RAFFLES
INTERNATIONAL
SCHOOL

Diversity, Equity and Inclusion Policy

School Vision, Mission and Core Values

Our Vision
Providing world-class education

Our Mission
To empower students with a holistic, rigorous and international education for success in an ever-changing world

Core Values
Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

Adopted: January 2023
Reviewed/amended: July 2026
Next review: July 2027

CEO/Board	**Principal**

Head of Primary School	**Head of Secondary School**	**Other relevant staff**

At Raffles International School we believe our diversity is one of our many strengths. We promote a community that is welcoming, supportive, kind and caring and are committed to ensuring every student, staff member, parent, visitor or governor is treated with respect and dignity. We are aware of types of discrimination and take action to prevent this.

Equal Opportunities Education Provider

Raffles International School values inclusivity. We welcome students from all nationalities and religions, reflecting this diversity in the values and culture of the entire school community. We ensure that all learners feel accepted, safe, and valued, regardless of their background. Upon entry, we identify students with special educational needs and disabilities, as well as those who are gifted and talented. Where necessary, we adapt our curriculum and measure the effectiveness of any interventions or support mechanisms through ongoing monitoring and assessment, using feedback to guide improvements.

Raffles International School ensures equal access for all students to all benefits, services, facilities, classes, and subjects, including sports, regardless of their background or characteristics, while prioritising safety and welfare. Students with disabilities or special educational needs may be given access to additional education or training to meet their specific needs.

We do not discriminate against any student by excluding them or subjecting them to any disadvantage based on their characteristics or background. All decisions regarding permanent exclusion from Raffles International School will be made in accordance with our Behaviour and Sanctions policy and are subject to KHDA approval.

Raffles International School sets high standards of behaviour and encourages students to respect themselves, each other, adults, and property, regardless of personal characteristics or background. We strive to apply rules fairly, clearly, and consistently, creating a positive, caring environment that includes challenging activities. Through our curriculum and ethos, we promote positive attitudes towards all social groups and encourage students to question assumptions and stereotypes.

Raffles International School is committed to providing a safe and supportive environment where both pupils and staff can work and learn without fear of intimidation or bullying. We believe that everyone within the Raffles International School community has the right to teach and learn in an environment free from fear. All members of the school are encouraged to report incidents of bullying, whether directed at themselves or others, so that timely interventions can be made. The school promotes a culture of openness where students are not afraid to report bullying, ensuring that appropriate actions are taken.

Raffles International School is deeply committed to providing an inclusive education across all year groups. This includes ensuring that the teaching, learning, achievements, attitudes, and well-being of every student who joins the school are valued – including those with additional needs and students of determination. RIS is dedicated to recognising the potential of all students and offering them opportunities for enrichment activities. We fully support the inclusive goals of the Dubai Government's 'My Community' initiative, which aims to enable people (and children) with disabilities to actively participate in education, recreation, the arts, sports, and culture, working towards making Dubai a fully inclusive, disability-friendly city

Raffles International School acknowledges that, due to Dubai's international environment, many students may be multi- or bilingual, with English not being their first language. Students identified as having English as an Additional Language may require additional support, which is provided through a combination bespoke English language interventions and support and in class curriculum modifications and support.

Raffles International School is an equal opportunities employer.

To create an environment that benefits from a broad range of knowledge, skills, and experience, and to ensure compliance with relevant legislation and best practices both locally and internationally, we are dedicated to maintaining a workforce that reflects the diversity of the population within our recruitment area. This includes race, sex, nationality, religion or belief as well as remaining Protected Characteristics.

We regularly review our recruitment, promotion, and training policies to ensure that no applicant or employee is disadvantaged by conditions or requirements that cannot be justified. No individual will face unfair or unlawful treatment based on a Protected Characteristic, a perceived Protected Characteristic, or their association with someone who has a Protected Characteristic. This applies to, but is not limited to, the following areas:

- Recruitment and selection
- Promotion, transfer, and training opportunities
- Benefits, terms, and conditions of employment
- Grievance and disciplinary procedures
- Termination of employment, including redundancies
- Conduct at work
- Procedures ensuring fair and equitable treatment in student admissions and assessments

The principles of non-discrimination and equality of opportunity also apply to how staff interact with visitors, students, parents, suppliers, and former staff members.

Types of Discrimination

On 15 July 2015, the UAE introduced Law No. 2 of 2015, which specifically prohibits discrimination and hatred based on various grounds, including religion, belief, sect, faith, creed, race, colour, and ethnic origin. These characteristics are now legally protected, and the law ensures broad protection against all forms of discrimination. The law is deliberately comprehensive, covering all discriminatory acts regardless of how they are expressed—whether through speech, writing, drawings, photographs, singing, acting, or miming. It also applies regardless of the platform or medium used, such as online, by phone or video, and in both written or oral forms.

