



Equality, Diversity and Inclusion Policy

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1. INTRODUCTION

Al Wahda Private School (AWPS) takes the responsibility to treat staff and students equally. School strongly believes that Equality of outcome can be obtained by making sure that everyone is supported to have access to resources and to be recognized, valued and respected. Our school is dedicated to meeting the statutory duties of the Equality Act 2010. This policy comprises information about fulfilling our duties and providing guidance about our approach to promoting equality and diversity.

- 1.1.** AWPS is committed in creating an environment for the school community that exhibits shared AWPS core values of respect, inclusion, career pathways and international mindedness.
- 1.2.** AWPS is committed to meet the educational needs and raise the achievement of ALL STUDENTS. The school recognizes that all learners are not the same i.e. Students of Determination may require supplementary support to fulfill their potential.
- 1.3.** The School is committed to encouraging equality and diversity among its staff. It is equally committed to eliminating unlawful discrimination in all aspects of workplace relations beginning at recruitment.
- 1.4.** The School, in its provision of educational services and facilities, is also committed against unlawful discrimination of its students, parents, staff and wider public.
- 1.5.** The School is fully supportive of the terms of the UAE Federal Law No 2 of 2015 against Discrimination and Hatred.
- 1.6.** The school's actions are in line with the United Arab Emirates (UAE)



government's legal and statutory requirements concerning the rights
and protection of ALL STUDENTS.

These are stated in the following nation's educational agendas, priorities and frameworks and are in line with the requirements of the bodies which are responsible for ensuring and maintaining high quality education in Sharjah's private schools.

- UAE Government Executive Council, 2017

Article 4, 14	Article 13, 16	Article 13, 17	Article 13, 19	Article 23, 04
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- Federal Law No. 29 of 2006 and Law No.2 of 2014.
- Vision 2020 Inclusion My City.. My Community a City for Everyone Agenda
- UAE National Agenda 2021 on Education.
- UAE School Inspection Framework
- SPEA Guidelines to Inclusion.

2. Aims

Al Wahda private School recognizes that providing equality of opportunity, valuing diversity and promoting a culture of inclusion are vital to our success.

We want our parents, governors, staff and students to reflect the diversity of the regional, national, and international communities that we serve and influence. We aim to be a place where people can be free to be themselves no matter what their identity or background.

By creating a working, learning and social environment in which individuals can utilize their skills and talents to the full without fear of prejudice or harassment, we aim to create a culture where everyone can reach their fullest potential.

At AWPS all students are equally valued, and all staff strives to provide for the individual needs of students in a way that recognizes their specific talents, individualized learning styles, backgrounds, and culture. It is thus our aim to overcome potential barriers to learning, to provide quality education for all.

- 2.1** The policy's purpose is to provide equality, fairness and respect for all employees regardless of whether they are on full-time, part-time, permanent or temporary contracts.
- 2.2** The School endeavours that its staff will be truly representative of all sections of society and for each employee to feel respected, safe and secure so that they are able to give their best.
- 2.3** The School aims to be a place where people can be free to be themselves no matter what their identity or background.

3. Scope

This policy applies to all current and potential students and staff working at AWPS on a paid or voluntary basis, external examiners, consultants, and visitors or contractors who visit our premises. It covers discrimination on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex or sexual orientation as set out in the Equality Act (mention here UAE equality Act).

4. Principles and standards

This policy is underpinned by the following principles and standards.

- 4.1.** All learners are of equal value irrespective of their race; gender and gender identity; religious or belief; or sexual orientation. However, this does not mean we treat everyone the same, sometimes it means giving people extra help so that they have the same opportunities and outcomes as others.
- 4.2.** We recognize, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 4.3.** We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4.4.** We foster a shared sense of inclusion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and

able to participate fully in school life.

