



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

DEEI POLICY



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Purpose

Our vision is to be an inspiring and inclusive community hub, nurturing the development of future leaders. To achieve this vision, our DEEI policy provides clear direction, ensuring that every member of our school community is provided with an environment that celebrates diversity and champions equity. We believe that by fostering inclusivity, we empower our students to become compassionate and empathetic leaders of tomorrow.

Our mission, to inspire, lead, and exceed our potential, is intrinsically tied to our DEEI objectives. Through this policy, we seek to inspire our students to recognise the strength in diversity, leading by example in promoting equity and inclusivity. We aim to exceed our potential as an educational institution by creating a school culture grounded in values such as kindness, leadership, and respect for all.

Our core values of compassion, empathy, kindness, leadership, and respect are the cornerstones of our DEEI policy. They underscore our commitment to creating a safe and nurturing environment where everyone feels valued and respected, regardless of their background, identity, or abilities.

In essence, the purpose of our DEEI policy is to translate our vision, mission, and values into actionable steps that promote a diverse, equitable, and inclusive community at GEMS Metropole School, where each student can thrive and emerge as a future leader committed to these principles.

Rationale

As a British International school, GEMS Metropole School is committed to upholding the principles of the UK's Equality Act 2010 while adhering to the legal framework of the UAE. Our approach reflects international best practices, ensuring an inclusive and equitable environment for all.

In alignment with the Equality Act 2010, we recognise the importance of promoting equal opportunities, prohibiting discrimination, and cultivating an inclusive environment that respects an individual's characteristics, regardless of their age, race, religion, gender, and ability. This commitment not only aligns with international standards but also reflects our global outlook.

All our staff body acknowledges the significance of adhering to the laws and cultural norms of the UAE. We value the UAE's emphasis on unity, respect for the Emirati culture, and the promotion of Emiratisation. Our DEEI Policy is crafted to strike a balance that respects both local customs and international principles of diversity and inclusion. We aim to create a school community that is culturally sensitive, socially responsible, and committed to ensuring that every individual is treated with dignity and fairness, regardless of their background or identity.

Our Aims

At GEMS Metropole School, which was established in September 2014, our primary aim is to provide a world-class British curriculum education to expatriates and UAE citizens who seek a diverse and enriching educational experience. We are dedicated to fostering an environment that celebrates diversity while honoring the values of our gracious hosts.

Quality British Curriculum Education: We are committed to delivering an exceptional British curriculum that prepares our students for success on both national and international platforms. Our aim is to equip every learner with the knowledge, skills, and mindset required to thrive in an ever-evolving global landscape.

Cultural Diversity: We take pride in the diverse backgrounds and cultures that converge within our school. Our aim is to create an inclusive and harmonious community that values and respects these differences. By doing so, we believe that our students develop a broader perspective, open-mindedness, and a deep appreciation for global unity.

Respect UAE Values and Integrate British Values: Ensuring that students develop a deep understanding of both Emirati traditions and British values, fostering a well-rounded global perspective.

Parental Involvement: We recognise the importance of the partnership between parents and the school in a child's education. Our aim is to actively involve parents in the learning journey of their children, fostering a collaborative relationship that enhances the overall educational experience.

To ensure the safety, well-being, and protection of all members of our school community, this policy has been carefully curated in alignment with the laws and regulations of the UAE. These legal frameworks provide essential guidance for those living and working in the UAE, and we encourage all staff, parents, and stakeholders to be aware of their rights and responsibilities under these laws.

Related policies

We ensure that our policies align seamlessly with our core values. Our DEEI policy, is designed to complement and reinforce GEMS Educations existing framework of policies, including the:

[GEMS Code of Conduct Policy POLHR008](#) [GEMS Employee Grievance Policy POLHR0010](#) [GEMS Whistleblowing Policy POLHR0014](#) [GEMS Recruitment Policy POLHR0026](#)
[GEMS Harassment and Bullying Policy POLHR0038](#)

Compliance

It is the responsibility of all staff members to comply and adhere to this policy. GEMS Metropole does not tolerate any act of **direct discrimination, indirect discrimination, harassment or victimisation**. Any breach of this policy may lead to an investigation and or disciplinary action.

