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## **Equality and Diversity Policy**

### **Aim**

At GEMS Metropole School, we do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. We promote the principles of fairness and justice for all through the education that we provide in our school.

We promote the principles of fairness and justice for all through the education we provide and ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

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.

### **Rationale**

Staff at GEMS Metropole School are committed to providing all pupils with a curriculum which provides equality of opportunity and freedom from discrimination.

We are committed to overcoming sexist, racist and classist attitudes with an approach which seeks to raise consciousness and develop positive attitudes.

## International Day for Human Fraternity

The United Nations General Assembly adopted a resolution proclaiming 4 February every year as the 'International Day for Human Fraternity'. The international community will observe International Day for Human Fraternity annually beginning in 2021. The initiative to observe such day was introduced by the United Arab Emirates, Bahrain, Egypt and Saudi Arabia.

The resolution acknowledges the meeting between His Holiness Pope Francis and the His Eminence Grand Imam of Al-Azhar, Ahmad al-Tayyib, on 4 February 2019 in Abu Dhabi, which resulted in the signing of the 'Document on Human fraternity for World Peace and Living Together'.

The resolution recognises the valuable contributions of people of all religions and beliefs to humanity, and underlines the role of education in promoting tolerance and eliminating discrimination based on religion or belief. It commends all international, regional, national, and local initiatives and efforts by religious leaders to promote inter-religious and inter-cultural dialogue.

### ANTI-RACISM

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

We endeavour 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.

Every pupil, 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 pupils to pinpoint and tackle underperformance

## GENDER EQUALITY

We are committed to ensuring equal treatment of all our employed, pupils and visitors, regardless of gender, neither males, nor females, will be treated less favourably in any procedures, practices and aspects of school life

At GEMS Metropole school, we will not tolerate harassment of people based on their gender.

We will endeavour to use and display images which show positive images relating to gender.

Staff at 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 Moral Education lessons and implicit across the curriculum.

## DISABILITY EQUALITY

We are committed to ensuring equal treatment of all its staff, pupils 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.

Our school 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 pupils will be developed and encouraged so that there is a mutual respect and understanding between both groups. This will often be explicit in Moral Education lessons and implicit across the curriculum.

## THE RESPONSIBILITIES OF THE SENIOR LEADERSHIP TEAM

It is the Senior Leadership Teams role to implement the school's equality and diversity policy.

It is the Senior Leadership Teams role 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.

The Senior Leaders ensure that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

The Senior Leaders 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.

The Senior Leaders treat all incidents of unfair treatment and any racist incidents with due seriousness.

## THE RESPONSIBILITIES OF THE CLASS TEACHER AND SUPPORT STAFF

The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

When selecting classroom material, teachers' 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, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues.

All our teachers challenge any incidents of prejudice or racism. We record any serious incidents and draw them to the attention of the Senior Leadership Team. Teachers support the work of support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

## 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 pupils, parents and staff. For example, through the curriculum, the website, newsletters and staff training. All parents of new pupils receive a summary of the schools behaviour expectations and anti-bullying policy as part of the induction process.

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 pupil'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.

## TRAINING

Whole staff and individual training needs will be identified through GEMS Metropole School self-review process and staff appraisal