- 4.5.** We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- 4.6.** We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve/attain to their highest potential.
- 4.7.** We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.
- 4.8.** Challenging prejudice and stereotyping and tackle negative prejudice and stereotyping. We challenge and report all incidents of prejudice based bullying, for example racist, homophobic or bullying of people because of a disability. We will also challenge gender-based and other stereotypes.
- 4.9.** Overcoming potential barriers to learning AWPS look at various social , cultural and emotional barriers to learning like motivation, ability to interact socially with their peers and encouragement from teachers, parents and friends.
- 4.10.** Setting suitable learning challenges The California Common Core State Standards set out what most students should be taught at each grade level, but teachers should impart knowledge, skills and understanding in ways that cater the needs of each student.

5. COMMITMENT

- 5.1.** The School commits that all will be treated equally, “irrespective of their, or their parents' religion, belief, sect, faith, creed, race, color or ethnic origin” (UAE Federal Law No 2 of 2015 against Discrimination and Hatred, Article 1).
- 5.2** The School commits that it will not discriminate unlawfully because of age, disability, gender, marriage, pregnancy and maternity, race (including color, nationality, and ethnic or national origin), religion or belief.
- 5.3** The School commits that it will oppose and avoid all forms of unlawful discrimination. This includes in
- 5.3.1 pay and benefits,
 - 5.3.2 terms and conditions of employment,
 - 5.3.3 dealing with grievances and discipline,
 - 5.3.4 dismissal,
 - 5.3.5 redundancy,
 - 5.3.6 leave for parents,
 - 5.3.7 requests for flexible working, and
 - 5.3.8 selection for employment, promotion, training or other developmental opportunities.



5.4 The School commits that it will encourage equality and diversity in the workplace as they are good practice and make business sense

5.5 The School commits that it will endeavor to create a working environment free of bullying, harassment, victimization and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognized and valued.

5.5.1 This commitment includes training managers and all other employees about their rights and responsibilities under the equality policy. Responsibilities include staff conducting themselves to help the organization provide equal opportunities in employment, and prevent bullying, harassment, victimization and unlawful discrimination.

5.5.2 All staff should understand they, as well as their employer, can be held liable for acts of bullying, harassment, victimization and unlawful discrimination, in the course of their employment, against fellow employees, students, external stakeholders (e.g. parents) and the public.

5.6 The School commits to take seriously complaints of bullying, harassment, victimization and unlawful discrimination by fellow employees, external stakeholders, visitors, the public and any others in the course of the organization's work activities.

5.6.1 Such acts will be dealt with as misconduct under the organization's grievance and/or disciplinary procedures, and any appropriate action will be taken.

5.6.2 Particularly serious complaints and/or acts that amount to gross

misconduct could lead to dismissal without notice.

5.6.3 In addition, sexual harassment may amount to both an employment rights matter and a criminal matter, such as in sexual assault allegations.

5.7 At AWPS, we are committed to the provision and facilitation of effective learning opportunities, suitable learning environments and challenging and stimulating curriculum provisions for all students.

6. IMPLEMENTATION, MONITORING and REVIEW

6.1 Day-to-day monitoring of the policy in action is the responsibility of the School Senior Management Team. To better facilitate adherence to the articles stipulated in this policy, The School will:

6.1.1 Make opportunities for training, development and progress available to all staff via the school's Appraisal (or other relevant) mechanism. Staff will be helped and encouraged to develop their full potential, so their talents and resources can be utilized fully to maximize the efficiency of the organization.

6.1.2 Review employment practices and procedures when necessary to ensure fairness, and also update them and the policy to take account of changes in UAE law.

6.1.3 Monitor the make-up of the staff body regarding information such as age, gender, ethnic background, religion or belief, and disability in encouraging equality and diversity, and in meeting the aims and commitments set out in the equality policy where reasonable and viable in the context of the UAE.



6.2 Monitoring will also include assessing how the equality policy is working in practice, reviewing them at agreed intervals (usually annually), and considering and taking action to address any issues.

6.3 At AWPS, we aim to meet the standards needed for the students of determination which are in line with the UAE School inspection Framework Framework.



II. AWPS INCLUSION POLICY

1. DEFINITIONS

The *UAE Federal Law 29 (2006)* defines a person with special needs as every person suffering from a temporary or permanent, full or partial deficiency or infirmity in his physical, sensory, mental, communicational, educational or psychological abilities to an extent that limits his possibility of performing the ordinary requirements as people without special needs.

