



Diversity, Equity and Inclusion Policy

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2. DEI Mission Statement

At Brighton College Dubai we are developing the future leaders of our world. We believe that being inclusive is paramount to being a successful leader. Therefore, we celebrate diversity, champion equity, and foster inclusion to build our school culture where our pupils, staff, parents and partners feel that they belong and are therefore inspired to be successful. We are committed to creating a school community where everyone is respected, empowered, and held accountable for fostering a more just and equitable universal future.

3. Policy Statement

Brighton College Dubai welcomes staff, workers, volunteers, pupils, parents/guardians, applicants, governors, and members of the wider community from all ethnic groups and backgrounds. This policy applies to all members of the current and prospective school community and is available on the school website. It can also be provided in large print or other accessible formats if required.

Brighton College Dubai is committed to fostering a diverse, equal, and inclusive environment that celebrates and respects individuals from all backgrounds, regardless of their race, ethnicity, gender, orientation, religion, disability, or any other characteristic protected by law. We believe that embracing diversity and promoting equality and inclusion are fundamental to providing a high-quality education and preparing our pupils to be global citizens.

We are committed to fostering an inclusive environment free from discrimination. In accordance with UAE law, we prohibit discrimination based on religion, belief, rite, community, sect, race, colour, ethnic origin, gender, nationality, social origin, disability, and any other characteristics protected by law. To address this, we will implement a range of actions designed to eliminate prejudice, unlawful discrimination, and victimisation within the school community and workforce.

4. Aims

Brighton College Dubai values all staff, workers, volunteers, pupils, parents/guardians, applicants, governors, and members of the wider community, equally, regardless of any protected characteristic. Our policies, procedures, and activities will not discriminate but will take into account differences in life experience, outlook, and background, as well as the barriers and disadvantages individuals may face in relation to any protected characteristic.

Promoting Equality

1. Race Equality

We will promote race equality, eliminate unlawful racial discrimination, and promote equality of opportunity and good relations between people of different racial groups.



2. **Disability Equality**

We will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment, and encouraging participation by disabled people in public life.

3. **Gender Equality**

We will promote gender equality by eliminating unlawful discrimination and harassment and promoting equality of opportunity between men and women, girls and boys.

4. **Age Equality**

We will promote age equality by eliminating unlawful discrimination and harassment related to age, ensuring equal opportunities for individuals of all age groups, and fostering positive intergenerational relationships.

5. **Religion or Belief Equality**

We will promote equality for individuals of all religions and beliefs by eliminating unlawful discrimination and harassment, ensuring equal opportunities for individuals regardless of their religious beliefs, and fostering an inclusive environment that respects diverse religious practices and beliefs.

6. **Pregnancy and Maternity Equality**

We will promote equality for individuals who are pregnant or have recently given birth by eliminating unlawful discrimination and harassment, ensuring equal opportunities for pregnant individuals and new parents, and providing support to balance family and work life.

7. **Marriage Equality**

We will promote equality for individuals who are married or in a partnership by eliminating unlawful discrimination, ensuring equal opportunities regardless of partnership status.

8. **Socio-Economic Equality**

Brighton College recognises the diverse socio-economic backgrounds of pupils within the college and is committed to ensuring that every pupil has equal access to opportunities and learning resources, so that no one feels excluded or disadvantaged.

Addressing Prejudice

We are opposed to all forms of prejudice and recognise that children and young people who experience prejudice-related discrimination may fare less well in the education system. We will ensure that all staff comply with the appropriate equality legislation and regulations.

Admissions Policy

Our Admissions Policy will not discriminate against any protected characteristic in any way.

Brighton College Dubai aims to:

- We strive to turn out well-educated, respectful, and intellectually curious individuals who are ready to take a full, active, and positive role in the UAE and the wider world.
- We are committed to celebrating diversity within our school community while respecting the values, ethics, and traditions of our hosts.



- We are committed to being an equal opportunities education provider and employer, ensuring equality of opportunity for all members of the school.
- Pupils will be taught values of respect and inclusivity.
- To support and uphold these principles, the UAE has laws prohibiting discrimination and hatred based on caste, race, religion, or ethnic origin. Additionally, there are laws protecting the rights of people of determination (those with special needs) and ensuring equal pay for women.

