



مدرسة المتحدة الدولية  
United School International  
The Pearl Island جزيرة اللؤلؤة  
an Orbital Education School

# Equal Opportunities Policy

United School International

United School International  
an Orbital Education School  
The Pearl, Doha, Qatar

[reception@unitedschool.qa](mailto:reception@unitedschool.qa) | +974 4404 8301 |  
[www.unitedschool.qa](http://www.unitedschool.qa)

# Equal Opportunities Policy

## **Introduction**

Our aim is for every child to be enabled to develop to his or her potential socially, intellectually, emotionally and physically, regardless of racial or cultural origin, religion, physical or intellectual ability, gender or sexual orientation, or circumstances relating to gender reassignment, pregnancy, maternity/paternity or linguistic background. Every child should experience different teaching styles, which will facilitate his or her individual access to the whole curriculum.

We aim to instill in our students a sense of self-respect and respect for others by providing a safe, welcoming and stimulating environment where all members of our community feel that they have the right to be treated with courtesy and understanding and the duty to treat others similarly.

## **Aims and Objectives**

We do not discriminate against anyone, staff or student or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background, or against those whose personal circumstances relate to gender reassignment, pregnancy, maternity/paternity or linguistic development.

We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some students differently.

We seek to ensure that all students 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 for some groups.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

We challenge personal prejudice and stereotypical views whenever they occur.

We value each student's worth, we celebrate the individuality and cultural diversity of the community centred on our school, aim to prepare children for living in a complex multi-cultural society and we show respect for all minority groups.

We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

We aim to provide a safe and welcoming place for all our members and to ensure that anyone experiencing a disability is not disadvantaged.

We will make all reasonable adjustments to ensure that a student or member of staff with disabilities is not placed at a disadvantage.

We aim to recognise in our teaching the contributions to the development of Science, Technology and the Arts which have been made by everyone.

## **Racial Equality**

Our students are from diverse racial and cultural origins, growing up in a multi-racial and multi-cultural society where racial prejudice and hostility exist.

Our School stands against racism and all forms of discrimination on the grounds of ethnic origin or religion.

## **Curriculum Support**

New students to the School (in KS1) who speak little/no English should receive language support out of school to maximise access to the curriculum, in addition to support provided by the School in all areas such as curriculum delivery, English as an additional language provision and social interactions with the School community is essential if students are to develop competent skills in English language.

The various languages spoken by the children should be given full respect and recognition by staff and students.

## **Some Specific Considerations**

### **English**

When staff are choosing reading schemes, books, etc., they should, where possible, consider resources:

- that portray a world view as seen from different cultural perspectives and thereby communicate how it feels to be of another ethnic or cultural group which are factually accurate and use up-to-date text, illustrations and maps. which do not:
  1. stereotype individuals or groups
  2. equate any single ethnic group with 'civilisation'.
  3. use paternalistic approaches to other people or cultures.

- that show the achievements and attributes of different societies which positively and realistically portray children from a variety of ethnic and cultural groups and class backgrounds in which children from ethnic minority groups can find characters which enhance their self-esteem, where ethnic minority characters have important roles and adults hold positions of authority, which accurately reflect the population of Britain.
- that use a wide range of tales from different oral or cultural traditions.

## **Religious Education**

In our School we have students who adhere to many different religions or to none. We strive to give all students some understanding of this complex subject and of the importance of respecting different faiths and viewpoints. Students should understand the differences in dress, hairstyles and diet. At the times of major events in the religious calendars of different faiths students are encouraged to talk about and discuss their customs and beliefs.

We also ensure that our students have knowledge of local customs and religion in Qatar and the wider region.

## **General**

Staff make an effort to develop a sound understanding of their students' backgrounds; this gives them a greater ability to deal with any problems that may develop in those areas and help to eradicate any stereotypical views of other groups.

Staff treat all students equally regardless of their racial and cultural origin and are aware of the need to avoid expressions or remarks suggestive of stereotyping. Complaints of racial harassment, although extremely rare, are taken very seriously and are investigated and dealt with promptly and firmly. It is made clear that this type of behaviour is completely unacceptable. If any student were to persist in racist behaviour the parents would be made aware of the problem and asked to co-operate with the School in overcoming it. If there was still no improvement, they would be asked to remove the child.

Help, support and counselling would be given as appropriate to everyone involved.

## **Disability and Non-Discrimination**

The Disability Discrimination Act (DDA) of 2005 aims to end discrimination against people with disabilities and to improve access in all areas of life. It is unlawful for schools and Local Education Authorities to discriminate against students with disabilities in admissions and exclusions, in education, and in associated services.