UAE Law & Forms of discrimination

UAE Law:

[Federal Decree Law number No. 2 of 2015 \(Combating Discrimination & Hatred\)](#)

[Federal Law No. 29 of 2006 \(Concerning the Rights of People with Special Needs\)](#)

[Resolution No. 43 2018 \(In support of the people of determination\)](#)

[Article 32 of the UAE Labour Law 1980 \(Equal wages and salaries for women and men\)](#)

In a world increasingly interconnected and diverse, the United Arab Emirates (UAE) stands as a beacon of tolerance, unity, and inclusivity. Recognising the importance to safeguard these values, the UAE introduced Federal Decree Law No. 2 of 2015, a pivotal piece of federal legislation aimed at combating Discrimination and Hatred. This landmark law sets forth a resolute commitment to eliminate all forms of discrimination, ensuring that the UAE remains a nation where diversity is celebrated and prejudice is unequivocally condemned.

Under the provisions of Federal Decree Law No. 2 of 2015, factors such as religion, faith, race, colour, and ethnic origin are recognised as Protected Characteristics. This designation highlights the UAE's commitment to safeguarding the rights and dignity of all individuals, irrespective of their background. Notably, the legislation is intentionally broad, ensuring that all forms of discriminatory conduct are addressed, regardless of how they manifest.

Federal Law No. 29 of 2006, addressing the Rights of People with Special Needs, safeguards the rights of individuals termed "people of determination" and ensures their right to a dignified life. The law stipulates that a person's unique needs cannot be a basis for denying them their entitlement to rights and essential services, encompassing welfare, social, economic, health, educational, professional, cultural, and leisure services.

In the UAE, Emiratis identified as "people of determination" are ensured equal and just employment prospects. UAE citizens with special needs possess the right to pursue employment and hold public positions. Those identified as people of determination are eligible to receive monthly support in accordance with prevailing legal provisions.

Resolution No. 43 of 2018, advocating for individuals identified as "people of determination," strives to uphold their rights within the realm of employment by facilitating their entry into the job market. The resolution mandates government organisations to safeguard the rights of people of determination, ensuring their equal opportunities for work and protection against discrimination.

In 2018, the UAE Cabinet endorsed legislation enforcing pay parity between genders. Article 32 of the UAE Labour Law from 1980 already stipulates that female employees must receive an equal wage for the same work as their male counterparts.

Examples of direct discrimination

Direct discrimination refers to a form of unfair treatment in which an individual is singled out and subjected to less favorable treatment solely because of a specific characteristic or personal attribute they possess. This type of discrimination occurs when a person is treated less favourably compared to others in similar circumstances, purely because of their protected characteristic, such as race, gender, religion, age, or disability. For example, if a job applicant is not hired because of their age, even though they possess the qualifications and experience required for the role, that would constitute direct age discrimination.

Similarly, if an employee is denied a promotion due to their gender, despite being the most qualified candidate, it would be considered direct gender discrimination. In essence, direct discrimination occurs when someone is disadvantaged solely because of a characteristic that should not be a basis for differential treatment.

Examples of indirect Discrimination

Indirect discrimination is a form of unequal treatment in which a policy, practice, or rule that appears neutral on the surface has a disproportionate and adverse impact on a particular group of individuals who share a protected characteristic, such as race, gender, religion, age, or disability. Unlike direct discrimination, indirect discrimination may not be intentional, but it results from policies or practices that, although seemingly impartial, put certain individuals at a disadvantage. An example of indirect discrimination is when a company implements a strict dress code requiring all employees to wear formal attire, which indirectly disadvantages employees who wear religious head coverings, as it forces them to choose between their religious practices and their job. Another example could be an employer setting working hours that make it difficult for employees with childcare responsibilities, predominantly affecting working mothers and indirectly discriminating against them. In both cases, the policies appear neutral but have a disproportionately negative impact on specific groups, constituting indirect discrimination.

Examples of Harassment

Harassment is a persistent and unwelcome pattern of behaviour or actions that create a hostile, intimidating, or offensive environment for an individual or a group. It can take various forms, such as verbal, physical, or written, and typically targets an individual based on their protected characteristics, including but not limited to race, gender, religion, or disability. Harassment can involve offensive

comments, slurs, jokes, threats, insults, or unwanted advances, and it often occurs repeatedly, making the victim feel unsafe or uncomfortable in their environment. For example, sexual harassment in the workplace may involve inappropriate comments, gestures, or unwanted advances of a sexual nature that create a hostile atmosphere for the victim. Similarly, racial harassment could manifest as racial slurs, derogatory remarks, or offensive actions targeting a person's race or ethnicity, causing emotional distress and undermining their dignity. Harassment, in any form, is a violation of an individual's rights and is prohibited by law in many jurisdictions to ensure safe and inclusive spaces for all.