Commitments

- Ensure staff are aware of their responsibilities, provided with necessary training and support, and report progress to the governing board.
- Ensure the recording and reporting of equality and diversity are sufficiently scrutinised.
- Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and promote these values in our policies, procedures, and activities.
- Observe good equalities practice in staff recruitment, retention, and development, ensuring all policies and procedures benefit all employees and potential employees, regardless of any protected characteristic, and respect legal rights relating to pregnancy and maternity.
- Reduce and remove existing inequalities and barriers.
- Engage with various groups and individuals to ensure those affected by a policy, procedure, or activity are consulted and involved in the design of new policies and the review of existing ones.
- Ensure that policies, procedures, and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion and participation in public life, regardless of any protected characteristic.
- Promote an inclusive and collaborative ethos within the school, challenge inappropriate language and behaviour, and respond appropriately to incidents.
- Show appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

By adhering to these commitments, Brighton College Dubai aims to create a positive, inclusive environment where every individual feels valued and supported, ensuring equal opportunities for all members of our community.

5. Forms of Discrimination

Following the enactment of Law No. 2 of 2015 against Discrimination and Hatred on 15 July 2015 (the “Law”), the UAE has established federal legislation that explicitly prohibits all forms of discrimination based on religion, belief, sect, faith, creed, race, colour, or ethnic origin (each being a “Protected Characteristic”). The Law is comprehensively drafted to ensure it covers all forms of discriminatory conduct, irrespective of how it is manifested (e.g. through speech, writing, drawing, photography, singing, acting, or miming) and regardless of the medium or channel used (e.g. online, by phone or video, and whether written or oral).



Federal Law No. 29 of 2006 Concerning the Rights of People with Special Needs safeguards the rights of people of determination, ensuring their right to live with dignity. The law stipulates that a person's special needs should not be a reason to deny them their rights and access to services, particularly in areas such as welfare, social, economic, health, educational, professional, cultural, and leisure services.

Resolution No. 43 of 2018 is designed to advance the rights of people of determination (those with special needs or disabilities) within the employment sector by enhancing their access to labour market opportunities. This resolution obliges government entities to safeguard the rights of people of determination, ensuring their right to equal employment opportunities and protecting them from any form of discrimination. In 2018, the UAE Cabinet passed legislation mandating equal wages and salaries for women and men. Article 32 of the UAE Labour Law of 1980 already stipulates that female workers should receive the same wage as their male counterparts when performing the same work.

Examples of direct discrimination

Refusing to accept an applicant based on their race under the assumption that they would not 'fit in' constitutes direct discrimination. Similarly, direct discrimination occurs when someone receives less favourable treatment due to their association with another individual who has a protected characteristic. For example, if a pupil experiences harassment or victimisation because their parent practices a particular religion, this constitutes discrimination by association, which is recognised as a form of direct discrimination under UAE law.

Examples of indirect discrimination

Indirect discrimination arises when an individual is subjected to an unjustified rule or condition that places them at a disadvantage due to characteristics such as their sex or race. For instance, a requirement for a minimum height could disproportionately exclude more women than men. Such criteria would be deemed indirectly discriminatory based on gender if they cannot be objectively justified for reasons unrelated to gender.

Harassment

Harassment refers to unwelcome conduct aimed at violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating, or offensive environment based on a protected characteristic. Third-party harassment occurs when individuals not directly controlled by the school harass an employee during their duties. For instance, if parents or school visitors harass a teacher due to their gender or ethnicity linked to a protected characteristic, it constitutes third-party harassment.



Harassment may involve unwelcome behaviour related to a protected characteristic that undermines an employee's dignity at work. It can also target someone based on their appearance or other personal traits, affecting their sense of dignity in the workplace. This includes not only physical contact, assault, or propositions but also suggestive remarks, gestures, pin-ups, graffiti, offensive comments, jokes, and banter. Harassment might encompass bullying, intimidating behaviour, persistent teasing, unjust criticism of work performance, unfair task allocation, or exclusion from normal workplace conversations. It can affect an individual or a group, and even a single serious incident can qualify as harassment.

Teaching and school materials

By embedding an international perspective into our curriculum, our aim is to enrich the content, teaching methods, and support services for pupils with an intercultural dimension. We are committed to nurturing our faculty and pupils as global learners and responsible citizens, equipping them to thrive in diverse international and multicultural environments. To achieve this, we foster collaborative partnerships with global communities, especially those in local and regional contexts. Moreover, we encourage staff to deepen their understanding of international perspectives and integrate them into their teaching plans using our assessment framework.

Pupil interaction

At Brighton College, we uphold rigorous standards by celebrating and acknowledging exemplary conduct. We promote an environment where pupils are encouraged to demonstrate respect for themselves, their peers, adults, and property, regardless of their individual characteristics or backgrounds. Our commitment lies in the fair and consistent application of rules, fostering a nurturing and stimulating atmosphere with engaging activities. Through our curriculum and ethos, we cultivate positive attitudes towards all societal groups, empowering pupils to challenge preconceptions and stereotypes.

