



مدرسة الإمارات الدولية - جميرا
Emirates International School - Jumeirah

Equality and Diversity Policy

Date of issue	September 2025
Authors	Jayne Needham, Principal
Version	Final
Policy Type	Academic & Administration
Circulation	All staff
Date Updated	September 2025
Checked by	Principal
Review Date	September 2027

Rationale

At Emirates International School Jumeirah (EIS-J), we do not discriminate against anyone, be they staff or students, on the grounds of their sex, race, religion, nationality, ethnic or national origins. We aim to provide an appropriate learning experience for all students, whatever their background origins, culture, gender or religion. EIS-J has high expectations of all students and staff. It is the responsibility of the whole school community to educate against any form of prejudice or negative stereotyping and it is the responsibility of staff to ensure that their conduct with students and colleagues reflects the above at all times.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve. We challenge stereotyping and prejudice whenever it occurs. We celebrate the cultural diversity of our community and show respect for all minority groups. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

Teachers are responsible for ensuring that:

- Planning, language, questioning and classroom management includes and engages all students.
- Suitable resources are chosen which aim to motivate, and are sensitive to different groups, cultures and backgrounds.
- Stereotypes are effectively challenged.
- They are aware of possible cultural assumptions and bias within their own attitudes.

Senior leaders are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged students. Measures would include:

- Identifying and investigating any patterns with regard to exclusions and poor attendance in respect of particular groups.
- Monitoring differences in student attitudes to work and towards each other, with a view to identifying any relevant patterns.
- Addressing issues such as sexual or racial harassment, bullying and or hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents.
- Ensuring that the performance of different groups of students is monitored and evaluated so that the particular needs of all students are met.
- Providing appropriate professional development to raise awareness of potential differences in need, and to promote strategies to raise achievement in all students.
- Creating an environment which affirms and supports ethnic, cultural, religious and social diversity.

Equality of opportunities

Minority Ethnic Groups, including Refugees.

The school will ensure that:

- Home - school links are made to involve parents directly in the work of the school.
- Linguistic diversity is positively recognised.
- Interpretation and translation support are made available as quickly as possible.
- Links are established with the local community.
- Learning support for these students is efficient and effective.
- Provision is made for the moral, and social and cultural education, supported by appropriate resources and information.
- Student names should be accurately recorded and correctly pronounced.

Gender Equality

EIS-J is committed to ensuring equal treatment of all employed staff, students and visitors, regardless of gender, neither males, nor females, will be treated less favourably in any procedures, practices and aspects of school life. We will not tolerate harassment of people based on their gender.

EIS-J will endeavour to use and display images which show positive images relating to gender. Staff at our school will challenge gender stereotyping and promote positive role models. Social relationships between boys and girls will be developed and encouraged so that there is a mutual respect and understanding

between both genders. This will often be explicit in certain lessons compared to others, but it will be implicit across the curriculum.

Disability Equality

We are committed to ensuring equal treatment of all its students, staff, parents and visitors, with any form of disability and will ensure that people of determination are not treated less favourably in any procedures, practices and aspects of school life.

We recognise that disability is not caused by the individual(s), but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole.

EIS-J will actively seek to:

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards people of determination.
- Encourage participation by people of determination in public life.

Social relationships between able and disabled students will be developed and encouraged so that there is a mutual respect and understanding between both groups. This will often be explicit in certain lessons compared to others, but it will be implicit across the curriculum.

The responsibilities of the Senior Leadership Team (SLT)

- To implement the school's equality and diversity policy.
- To ensure that all staff are aware of the school policy on equality and diversity opportunities, and that teachers apply these guidelines fairly in all situations.
- Ensure that all appointment panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- To promote the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in assemblies, where respect for other people is a regular theme, and in displays shown around the school.
- Treat all incidents of unfair treatment and any racist incidents with due seriousness.

The responsibilities of teaching and support staff

- Ensures that all students are treated fairly, equally and with respect. We do not discriminate against any child.
- When selecting classroom material, pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
- When designing schemes of work, this policy is used as a guide, both in choice of topics to study, and in how to approach sensitive issues.
- To challenge any incidents of prejudice or racism. Record any serious incidents and draw them to the attention of the SLT. Teachers support the work of support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

Anti-Racism

It is the right of all students to receive the best education the school can provide, with access to all educational activities organised by the school. EIS-J does not tolerate any forms of racism or racist behaviour. Should a racist incident occur in school, we will act immediately to prevent any repetition of the incident.

EIS-J endeavours to make our school welcoming to all minority groups. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have, for students within school, this would be through behaviour policies and counselling, for staff via our Handbook (code of conduct) and counselling. If this is out of school, for students, this would be through counselling, for staff via our Handbook (code of conduct) and counselling, if this a by another staff member, if not, via counselling.

