

Diversity, Equality and Inclusion Policy

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Contents

Diversity, Equality and Inclusion Policy..... 1

Introduction and definitions 2

Policy statement..... 2

Related policies and procedures 3

School aims, vision and values 3

School data and information 4

The Board of governors 4

Senior leaders 4

Provision, access and training..... 5

Learning support..... 5

Outcomes for students..... 6

DEI for personnel..... 6

DEI for the community..... 7

Appendix 1: Sample School Accessibility Plan 8

Introduction and definitions

We live in a complex and globalised world, where human labour, capital, data, ideas and values flow across borders daily. This is of immense benefit to humankind, and is often also a source of immense tension and even environmental harm.

International legislation has developed over the last 150 years to support first-order rights originally expressed in the eighteenth century (rights to life, liberty and the pursuit of happiness) as well as second-order rights (voting, freedom of religion, freedom of association, sexual and racial equality). More recent international law covers war crimes, modern slavery and child rights¹.

As school owners and operators, we owe it to our students to support their personal understanding of these issues. We also owe them respect for their own cultural and religious traditions; and we owe them the innocence of youth, taking their adolescent development into account.

Our DEI policy promotes our schools as educational environments that are welcoming, safe and free from discrimination and stigma for all students and staff, to ensure that students can express themselves and live authentically; with appropriate support provided for students with identified specific learning needs. Our policy allows for the active engagement of students with the major issues of our times, as well as locating DEI within the school improvement journey, via a School Accessibility Plan.

Definitions	Is...	More simply put...
Diversity	... the representation of all our varied identities and differences collectively and as individuals. We seek to proactively engage, understand, and draw on a variety of perspectives.	Who is in the room?
Equality	... fair treatment, equality of opportunity, and fairness in access to information and resources for all.	Is everyone in the room?
Equitysocial justice. Distinguished from "equality" through its concern with equal outcomes and measures taken to redress imbalances, not just with equality of opportunity.	Who is trying to get in the room but can't?
Inclusion	... a culture of belonging by actively inviting the contribution and participation of all members of our community. Every person's voice adds value, and we strive to create balance in the face of power differences.	Has everyone's voice been listened to?
School Accessibility Plan	Concrete targets related to accessibility and inclusiveness across a range of domains; records of actions taken to achieve these; and compliance with local laws.	How are we doing?

Policy statement

Queen's Qatar's educational mission includes fostering a sense of individual responsibility and an understanding of personal agency in our students, as future stewards of our

¹ The Geneva Convention of 1949, the UN Charter of Human Rights, the UNESCO International Convention on the Rights of the Child, International Court of Justice rulings on conflict, various modern Slavery Acts, the United Kingdom Equality Act, European Equalities Directives.

environment, as expressed in the Artemis Promise. Our programmes and co-curricular activities help build a sense of duty towards, care for and responsible action in, the wider world.

Queen's Qatar supports the development of measures related to access, inclusion and equal treatment in our Group and in our schools. These will be noticed and measured across the student body, the school's policies, the teaching and learning offered, the extra-curricular activities offered, the pastoral care to hand, the employment of our staff and the terms on which we engage with our suppliers.

The Board of Governors of the school will receive a regularly updated School Accessibility Plan as part of the whole school strategy or development plan, with measures directed at continuous school improvement. External stakeholders such as accreditation agencies may also receive reports.

Related policies and procedures

- School Accessibility Plan
- Whole School development plan
- Sustainability and Waste Management Plan
- Student and parent surveys
- Staff Handbook
- Supplier terms and conditions
- Recruitment policy
- School admissions policy
- Learning support policy
- The Experience mission statement
- The Artemis Promise mission statement
- School Governors' policy
- Whistleblowing policy

School aims, vision and values

Queen's Qatar will produce a statement in their School Accessibility Plan that articulates the school's commitment to equality that permeates all school policies and practices. This is to ensure that everyone who belongs to, or encounters, our school community is valued and respected.

Queen's Qatar will strive to create a confident and self-aware culture where values are explicit, equality of opportunity is acknowledged, diversity is celebrated, and students with particular needs are catered for.

Schools will show how the school's mission and vision help promote equality of opportunity and eliminate unlawful discrimination, harassment, or victimisation. Where incidents are reported and are not confidential, mitigations will be reported in the School Accessibility Plan.

Schools will produce personnel policies that are clear and unambiguous and fair, and take steps to communicate these to staff.

Some countries do not have equalities legislation that protects race, gender, religion, sexuality, identity or disability. This will circumscribe schools' ability to act. In these instances, schools will show how they conform with statutory legislation related to citizens', students' or employees' rights as a minimum.