The revised 'Categorization Framework for Students of Determination (19- 20)' defines a student of determination as a student with a long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, restricts the student's full and effective participation in education on an equal basis with peers of the same age.

A Disability is a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activity.



The UAE Federal Law 29 (2006) defines Discrimination as any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or its practice or enjoyment on an equal footing.

The definition of “*day to day activities*” includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand.

2. LEGISLATIONS

This policy aims to ensure that The School is compliant with the terms of:

- 2.1** The UAE Federal Law 29 (2006) concerning the Rights of People with Special Needs;
- 2.2** UAE Federal Law 2 (2015) against Discrimination and Hatred;
The School’s admissions policy adheres to the stipulations of the;
- 2.3** Federal Law No 29 of 2006 concerning the Rights of People of Determination.
- 2.4** UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai including;

Article 4 Clause 14: To establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;



Article 13 Clause 16: To treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities;

Article 13 Clause 17: To admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the SPEA, and the relevant legislation in force;

Article 13 Clause 19: To provide all supplies required for conducting the Educational activity, including devices, equipment, furniture, and other supplies which the SPEA deems necessary, such as the supplies required by Students with disabilities;

Article 23 Clause 1: To provide for equality amongst Students and prevent discrimination based on race, gender, nationality, religion, or social class;

Article 23 Clause 4: To provide a special needs friendly environment and academic programs appropriate for Students with disabilities in accordance with the rules and conditions determined by the SPEA and the concerned Government Entities in this respect;



3. INCLUSION POLICY-

3.1 Introduction

This Inclusion Policy sets out the School's commitment to People of Determination (those with special educational needs and disabilities) within the context of a mainstream curriculum.

The School will endeavor to:

- 3.1.1 Maximize accessibility to the School's services, facilities and activities for all People of Determination, and will take all steps to ensure that no-one is treated less favorably on the grounds of special educational needs and disability.
- 3.1.2 Promotes a culture of inclusion which celebrates and values diversity, and in which people feel motivated and confident.
- 3.1.3 Take action to reduce or remove barriers to ensure that all students of determination can access education on an equitable basis with their mainstream peers.
- 3.1.4 Rebase, maintain and disseminate information about services and facilities available for People of Determination.

3.2 LEADERSHIP AND ACCOUNTABILITY

3.2.1 The School is responsible for ensuring all staff that are recruited have the capacity to acquire the knowledge and skills required to work in an inclusive school.

3.2.2 The School is responsible for actively enabling People of Determination. These responsibilities are delegated by the School's Executive and Senior Leadership Team to appropriate representatives, particularly members of the Inclusion Support Team.

3.2.3 Support for People of Determination is a general duty of all stakeholders, including staff, students and parents with a specific focus on promoting equality and inclusion.

3.2.4 Under these duties the School expects staff and students to work towards:
Eliminating unlawful discrimination;

- eliminating harassment of People of Determination;
- promoting equality of opportunities for People of Determination;
- involving People of Determination in the formulation of actions;
- promoting positive attitudes towards People of Determination;
- taking steps to meet People of Determination's needs wherever possible and reasonable;
- Identifying and analyzing potential discriminatory policies, practices and procedures in all aspects of the School's activities.



The School has an Inclusive Education Support Team consisting of representatives of

- School Principal
- SEND coordinator
- Head Teachers
- Inclusion Support Teachers
- Inclusion Support Assistant
- Parent Representative

INCLUSION –

3.3 ADMISSIONS, PARTICIPATION AND EQUITY

3.3.1 AWPS welcomes applications from People of Determination. In order that they can be made aware of possible entitlements and the support that is available to assist them to achieve their potential in school.

3.3.2 Applicants should declare identified needs or disabilities or at the time of application.

3.3.3 Existing students should declare identified needs or disabilities that subsequently come to light at the earliest opportunity thereafter.