Every student, regardless of race, is expected, and encouraged, to reach their potential by all staff. The expectations are underpinned by our monitoring of the performance of ethnic minority students to pinpoint and tackle underperformance.

Tackling Discrimination

Bullying and harassment on account of race, gender or disability are unacceptable and are not tolerated within the school environment. Our school's abhorrence of such behaviours is communicated to students, parents and staff. For example, through the curriculum, the website, newsletters and staff training. All parents of new students receive a summary of the schools behaviour expectations, they are also directed to the website where all key policies are located.

All staff are expected to deal with any discriminatory incidents that may occur, they are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to the student's individual circumstances.

Incidents of harassment or bullying are dealt with by the member of staff present, escalating to a member of SLT, where necessary. Incidents are monitored to ensure they are dealt with effectively.

In terms of staff, direct discriminatory behaviour occurs where an existing or potential employee is put at a disadvantage because of a relevant characteristic as listed above in relation to their employment. Even if not intentional, the outcome of such behaviour may still be directly discriminatory. Indirect discrimination occurs where employment is subject to an unjustified condition which puts those sharing one of the characteristics listed above at a particular disadvantage, albeit that on the face of it the condition or requirement is 'neutral'. EIS-J will maintain a neutral working environment in which no employee or worker feels under threat or intimidated.

Direct discriminatory behaviour occurs where an existing or potential employee is put at a disadvantage because of a relevant characteristic as listed above in relation to their employment. Even if not intentional, the outcome of such behaviour may still be directly discriminatory. Indirect discrimination occurs where employment is subject to an unjustified condition which puts those sharing one of the characteristics listed above at a particular disadvantage, albeit that on the face of it the condition or requirement is 'neutral'. EIS-J will maintain a neutral working environment in which no employee or worker feels under threat or intimidated.

EIS-J and the Emirates International Schools group are responsible for:

- Ensuring the Admissions Policy does not discriminate against children seeking admission or with regard to how students are treated, on the grounds of the aforementioned "protected characteristics". This includes discrimination in provision of teaching or allocating the student to certain classes, applying different standards of behaviour, dress and appearance, excluding students or subjecting them to any other detriment, and conferring benefits, facilities or services
- Ensuring that the processes for recruitment are applied to ensure that EIS-J does not discriminate in the employment of staff on grounds of the aforementioned "protected characteristics." This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures
- Ensuring any complaint regarding appointments and admissions will be fully investigated, recorded and acted upon.
- Ensuring that EIS-J records racist incidents and reports them to the external authority where necessary.
- Ensuring that the Curriculum, Teaching and Learning, Assessment and Reporting Policy places emphasis on equal entitlement to a broad curriculum for all students across all year groups.

Professional Development

Whole staff and individual training needs will be identified through the Professional Growth and Teacher Development Process.

Equal Opportunities - Staff

EIS-J celebrates diversity and is proud of its multi-racial, multi-cultural, multilingual staff. We therefore adopt a positive and proactive approach to equal opportunities and use positive strategies to ensure all staff are supported and able to maximise their potential and achievement.

Emirates International School Group is committed to supporting the creation of an environment that will:

- Eliminate unlawful, direct and indirect discrimination and promote equality of opportunity.
- Ensure no employee or job applicant receives less favourable treatment on the grounds of a “protected characteristic” as defined in the UAE Anti-discrimination law, Federal Decree Law No. 2 of 2015, including, but not limited to; race, colour, nationality, ethnic or national origin, religion or belief, disability etc.
- Have regard to the provisions of the Federal Decree Law No. 2 of 2015 and their impact upon employment.
- Make every effort to eradicate racial, religious or sexual harassment or discrimination, and prohibit harassment on the grounds of age.
- Value, celebrate and learn from the cultural diversity of its staff.
- Ensure that all employment decisions are made without reference to irrelevant or discriminatory criteria

EIS-J has adopted this policy as a means of helping to achieve these aims. This policy should be read in the context of any other relevant policies.

Equality Impact Statement

EIS-J will do all it can to ensure that this policy does not discriminate, directly or indirectly. The general equality duty sets out that equality matters and that the school needs to consider when making decisions that affect students, staff and parents with different protected characteristics. This duty has three elements. In carrying out its functions, EIS-J is required to have ‘due regard’ when developing policies and making decisions by the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Federal Decree Law No. 2 of 2015.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Links to other policies

Admissions

Gifted & Talented

Inclusion

Behaviour

Child Protection and Safeguarding

Safer Recruitment

Code of Conduct