School data and information

Schools will highlight achievements concerning the diversity, equality and inclusion measures they have committed to in the Accessibility Plan, through values statements, reports, newsletters and celebrations.

Queen's Qatar will ensure that data privacy is enforced and that students' rights to privacy are respected. They will conduct regular sweeps of school databases to ensure data is current, tagged and protected.

Schools will provide information in alternative formats such as large print, as needed. They will review the accessibility of all information for students, parents and staff requiring special accessibility.

Schools will report on students by residential location, ethnicity, age, gender, SEN need types, any pastoral indicators of need and whether their family breadwinner works for a significant employer. They will report on staff by ethnicity, age, gender, teaching position, retention and turnover.

The Board of governors

The Board of governors should receive, comment on and instruct the Principal to act on, the School Accessibility Plan.

The Board should deal with complex incidents in a manner that balances the interests of the student with the interests of the school and its community. They should ensure this does not lead to situations where the school's reputation is protected at the expense of students who may need legal or ethical redress.

The Board should ensure that improving outcomes and eradicating discrimination should not be achieved through measures that are themselves discriminatory. Social engineering in favour of a particular group who are given advantages for reasons of past perceived unfairness, itself goes against students' innate sense of fairness.

The Board will promote community cohesion by encouraging the school leadership to balance the intake between different groups; encouraging the school leadership to address the development of mutual respect and good relationships between persons of different ethnicities, genders, abilities and vulnerabilities; and asking the Principal to pay attention to a school's ethos and atmosphere of tolerance and goodwill.

Senior leaders

School leadership will pay attention to their role as the pastoral carers of children and adolescents who need to grow up confident and happy, and not create conditions where students are over-exposed to global issues that that may lead to despair and lack of confidence. Under-18s should also be protected from issues that are too adult for them and that might be more appropriate to a workplace or higher education setting.

School leaders should nevertheless seek to build resilience in their students, and to encourage critical thinking skills and a sense of being able to act positively in the world.

Senior leaders will monitor and evaluate attainment and progress for all students with specific reference to those who are not English first language, those who are from ethnic minorities in terms of the school's student body, those who have special educational needs, and those who may be vulnerable.

School leadership will always respond to data in terms of students who may be in need, and therefore it is important to stress that equality and excellence is about all students and not

just those who may be targeted for additional measures. Leaders should ensure that no restricted access is given to some students because of stereotyped views of ability.

The school's aim is that for all students who are vulnerable, to secure outcomes at least in line with standardised curriculum expectations, so that areas of underperformance can be gauged against both individual and cohort potential.

Provision, access and training

Inclusion remains a distant reality for many children with disabilities. Various types of barriers continue to impede their participation in education. Inaccessible transportation to school, as well as inaccessible facilities in schools such as drinking water units, mid-day meal areas, toilets, inappropriate classroom furniture, slippery flooring, and inadequate illumination and ventilation can all pose barriers to the education of children with disabilities. Furthermore, teaching and learning practices and materials often do not cater to the needs of children with disabilities.

Queen's Qatar are not always in buildings designed for students with disabilities, and in these cases the generation of an Accessibility Plan focusing on the built environment is even more important. Schools can ensure that:

disabled stickers be provided for vehicles, that ramps are available, that surfaces facilitate access, that walkways are non-slip, that tactile paving or stickering be provided, that chair lifts can be provided if needed, that stairs have handrails, that elevators have braille or sticker buttons where needed, that classroom furniture fits wheelchairs, that storage and toilets are accessible, that drinking units have lever taps, and that alarm buttons are at a reachable height.

School toilets and changing rooms will be single sex so that students or adults can feel safe while using them. A school may open one unisex toilet or provide one dedicated changing space for students who feel insecure sharing a space.

Schools can audit and adapt their programmes regularly to adjust for access issues that may arise, in addition to taking such measures as:

- Training days
- Teacher coaching and opt-out sessions for students
- Creating "Reasonable adjustment" classroom check lists
- Absorbing feedback from student and parent surveys
- Providing information in alternative formats such as large print
- Making test condition adjustments.

Queen's Qatar teachers should be aware that our holistic approach to education may involve them in after-class activities to improve curriculum access, facilities access and individual performance.

Learning support

All students have a right to learning support as part of equality of access to what is best in educational provision.

Queen's Qatar will produce IEPs on request and as part of the overall evaluation of a student's performance.