Bullying

At Brighton College, we are deeply committed to creating a secure and nurturing environment for both pupils and staff. We firmly believe that everyone within our school community deserves to learn and teach in a supportive and caring atmosphere, free from any form of intimidation or bullying. It is the responsibility of every member of our community to promptly report any incidents of bullying, whether they directly experience it or witness it happening to others. We actively foster a culture where pupils feel empowered and safe to speak up and report incidents without fear.



School Uniform Guidelines

At Brighton College Dubai, we are committed to providing a school uniform that prioritises comfort, supports learning, and embraces inclusivity, respecting all cultural backgrounds. Our uniform guidelines are designed to cater to diverse needs, ensuring accessibility, cultural sensitivity, and a sense of belonging for all pupils.

Pupils are encouraged to wear the designated uniform appropriate to their school section. Uniforms should be worn with pride and maintained in a clean and tidy condition.

To promote inclusivity and respect for individual identity, pupils are welcome to wear culturally or religiously significant head coverings of a uniform colour, such as the Hijab, Al-Amira, Shayla, and Khimar, as part of their uniform. This reflects our commitment to honouring cultural diversity and religious practices within our school community.

Brighton College Dubai also recognises and celebrates diversity in hair textures and styles. Pupils with Afro-textured hair are permitted to wear hairstyles including afros, locs, twists, braids, cornrows, and weaves. For safety during specific lessons and extracurricular activities, all pupils are required to secure their hair appropriately.

By promoting inclusivity through our uniform policy, we aim to foster a supportive environment where every pupil feels respected, valued, and empowered to thrive both academically and socially.

Accessibility and Adaptations

Our uniform policy is fully accessible to pupils with special educational needs and disabilities (SEND). Cultural considerations are respected, allowing adaptations such as leggings for physical education and the option to wear long-sleeved garments under school or PE shirts and sport shorts.

6. Roles and responsibilities

The Head Master holds the overall responsibility for all equality and diversity matters at Brighton College Dubai, serving as the designated senior member of staff.

The role of the Designated Person includes:

- Creating an environment in which all community members are expected to treat one another with mutual respect, dignity, and tolerance.
- Ensuring that Brighton College complies with UAE legislation, including:
- Federal Decree Law No. 2 of 2015: The UAE Anti-Discrimination/Anti-Hatred Law
- Laws on equal wages for women and men



- Federal Law No. 29 of 2006 protecting the rights of people of determination
- Resolution No. 43 of 2018 in support of ‘people of determination’ in the field of employment
- The People of Determination Protection from Abuse Policy
- The Convention concerning Discrimination in Respect of Employment and Occupation
- Ensuring all policies, practices, and procedures associated with equality and diversity, including admissions, curriculum, recruitment, and selection, are implemented.
- Making effective and reasonable adjustments where appropriate to meet the individual needs of staff, young people, and others who may have business with Brighton College.
- Ensuring that all staff are aware of and follow Brighton College’s policy and receive appropriate equality and diversity training, in accordance with their roles and responsibilities.
- Taking ‘all reasonable steps’ to prevent discrimination, harassment, and victimisation from occurring.
- Taking responsibility for recording, managing, and analysing incidents of discrimination, harassment, and victimisation in accordance with Brighton College’s policies, procedures, and guidance.

Responsibilities of All Staff

All staff members are responsible for:

- Treating colleagues, young people, and visitors with dignity, respect, and equality while avoiding behaviour that could lead to claims of discrimination, harassment, or victimisation.
- Supporting and participating in any measures introduced to promote equality and diversity.
- Actively challenging discrimination and disadvantage in accordance with their responsibilities.
- Reporting any issues associated with equality and diversity in accordance with this policy.
- Being mindful of any incidents of harassment or bullying in school.
- Addressing minor issues of harassment or bullying and reporting major breaches of the policy to the Head Master.
- Identifying and challenging bias and stereotyping within the curriculum and the school’s culture.
- Keeping up-to-date with equality legislation and its application by attending the appropriate training.

It is important to appreciate that an employee is personally responsible for their own acts of discrimination, harassment, or victimisation carried out during their employment, whether or not the employer is also liable. Any attempt to instruct, cause, or induce another person to discriminate, harass, or victimise a third person will also amount to unlawful discrimination, and any employee caught doing so will be subject to disciplinary action.

Responsibilities of Pupils

Pupils are responsible for:

- Not discriminating against or harassing any other pupil or staff member.
- Actively encouraging equality and diversity in the school by contributing their cultural experiences and values.
- Reporting any incidents of bullying or harassment, whether to themselves or to others, to the Phase Leader or another member of staff.
- Abiding by all the school’s equality and diversity policies, procedures, and codes.