Examples of Victimisation

Victimisation is a form of mistreatment or retaliation against an individual who has previously asserted their rights or reported misconduct, discrimination, or harassment. It occurs when someone is subjected to adverse actions, such as intimidation, harassment, or unfair treatment, as a consequence of their prior involvement in filing a complaint, serving as a witness, or advocating for their rights. This unjust treatment is intended to discourage the individual from pursuing their rights or speaking out against wrongdoing. For instance, if an employee faces demotion or exclusion from workplace opportunities after reporting workplace harassment, it constitutes victimisation. Similarly, in the context of legal proceedings, if a witness is subjected to threats or social ostracization for testifying in a court case, it qualifies as victimisation. Victimisation is considered unethical and unlawful in many jurisdictions, as it undermines the principles of justice and fairness, discouraging individuals from coming forward to address injustices.

Microaggressions

The term "microaggressions" was coined by psychiatrist and Harvard University professor Chester M. Pierce in the 1970s. It refers to subtle, often unintentional, verbal or non-verbal actions or expressions that convey derogatory or discriminatory messages to individuals based on their race, gender, ethnicity, or other protected characteristics. Microaggressions are often subtle and may be dismissed by the perpetrator as harmless, but they can have a profound impact on the well-being and self-esteem of the target. Examples of microaggressions include asking a person of Asian descent, "Where are you really from?" implying they are not a true American, or making remarks like "You're so articulate for a woman" to a female colleague, which implies surprise at her competence due to her gender. Microaggressions can be insidious, perpetuating stereotypes and biases, and they contribute to an atmosphere of exclusion and inequality. GEMS Metropole School recognises microaggressions as a form of discrimination and takes steps in promoting Diversity, Equity, Emiratisation and Inclusion in all aspects of school and the wider community.

Equal opportunities

GEMS Metropole School is committed to being an equal opportunities education provider. We embrace diversity and foster an inclusive environment where every student, regardless of background, enjoys equal access to a world-class education. Our mission is to empower all learners, recognising that their unique

perspectives and talents enrich our community. We stand firmly against discrimination and bias, ensuring that everyone has the opportunity to reach their full potential in a supportive and respectful learning environment.

As an equal opportunity employer, we believe in the strength of diversity and are committed to providing an inclusive workplace where individuals from all backgrounds are valued and respected. Our recruitment and employment practices are guided by the principles of fairness and impartiality, ensuring that every employee has an equal opportunity to grow and excel. We stand firmly against discrimination of any kind, fostering an environment where talent and merit are the sole criteria for advancement. At GEMS Metropole School, we celebrate the unique strengths each team member brings, knowing that it is our diverse workforce that drives innovation and success.

Recruitment and Selection

At GEMS Metropole School, our recruitment and selection process are firmly rooted in the school's principles of non-discrimination and aims to establish the best possible match between the qualifications, skills, experience, and character of individuals and the specific requirements of the vacant positions.

Our commitment to non-discrimination means that we evaluate candidates based solely on their merit, irrespective of race, gender, age, religion, ability, or any other protected characteristic. We embrace diversity and recognise that it enriches our organisation, bringing fresh perspectives and ideas.

Our selection process is meticulously designed to ensure that each candidate's knowledge and skills align closely with the demands of the role. We thoroughly assess qualifications and experience, conduct comprehensive interviews, and may request references to make informed decisions. We also prioritise character assessment, seeking individuals who not only possess the necessary skills but also align with our values, culture, and commitment to our students' well-being. **(Please see below Diverse Interview Panel Guidelines attached)**

By upholding these principles and processes, we aim to build a talented, diverse, and inclusive workforce at GEMS Metropole School, contributing to our continued growth and excellence in education.

Reporting and Complaints Procedure

Employees and students who are the subjects of complaints have the right to know the details of the allegations made against them. This commitment to openness ensures that individuals are informed about the concerns raised, allowing them an opportunity to respond, clarify, and participate in the resolution process. We value due process and provide a supportive environment where those involved can engage constructively to address grievances. Our approach fosters trust, accountability, and equitable solutions, reinforcing our dedication to upholding the principles of justice and fairness within our school community.

Reporting Process:

Students and staff can report discrimination concerns through the following channels:

Informal Resolution: The complainant may first discuss concerns directly with the relevant individual or seek informal mediation.