School leadership and staff will receive training in:

- basic SEN diagnostics for the most common SEN types
- the identification and reporting of learning gaps (especially in EAL learners)

- wellbeing measures
- restorative justice behavioural techniques
- safeguarding
- coaching

to equip them to manage line reports, identify student issues early, manage bullying and bad behaviour, deal with sensitive incidents and contribute to the continued development of the school's positive atmosphere.

Queen's Qatar offer English as a Language of Learning in multiracial and multi-cultural contexts. All teachers should be cognisant of the comprehension demands placed on students using English as an additional language. School leaders should make use of EAL expertise to identify and target learning deficits in:

- individuals (through IEPs, differentiation and coaching)
- class teaching (for example through pre-teaching checks)
- across subject areas (for example by identifying specialised vocabulary)
- across cohorts (for example by tracking year group data)

Outcomes for students

Queen's Qatar aim to prepare students for adult life in a multi-racial, interdependent world. Schools will work with and listen to students as part of the development of the School Accessibility Plan, underpinned by a commitment to promoting positive relationships and understanding between all members of the school community.

Students will participate in Model United Nations and school moots to learn about representation, voice and agency. If students wish for representation and participation in decision-making through a student council, the school can elect to form one.

Students with protected characteristics such as disability, gender, race, religion and belief, minority culture, or other protected characteristics as relevant, will be protected from harassment and discrimination in Queen's Qatar. Their concerns will be listened to and acted on, while being evaluated according to the same criteria of fairness and inclusion that are practised throughout the school.

Students will be surveyed annually about the school's ethos and its diversity, equality and inclusion measures, and will be informed about the school actions plans and the commitments required to ensure these are a success.

DEI for personnel

Queen's Qatar are committed to being good employers. Our schools discharge many varied duties in terms of recruitment and employment practices. We stay within local laws, and within these strive to practise equality of opportunity with regard to:

- Ethnicity, which will not result in variable employment practices.
- Age, where younger or older staff are not discriminated against.
- Pay, with clarity for teachers, teaching assistants and ECTs, as well as clarity around pay for additional responsibilities.
- Being married or in a civil partnership.
- Pregnancy.
- Status, as a supplier or partner (for example, a supply teacher) for the school.

Schools will ensure vacancies are filled using equality of opportunity as a criterion. Schools will offer clear and equitable contracts. Schools will practise safer recruitment. Training will be offered to staff to ensure they are aware of the School Accessibility Plan.

DEI for the community

Children and young people belong to their local communities and share the same rights to membership of these as adults do. Schools will promote community cohesion by encouraging the development of mutual respect and good relationships between persons of different ages, ethnicities, genders and abilities.

Schools will give an adequate profile to rights and responsibilities education by promoting human rights and fairness throughout the curriculum and in the wider school community.

School leaders will model overcoming the different barriers experienced by students, and demonstrate support of inclusive education for diverse student populations. This reinforces the expectation to support each other to be openminded, reflective and include all regardless of nationality, religion, ethnicity, gender, origin, social status or personal beliefs.

Appendix 1: Sample School Accessibility Plan

Access to curriculum:	Actioned by:	Date:	Cost:
Create effective learning environments for all utilising feedback from student groups.			
Reinforce responsibility of teachers at staff meetings and training days			
Staff training to reflect the needs of diverse students within the school			
"Reasonable adjustments" checklists created and circulated			
Send feedback from parent and student surveys			
Curriculum checks to reflect diversity, inclusiveness and human rights			
Civics and health curricula reviewed			
Religious and cultural subjects reviewed			
Learning support			
The school views all students as deserving of learning support			
Some students with clearly identified ("statemented") needs have IEPs			
Teachers are able to apply EAL techniques relevant to their multi-cultural student body			
Teachers are able to apply their skills in pastoral care to foster positive attitudes			
Access to wider curriculum:			
Uptake and participation in school activities			
Identification of accessibility barriers to school activities			
Identify alternatives to provision if some students are excluded from participation			
Impact analysis			
Analyse impact of curriculum policies			
Analyse impact of behaviour policies			
Analyse impact of The Experience, school trips and visits			
Policy review for accessibility			
Indicators sent to the Board of governors			
Premises			
Site accessibility audit done			
Mitigation or adaptations adopted			
Evacuations and disabled students reviewed			
School ethos			
School mission and vision evaluated in the light of stakeholder surveys			
Assemblies, national days and cultural festivals reviewed			
Personnel			
Local employment legislation is clear and visible to all employees			

Staff data reported to the Board of governors			
A clear table of statement of staff pay, benefits and progression is available			
Performance reviews are taking place and acted upon			