It is unlawful to discriminate against people with disabilities by preventing them from having access to premises. Along with all other public buildings, our school is required to make 'reasonable adjustments' to enable access.

Our Accessibility Plan details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all students and staff with disabilities.

### **What is Disability?**

The Disability and Discrimination Act states that 'a person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'. Physical or mental impairments can include sensory impairments and learning difficulties. The definition also covers certain medical conditions when they have a long term and substantial effect on students' everyday lives.

Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

### **Removing Barriers**

Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in particular cases, the teacher may wear a microphone and transmitter.

The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school within the limits of the resources available and its physical environment.

### **The Curriculum**

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all students can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that students with disabilities can participate.

Our library, reading books and other resources contain positive images of people with disabilities.

The school regularly reviews the way resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.

Many of the adjustments we make are dependent upon individual needs, and we are moving towards more individualised approaches.

Information normally provided in writing (lesson content, texts, library resources and information about school events) may be made available in alternative formats that are clear and user-friendly.

We seek and respond to guidance from the parents and the children to help us meet their individual needs.

### **Information**

We always take account of disabilities, be they the students' or their parents'. For example, communication with a parent who is visually impaired may need to be by telephone rather than by letter.

### **Staffing**

When advertising posts, interviewing applicants, or deciding on appointments, the governors and staff will follow the necessary procedures and will not discriminate against people with disabilities.

Should a member of staff become disabled, the governing body will make reasonable adjustments to that person's employment arrangements and to the premises, in order to enable them to continue in post.

All members of staff are entitled to professional development and training, and are expected to take advantage of a continuous programme of professional development.

This school will liaise with specialists and staff to support individual students.

### **Health and Safety**

Members of staff follow the school procedures both for the storage and administration of medicines to students. We have procedures for blood or other bodily substances to be cleared away.

The school has members of staff qualified in giving first-aid treatment, and the emergency services will be called, should they be required.

## **Gender Non-Discrimination**

Staff should choose resources which:

- Portray a world view as seen from male and female perspectives.

- Which show the achievements and attributes of both sexes, past and present.

- Show children of both sexes involved in the activities described e.g. science, design, music, mathematics and the arts.

- In which both boys and girls can find characters which enhance their self-esteem, where males and females have important roles and hold positions of authority.

The School does not equate men with being the dominant gender or women the subservient gender or vice versa.

## **Policy into Practice**

The governing body is responsible for the school's duty not to discriminate.

The Executive Principal will ensure that all members of staff are aware of their responsibilities to all students without exception.

Parents and carers are asked to keep us informed about any relevant issues, so that we can work towards resolving them.

## **The Role of Governance**

In this policy statement the Governing Body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The Governing Body collects analyses and evaluates a range of school data. We check that all students are making the best possible progress, and that no group of students is underachieving. To do this we monitor the following:

admissions, attainment, exclusions, rewards and consequences, parents' and students' questionnaires

The Governors welcome all applications to join the school, whatever background or disability a child may have. The Governing Body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on

school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

### **The Role of the Executive Principal**

It is the Executive Principal's role to implement the school's policy on equal opportunities, and s/he is supported by the governing body in so doing.

It is the Executive Principal's role to make sure that all staff are aware of the school policy on equal opportunities, and that they apply these guidelines fairly in all situations.

The Executive Principal ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against.

The Executive Principal promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

The Executive Principal promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.

The Executive Principal views all incidents of unfair treatment, and any racist incidents, with due concern.

### **The Role of the Teacher**

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups. We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, History topics include examples of the significant contributions women have made in this country's history. In Geography the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.

All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents, and draw them to the attention of the Executive Principal.

It is the responsibility of the school to monitor the effectiveness of this policy. The Executive Principal will therefore:

1. monitor the progress of students from minority groups, comparing it to the progress made by other students in the school.
2. monitor the staff appointment process, so that no-one applying for a post at this school is discriminated against.



3. take into serious consideration any complaints from parents, staff or students regarding equal opportunity.
4. monitor the school's behaviour policy, and the numbers of exclusions, to make sure that students from minority groups are not unfairly treated.

The Executive Principal will report to the RHoS and the Group CEO on the effectiveness of this policy.

### **Monitoring**

We have high expectations of all our students. We monitor a range of data to make sure that all students are making the best progress possible, and that no groups of students are underachieving.

We monitor:

Admissions, attainment, exclusions, rewards and consequences, parental and student questionnaires.

### **Monitoring and Review**

This policy is to be reviewed annually, though any deficiencies or weaknesses in Equal Opportunities arrangements will be remedied without delay.

This policy will be reviewed by The Executive Principal.

This policy will be approved by The Executive Principal.

Date when the policy was last approved: **September 2025**

Date when the next review is due: **September 2026**