This policy ensures that Brighton College Dubai maintains a positive, inclusive environment where every individual feels valued and supported, upholding equality and diversity for all members of the community.

7. Equal Opportunities

Brighton College Dubai is an equal opportunities employer. To cultivate an environment that draws upon the broadest spectrum of knowledge, skills, and experience, and to ensure adherence to relevant legislation and best international and local practices, we are committed to maintaining a workforce that reflects the diversity of our recruitment area in terms of race, colour, nationality, ethnic origin, religion or belief, gender, pregnancy or maternity, marital or civil partnership status, age, and disability (collectively referred to as "Protected Characteristics").

To achieve this, we will regularly review our recruitment, promotion, training, and development practices and procedures to ensure that no applicant or employee is disadvantaged by unjustifiable conditions or requirements. No employee or prospective employee will face unfair or unlawful treatment based on a Protected Characteristic, perceived Protected Characteristic, or association with someone who has a Protected Characteristic. This commitment applies particularly, but not exclusively, to:

- 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 the admission and assessment of pupils.

Brighton College Dubai strives to create a positive and inclusive workplace where every individual feels valued and supported, ensuring equal opportunities for all members of our community.

In alignment with our commitment to equality, Brighton College Dubai ensures that our pupils benefit from equal opportunities throughout their educational journey. We promote an inclusive environment where all pupils, regardless of background or personal characteristics, have equitable access to educational resources, opportunities for personal growth, and support to achieve their academic potential. We uphold principles of fairness and respect in admissions, assessments, and all aspects of student life, fostering a community where diversity is celebrated, and every pupil is encouraged to excel.



8. Reporting and Recording Incidents of Discrimination

Employees and pupils have the right to be informed of any complaint made against them. This includes the identity of the complainant, specific details of the complaint, and the opportunity to respond before any action is taken. Withholding this information is both unprofessional and a violation of natural justice, as it denies the accused a fair chance to address and respond to the allegations.

Employees and pupils who believe they have experienced or witnessed behaviour that breaches the Brighton College Dubai Diversity, Equity, and Inclusion policy are encouraged to address the issue directly with the individual involved.

Reporting

If a direct resolution attempt is unsuccessful, the complainant should promptly report the incident to one of the following administrators:

For Employee Concerns:

- Head Master
- Head of Human Resources
- Head of Preparatory/Senior School
- DEI (Diversity, Equity, and Inclusion) Coordinator

For Pupil Concerns:

- Head Master
- Designated Safeguarding Lead
- Head of Year/HMM
- DEI (Diversity, Equity and Inclusion) Coordinator
- Any trusted member of staff

Pupils reporting incidents alleging a breach of the Diversity, Equity, and Inclusion Policy will follow the procedures outlined in the Positive Behaviour for Learning Policy. For staff incidents, HR policies will be followed.

As part of the restorative response process, individuals involved will be required to participate in a restorative conversation with the DEI Coordinator.

This provides an opportunity to:

- Reflect on the incident and its impact
- Foster understanding, empathy, and accountability
- Promote healing and help prevent recurrence



Restorative conversations are not a substitute for any necessary disciplinary action, but rather a supportive measure that complements the College's commitment to inclusion, empathy, and sustainable, long-term change.

9. Curriculum

At Brighton College Dubai, we uphold the principle that every pupil has the right to access a comprehensive and well-rounded curriculum tailored to their unique needs. This includes providing necessary additional support mandated by law to ensure each pupil thrives academically and personally.

When crafting our curriculum, we proactively seek opportunities to embed and promote principles of equality. Our aim is to create an inclusive learning environment where diversity is celebrated and every pupil feels valued and respected.

Throughout the implementation of our curriculum, Brighton College Dubai remains committed to advancing equality. We are unwavering in our efforts to prevent any form of discrimination and foster an atmosphere where all pupils can achieve their full potential, irrespective of background or circumstance.

10. Monitoring and Review

This policy is monitored and reviewed annually by the College Leadership Team.

11. Approved by

Head Master on behalf of the College:

Simon Crane

Chair on behalf of the Governors:

Craig Lamshed, Board Member



Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Policy written	SCR	11/05/2023
2.0	Policy Updated	ILI	04/06/2025

12. Brighton College Dubai Policies and Guidelines

Policy Statement

Brighton College Dubai policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- KHDA Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Academic Plan written for KHDA approval
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

Policy Development

Policies will continue to be developed as strategic priorities are set.