

Identity-Based Harm Policy

Fairgreen Director	
Identity-Based Harm	
Date of review	06/2026
Date of next review	06/2027

Identity-based harm

Rationale

The school is committed to providing a safe, respectful and inclusive environment in which every student feels valued, protected and able to participate fully in school life. In a diverse school community, it is essential that all students understand the importance of dignity, respect, safety, inclusion, belonging, wellbeing and non-discrimination.

This policy has been developed to clearly define identity-based harm and to establish a consistent approach to prevention, reporting, investigation, education, support and consequences. Identity-based harm can negatively affect a student's emotional safety, confidence, attendance, relationships, sense of belonging and ability to learn. It may occur through language, behaviour, exclusion, online conduct, jokes, stereotypes, symbols or repeated patterns of interaction, whether or not harm was intended.

The policy ensures that incidents are taken seriously, recorded appropriately and addressed through proportionate and age-appropriate educational, restorative and disciplinary responses. It also supports alignment between the school's Behaviour Policy, Safeguarding and Child Protection Policy, Anti-Bullying Policy, Inclusion Policy, Wellbeing Policy and Online Safety Policy.

In accordance with Keeping Children Safe in Education, the school recognises that prejudice-based and discriminatory behaviours may constitute child-on-child abuse and safeguarding concerns. Such incidents will be responded to through both a safeguarding and educational lens, ensuring appropriate support for those affected whilst promoting understanding, accountability and positive behaviour change.

By addressing identity-based harm explicitly, the school seeks to prevent harm, protect students, promote accountability, and strengthen a culture in which all members of the community contribute to a safe, respectful and inclusive learning environment.

Regulatory Context and UAE Legal Framework

Fairgreen International School operates under a non-negotiable obligation to comply with the legal statutes of the United Arab Emirates. This policy is anchored by the following legal frameworks:

Federal Law No. 3 (2016) - Wadeema's Law: The primary legal statute protecting children in the UAE from all forms of abuse, neglect, and harm.

UAE School Inspection Framework Section 5: The regulatory standard for the protection, care, and support of students, through which Fairgreen demonstrates its commitment to safety.

KHDA Regulations: All formal suspensions and requests for permanent exclusion are subject to strict KHDA approval processes.

Furthermore, this policy is informed by Keeping Children Safe in Education and guidance from the Council of International Schools.

Fairgreen International School remains steadfast in its commitment to addressing Identity-Based Harm with procedural rigour and educational compassion. We strive to provide an environment that truly mirrors a "global society as it could be" - diverse, inclusive, and fundamentally safe.

Definition

Identity-based harm refers to both isolated words, actions, behaviours, symbols, jokes, exclusion, online conduct and repeated patterns of interaction that target, mock, stereotype, threaten, isolate or demean a person or group because of an actual or perceived aspect of their identity.

Identity-based harm may relate to, but is not limited to, nationality, culture, language, accent, ethnicity, religion or belief, gender, disability, learning need, neurodiversity, physical appearance, health condition, family background or socio-economic circumstances.

Categorising Identity-Based Harm: Phase-Specific Manifestations

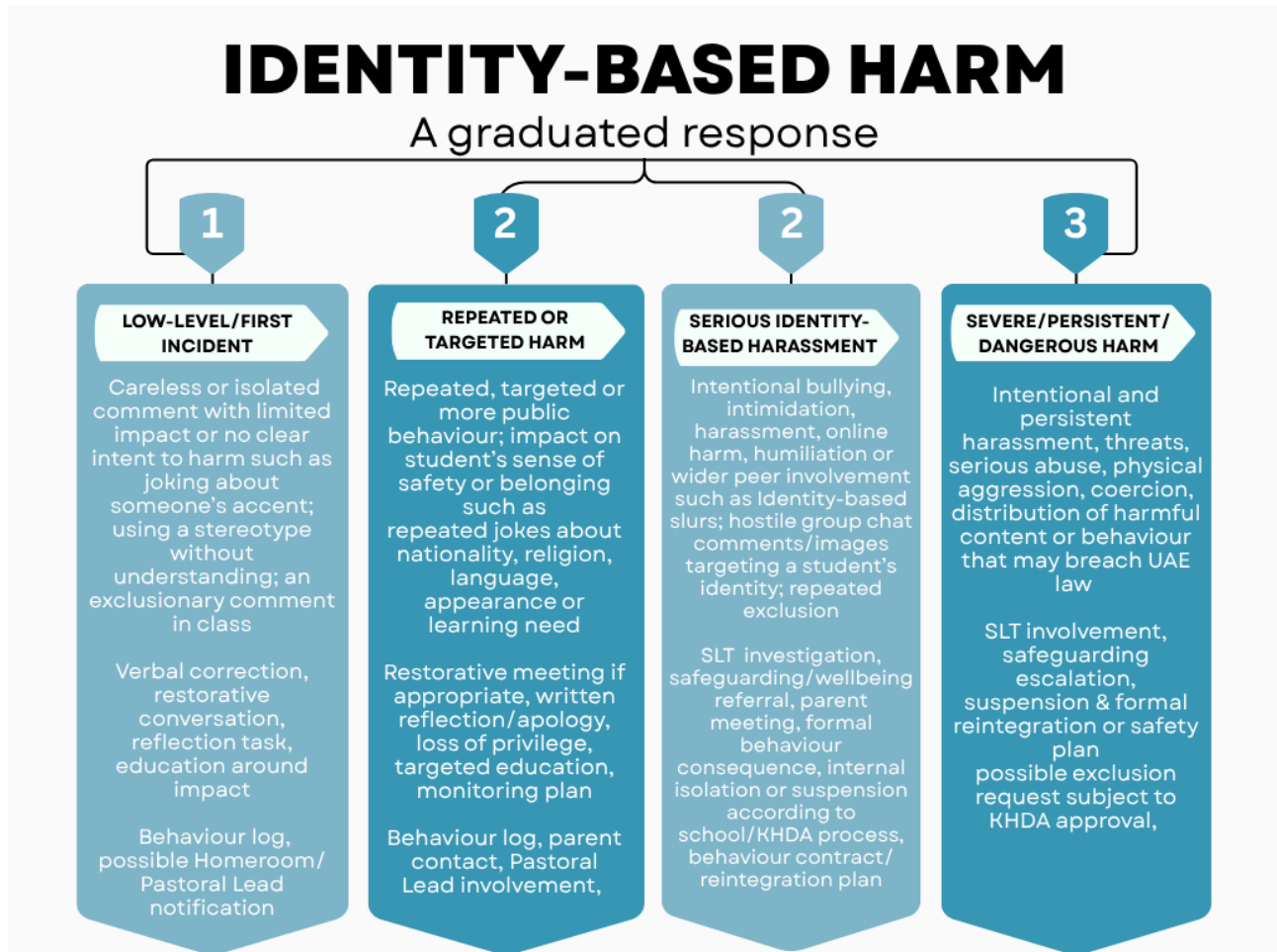
Effective recognition of harm requires an understanding of student development. At Fairgreen, our response is dictated by the developmental stage of the students involved; behaviour that warrants a "teachable moment" in the Primary phase may necessitate a high-level disciplinary intervention in the Secondary phase. Identifying these manifestations early is critical to maintaining an environment where every student feels a deep sense of belonging. Some examples of identity-based harm may include:

