offender's conscious or unconscious bias against a person or group based on a perceived protected characteristic. It does not mean it is a hate crime or criminal act.

What is a discrimination incident?

A discrimination Incident can be a horrible and hurtful experience, and, in many instances, it is against the law. It can be stopping someone from doing something through intimidation, causing physical or emotional harm, or targeting someone negatively due to an actual or perceived protected characteristic. These acts include but are not limited to hazing, bullying, verbal abuse, assault, isolation, or unfair treatment.

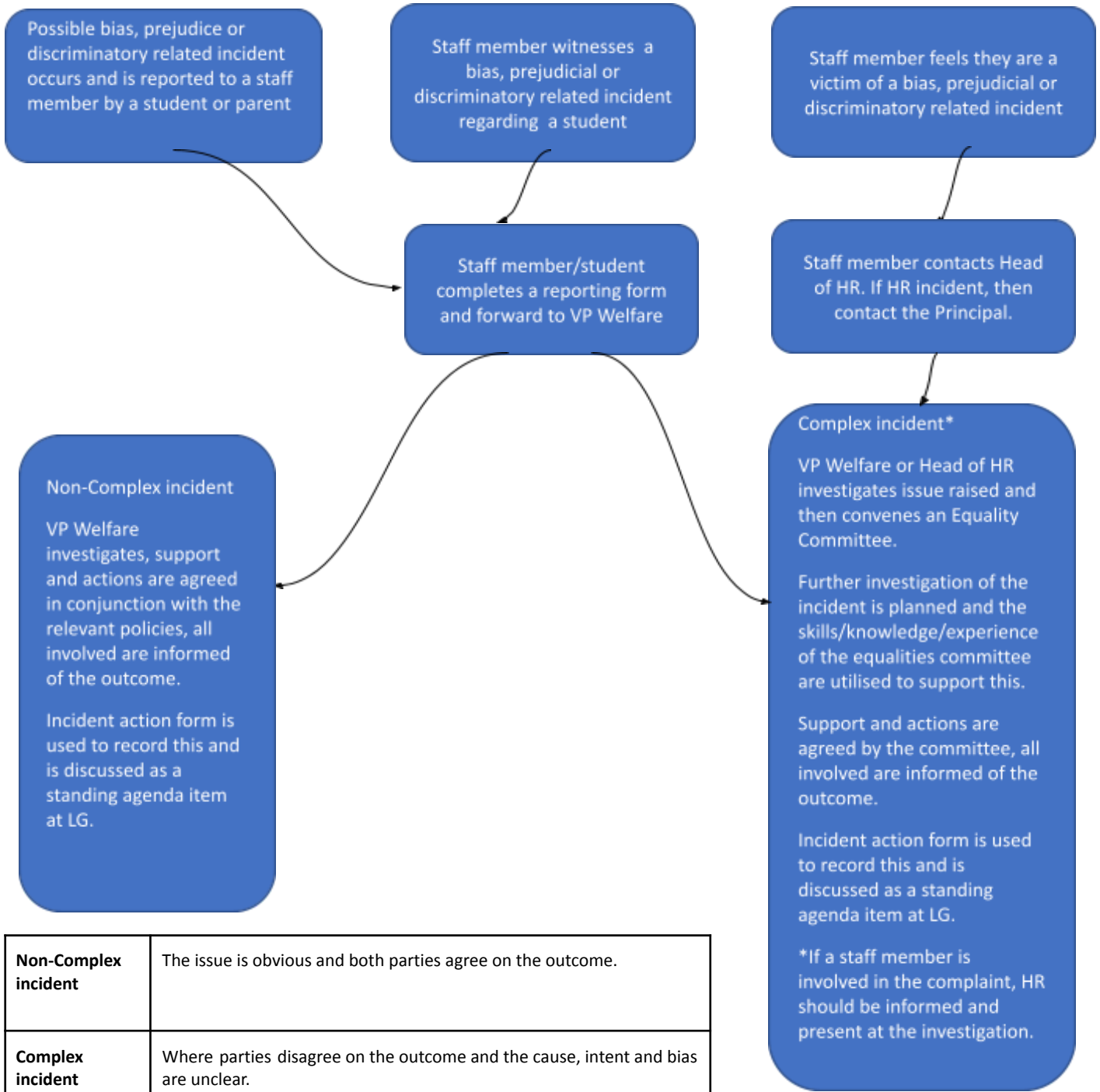
What is a hate crime?

A hate crime is seen as any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudiced views based on a person's protected characteristic. It is the 'who' which causes the hostility. The offence of incitement to hatred occurs when someone acts in a way that is threatening and intended to stir up hatred.

Any incident which is perceived to be bias, prejudice or discriminatory related will be investigated and appropriate sanctions applied as per the student's behaviour, staff/student code of conduct and home school agreement. The most common bias, prejudice or discriminatory related incidents may take the form of:

- Prejudicial language
- Ridicule and jokes
- Verbal abuse
- Physical assault
- Graffiti or damage to property
- Discriminatory behaviour (e.g., refusing to work with someone because of a protected characteristic)
- Incitement to behave in a prejudicial manner (e.g., wearing a racist badge, recruitment to racist organisations, promoting homophobic literature)
- Cyberbullying

INTERNAL PROCESS FOR DEALING WITH BIAS, PREJUDICE OR DISCRIMINATORY RELATED INCIDENTS (ALL PARENTS WILL USE THE SCHOOL COMPLAINT PROCEDURE)



Non-Complex incident	The issue is obvious and both parties agree on the outcome.
Complex incident	Where parties disagree on the outcome and the cause, intent and bias are unclear.

Complex incident*
 VP Welfare or Head of HR investigates issue raised and then convenes an Equality Committee.
 Further investigation of the incident is planned and the skills/knowledge/experience of the equalities committee are utilised to support this.
 Support and actions are agreed by the committee, all involved are informed of the outcome.
 Incident action form is used to record this and is discussed as a standing agenda item at LG.
 *If a staff member is involved in the complaint, HR should be informed and present at the investigation.

Equality Committee	Members of staff and students from the cultural committee who discuss the case, review the investigation, and ensure an impartial, proportionate, and fair outcome
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POSSIBLE OUTCOMES

Bias-related discrimination and harassment is unacceptable. Depending on the investigation outcomes, the consequences may include a, but are not limited to, the following (as set out in the bullying and behaviour policies):

- verbal reprimands
- written reprimands and warnings
- monitoring or restriction of areas within the school such as common room or other public areas
- mandatory counselling and/or training (education)
- fixed term exclusion (internal or external)
- permanent removal from the college

NOTE

Lack of evidence should not discourage complainants from reporting bias/discrimination-related incidents. However, charges found to have been intentionally dishonest or made maliciously without regard for truth may be subject to disciplinary action.

REPORTING AND RECORDING

All student Reporting Forms and Incident Action Forms are kept as a matter of record in the welfare department. Reporting the incident will be via a google form found [here](#).

A copy of the reporting summary form for the investigation can be found [here](#).

A copy of the Incident Action Form can be found [here](#).

All parent and Staff complaints will follow the school complaints and HR policies.



Accredited by



About Doha College

Vision

To enable personal growth, instil a passion for learning and create aspirational minds.

DEI Policy

Effective date: January 2021

Reference Number: W54

Mission

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Once PRINTED, this is an UNCONTROLLED DOCUMENT. Refer to Google Drive for latest version
With the growth-mindset philosophy of High Performance Learning, we develop confidence, creativity and intellectual curiosity in a safe, caring and inclusive environment for our students to make a lasting contribution to global society.