Additionally, Federal Law No. 29 of 2006 Concerning the Rights of People with Special Needs guarantees the rights of people of determination. This legislation ensures that individuals with special needs are not deprived of services or rights, especially in welfare, social, economic, health, educational, professional, cultural, and leisure services. People of determination are entitled to live with dignity and receive equal treatment.

The UAE further supports equal employment opportunities for Emiratis with special needs, ensuring they have the right to work and hold public positions. People of determination are also entitled to receive monthly financial assistance, subject to existing legal conditions.

To strengthen this commitment, Resolution No. 43 of 2018 was introduced, promoting equal access to the labour market for people of determination. The resolution mandates that government entities protect their rights and provide equal opportunities in employment, ensuring they are not discriminated against in the workplace.

Furthermore, in 2018, the UAE Cabinet approved a law ensuring equal wages and salaries for men and women. Under Article 32 of the UAE Labour Law 1980, women are entitled to equal pay for performing the same work as their male counterparts.

Examples of Discrimination

Discrimination arising from a disability: occurs when a person with a disability is treated unfairly due to something related to their condition, and the treatment cannot be reasonably justified as necessary to achieve a legitimate purpose. For example, if a student with a visual impairment is excluded from participating in a school activity and no alternative solutions are explored to accommodate their needs, this would be an example of discrimination arising from disability.

Victimisation: occurs when an individual faces disadvantage or harm because they have made a complaint or provided evidence regarding the treatment of themselves or others who have experienced any of the issues mentioned above.

Direct discrimination occurs when a person is treated unfairly because of a specific characteristic, such as their race. For example, rejecting a job applicant solely based on their race because it is assumed they would not 'fit in' is direct discrimination. It also applies when someone is treated less favourably because of their association with another individual who has a protected characteristic. For instance, if a student is subjected to harassment or victimisation because their sibling has a disability, this would be direct discrimination against that student. Discrimination by association is also considered a form of direct discrimination when an individual is treated unfairly because of their connection with someone who possesses a protected characteristic.

Indirect discrimination happens when a rule, policy, or practice puts an individual at a disadvantage due to a characteristic such as their sex or race. For instance, a minimum height requirement may unintentionally exclude more women than men. If such a requirement cannot be justified for reasons unrelated to gender, it would be considered indirect discrimination based on gender.

Harassment: happens when a person experiences "unwanted behaviour related to a relevant protected characteristic," which has the effect or intention of undermining their dignity or creating an intimidating, hostile, degrading, humiliating, or offensive environment. Third-party harassment refers to situations where an employee is harassed by someone outside the direct control of Raffles International School, and the harassment is related to a protected characteristic.

Disability

Staff who are disabled or become disabled are encouraged to inform Raffles International School to receive appropriate support. A disability will not automatically disqualify an applicant. Reasonable adjustments will be made to the application process to avoid disadvantaging candidates due to their disability, such as offering alternative arrangements for visually impaired applicants.

If a staff member faces difficulties due to a disability, they should speak with their Head of Department to discuss possible adjustments. These may include providing specialist equipment, job redesign, or flexible hours. Adjustments will be reviewed periodically for effectiveness.

Staff needing adjustments during their employment should contact the school Principal to discuss their requirements.

Confidentiality

Employees and students have the right to be informed of the details of any complaint against them, including the complainant's identity and specific allegations, and to have the opportunity to respond before any action is taken.

Reporting
Employees and students who believe they have experienced or witnessed conduct in violation of the Raffles International School Diversity, Equity, and Inclusion policy should first attempt to resolve the issue directly with the person involved. If this approach does not resolve the issue, the complaint should be reported promptly to one of the following administrators:

Employee Concerns:
1. Principal
2. Head of School

Student Concerns:
1. Head of School
2. Designated Safeguarding Lead
3. Head of Year

Complaints made by students against other students regarding violations of the Diversity, Equity, and Inclusion Policy will be addressed in line with the Behaviour Policy.

An appropriate member of the Senior Leadership Team will investigate the matter. No disciplinary action will be taken until a thorough investigation has been conducted and the individual has had the chance to respond. All complaints will be handled promptly.

Suspension
If necessary, after careful consideration, the employee may be suspended with full pay while the investigation is conducted. Suspension is not a disciplinary action. Where appropriate, the Principal will appoint a senior staff member to offer guidance and support to the employee under investigation.

If formal procedures are deemed to be required, the school will follow Employee Grievance Policy located in the Teacher Handbook.

This policy is to be read in conjunction with:
- Behaviour Policy
- Anti-Bullying Policy
- E-safety Policy
- Admissions Policy
- SEND Policy
- Safeguarding Policy