Exclusionary Play: Deliberately marginalising peers during games or social activities based on physical appearance or specific learning needs.	Digital Harassment: Weaponising online memes or targeted content in group chats to mock neurodiversity, religion, or ethnicity.
Linguistic Mockery: Devaluing a student's identity by mimicking accents or "home languages" during classroom or playground interactions.	Coded Hostility: Normalising slurs or derogatory terms by disguising them as "banter" to target actual or perceived identity markers.
Cultural Demeanment: Undermining emotional safety by making disparaging comments regarding cultural food, traditional clothing, or religious practices.	Socio-Economic Stratification: Isolating or demeaning peers based on family background or financial circumstances to create a social hierarchy.

The school recognises that identity-based harm may occur regardless of whether harm was intended. In line with Keeping Children Safe in Education, Fairgreen International School recognises that harmful language or behaviour directed towards a person's identity should never be dismissed as "banter", "just a joke" or "part of growing up". Such responses can minimise the impact on those affected and contribute to a culture in which discriminatory behaviour becomes normalised.

When determining consequences, the school will consider both the intent and impact of the behaviour, including its effect on a person's dignity, wellbeing, relationships, participation and sense of belonging, and will respond proportionately through protective, educational, restorative and disciplinary measures that will adhere strictly to Federal Law No. 3 (2016) on Children's Rights (Wadeema's Law) as well as KHDA guidelines and approvals.

Graduated levels and consequences



As behaviour escalates from Level 1 to Level 3, the school's focus shifts from intent to impact. While education remains a pillar of our approach, Level 3 incidents are treated as serious safeguarding breaches where the safety of the victim and the community takes precedence.

Recording, Reporting and Escalation

Procedural integrity is the cornerstone of effective safeguarding. Factual, objective documentation is a non-negotiable requirement to protect the student, ensure regulatory compliance, and provide a clear evidence trail for escalations to the KHDA or UAE authorities.

"My Concern" Reporting Protocol

All staff must adhere to the following standards for student safety:

- **The 24-Hour Rule:** All Level 2 and 3 incidents, or any incident suggesting significant emotional distress, must be logged on the school's reporting platform within 24 hours of the occurrence or disclosure under the primary category of Child-on-Child Discrimination.
- **Factual Standards:** Reports must be objective and descriptive. Staff should refrain from using assumptions, personal opinions, or leading language. Factual records should utilise the child's own words where possible.
- **Compliance:** Once a concern is logged, a Designated Safeguarding Lead (DSL) is required to respond within 24 hours to ensure timely intervention.
- **The "Red Envelope" System:** For urgent disclosures where a child is at immediate risk, staff must utilise the physical "Red Envelope" system to alert a DSL immediately.

Stakeholder Responsibilities

Creating an "identity-safe" environment is a collective responsibility. Every member of the Fairgreen community is expected to uphold the values of dignity and respect.

Students: Uphold the Student Code of Conduct and act as active advocates for peers, ensuring the school environment remains inclusive and safe for all.

Staff: Hold a mandatory duty to "challenge and report" identity-based harm. Failure to do so is not merely a policy breach but a professional conduct issue under the Staff Code of Conduct.

Parents: Whilst we understand that families may have different approaches or beliefs, the school's policy on identity-based harm is clear, and parents are expected to support the school's commitment to dignity and safety as outlined in the Parent-School Contract, including the monitoring of online conduct that may impact the school community.

Senior Leadership (SLT): Oversight of investigations, ensuring all disciplinary actions are KHDA-aligned, and monitoring "My Concern" trends to inform school-wide prevention strategies.

Links to Other Policies

Identity-based harm may overlap with a number of existing policy areas, depending on the nature, severity and impact of the incident and should be read alongside the school's wider safeguarding, wellbeing and inclusion framework.