3.3.4 Information provided to the School is held in confidence and shared with relevant colleagues.

3.3.5 The School is responsible for ensuring that People of Determination are able to join the School.

3.3.6 The School will complete an assessment of need, including, where necessary, consulting/working in partnership with external/specialized services to develop appropriate provision upon entry to school.

3.3.7 The School will provide all reasonable support, interventions, accommodations, curricular and examination modifications required to enable equitable access to educational opportunities across all phases of schooling.

3.3.8 Admissions processes and procedures for Students of Determination are detailed in the School's Admission Policy.

3.4 INCLUSION SYSTEMS AND SUPPORT

3.4.1 High quality teaching, differentiated for individual students, is the first step in responding to Students of Determination.

3.4.2 All key stakeholders recognize that all teachers are teachers of students of determination.

3.4.3 The Inclusion department acts in consultation with Heads of Sections, Supervisors, Teachers, parents, students and (where appropriate) qualified and licensed practitioners to;

- Identify individual profiles of need;
- Outline and deliver proposed strategies for learning;
- Generate targets which aim to support the student;
- Coordinate exam concessions for internal and external examinations;

The overall purpose of the Inclusion department is to develop in students the learning and life skills necessary to successfully access the wider curriculum and to raise each student's confidence and self-esteem.

The Inclusion department supports students with special educational needs outlined in the revised Categorization Framework for Students of Determination (which is based upon the UAE unified categorization of disability).

1. Cognition and Learning:

- Intellectual Disability
- Specific Learning Disorders
- Multiple Disabilities
- Developmental delays (younger than five years of age)

2. Communication and Interaction:

- Communication Disorders
- Autism Spectrum Disorders

3. Social, Emotional and Mental Health:

- Attention Deficit Hyperactivity Disorder
- Psycho-emotional Disorders

4. Physical, Sensory and Medical:

- Sensory impairment
- Deaf-Blind Disability
- Physical Disability
- Chronic or Acute Medical Conditions

3.4.4 Depending upon their level of needs; a student may require (full time or part time) additional 1:1 Learning Support Assistant (LSA) support, in order to successfully access all aspects of learning and/or life at the school. In the event that such provision is required, on entry or during periods of transition, the school will consult with parents to make the necessary arrangements.



Costs of the provision of additional 1:1 LSA support are met entirely by parents, in keeping with the details outlined in the associated Memorandum of Understanding, which will be completed as an agreement between School, parents and 1:1 LSA.

The 1:1 LSA will be recruited and employed by the School, in consultation with parents, and parents will be billed (in advance) on a monthly basis.

Additional 1:1 LSA support arrangements will be regularly reviewed, and adjusted as required, in consultation with parents.

The terms of 1:1 LSA provision form part of the SPEA-approved parent-school contract.

The Inclusion department maintains the Students of Determination section on the School Database, which holds confidential reports, summarizes the student's needs and outlines learning strategies, accommodations and exam concessions.

Gifted and Talented and English as an Additional Language (ELL) criteria are explicit in the Gifted and Talented Policy and ELL Policy documents.

The Inclusion department identifies and supports students who need extra time for internal and external examinations.

IMPLEMENTATION, MONITORING AND REVIEW

AWPS will ensure there is sufficient school budget that will allow for the procurement of resources and payment of staff and for Continued Professional Development (CPD) for the success of the implementation of an Inclusive Education as well as insure that the facilities comply with the SPEA rules.



AWPS Utilizes a common evaluation framework to monitor, evaluate and report on the quality of inclusive educational provision and related impact on the outcomes for students who experience SEND.

REVIEW

The Equality, Diversity and Inclusion Policy has been approved and adopted by the Senior Leadership Team of the school and it is reviewed every year to ensure that it remains compliant with Equality and Diversity Legislation. The school will review practice and policy with regard to Equality and Diversity as part of its on-going procedures of self-evaluation. The effectiveness of the the policy is annually reviewed and evidence is kept regarding satisfactory progress and positive personal development. All staff is involved in the monitoring of the policy which enables a shared understanding of the key issues and approaches for special needs provision at AWPS.