Formal Complaint: If the issue is unresolved, the complainant should report it to one of the following:

1. Diversity and Wellbeing Lead
2. Head of HR
3. Principal

Investigation: A thorough review will be conducted, and appropriate actions taken.

Outcome & Follow-up: Measures will be implemented to prevent recurrence.

Complaints by students against other students that allege a violation of the Diversity, Equity Emiratisation and Inclusion Policy will be managed through the schools [Behaviour and Anti-bullying policy](#).

The member of staff should raise the concern as soon as possible with one of the following as soon as possible.

- Head of Year
- Designated Safeguarding Lead
- Head of School

Parents at GEMS Metropole School can raise concerns about Diversity, Equity, Emiratisation and Inclusion matters by initiating open and respectful dialogues with our school administration or through designated channels such as parent-teacher meetings or contacting our DEEI Lead. We value parent input and actively seek collaboration in promoting diversity and inclusion with the community we serve.

CPD/Training

Whole staff and individual training needs will be identified through the GEMS Metropole School self-evaluation process and staff appraisal system.

Disclaimer:

This document, statement, or information is provided solely for GEMS Metropole School and or educational purposes. While we strive to ensure the accuracy and reliability of the content presented here, it is important to acknowledge that laws, regulations, and organisational policies can change over time, and their interpretation may vary.

Legal and Policy Precedence:

In the event that the information contained herein contradicts the Federal law of the United Arab Emirates (UAE) or the policies of GEMS Education (hereinafter "GEMS Policies"), the following precedence shall apply:

- **Federal Law of the UAE:** All information and guidance provided in this document shall yield to the extent and interpretation of the applicable federal laws of the United Arab Emirates. The Federal law of the UAE takes precedence over any conflicting information contained in this document.
- **GEMS Policies:** If there is any inconsistency between the content presented in this document and the GEMS Policies, the Federal law of the UAE shall take precedence. GEMS Policies are internal guidelines and directives of the organisation and should be construed in harmony with applicable federal laws.

Guidance Document: Diverse Interview Panel Guidelines

Introduction:

At GEMS Metropole School, we are dedicated to fostering a fair, inclusive, and unbiased interview and selection process. To ensure transparency and minimise the potential for biases and prejudices, we strongly recommend the formation of diverse interview panels. These guidelines outline key principles to adhere to where possible during the interview and selection process.

- **Composition of the Interview Panel:**
 - Aim to include a diverse mix of individuals representing different backgrounds, experiences, and perspectives.
 - Ensure gender, age, ethnic, cultural, and experiential diversity among panel members. Encourage participation from both internal and external stakeholders where possible.
- **Training and Awareness:**
 - Provide training to panel members on diversity, equity, and inclusion concepts.
 - Raise awareness about unconscious biases and the importance of impartial assessment.
- **Preparation:**
 - Familiarise panel members with the job description, qualifications, and key competencies required for the role.
 - Develop a clear understanding of the interview format and evaluation criteria.
- **Standardised Questions:**
 - Use a standardised set of interview questions relevant to the position. Avoid questions that could lead to personal biases or stereotypes.
- **Structured Assessment:**
 - Assess candidates against predetermined criteria, focusing on their skills, qualifications, and potential contributions.
 - Rate candidates consistently using a scoring system to ensure objectivity.
- **Avoiding Discrimination:**

- Do not inquire about personal characteristics such as race, religion, marital status, or disabilities unless directly related to the job's requirements.
- **Documented Evaluations:**
 - Require panel members to document their evaluations and justifications for each candidate's assessment.
- **Group Discussion:**
 - Encourage panel members to engage in a constructive discussion, addressing any differences in assessments.
 - Aim for a consensus, taking into account diverse viewpoints.
- **Confidentiality:**
 - Emphasise the importance of maintaining candidate confidentiality during and after the interview process.
- **Feedback to Candidates:**
 - Provide constructive feedback to candidates, focusing on their qualifications and the selection process outcomes.
- **Continuous Improvement:**
 - Regularly review and assess the effectiveness of these guidelines in reducing biases and promoting diversity in the interview and selection process.

Conclusion:

Diverse interview panels at GEMS Metropole School play a crucial role in ensuring equitable hiring processes. By following these guidelines, we aim to uphold our commitment to Diversity, Equity, Emiratisation and Inclusion while fostering an environment that welcomes and values individuals from all backgrounds and walks of life. Your adherence to these principles is essential in achieving our shared goals.