



Equality Policy

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1. Introduction

At Reigate Grammar School Riyadh (RGSR) we are committed to ensuring equality of opportunity for all students, staff, parents and carers at the school, irrespective of race, disability, gender, age, religion, belief or socio-economic background.

2. Mission Statement

RGSR is opposed to any form of discrimination. It is committed to addressing any inequalities by taking positive action wherever appropriate.

3. Aims

This policy aims to promote inclusion, avoid discrimination and promote equality for students and staff. It should also be read in conjunction with our Special Educational Needs and Disability (SEND) Policy and our Accessibility Policy.

4. School Context

RGSR is a mixed ability private British international school in Riyadh, KSA. The school is housed on a single site, catering for boys and girls from 3 – 18 years. RGSR is a fee-paying school, as a result most students come from more privileged backgrounds.

5. What do we mean by equality and diversity?

Equality: This means treating everyone with fairness and respect and recognising the needs of individuals.

Diversity: This means recognising, valuing and taking account of people's different backgrounds, knowledge, skills, needs and experiences.

Equality is impossible to achieve without recognising diversity.

6. What is discrimination?

Discrimination can be direct, indirect, intentional, unintentional or institutional.

Direct discrimination is where an individual or group receives less favourable treatment with some unjustifiable reason, because, for example, of sex, race religion, or disability.

Indirect discrimination is applying unjustifiable requirements and conditions that have a disproportionate impact on an individual or particular group.

Institutional discrimination is the collective failure of an organisation to provide an appropriate and professional service to people because of their background or experience. It can be seen in our attitudes, behaviours and procedures that amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and stereotyping which disadvantage people.

7. The school's approach to promoting equality

The overall objective of our Equality Policy is to provide a framework for staff and students to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, we seek to ensure that no students, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, ethnic or national origin, language, religion or belief, gender, marital status, disability, age, responsibility for children or other dependants, social class or where the person lives.

The principles of this policy apply to all members of the extended school community, students, staff, governors, and parents.

7.1 Teaching, learning and curriculum

RGSR aims to teach students to understand others, to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action. We ensure students have the opportunity to explore and address issues of diversity through well-being, PSHE, and Assemblies.

We ensure equal opportunities for all to succeed at the highest level possible, by removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.

From academic year 2025/26 we will monitor the attainment of students by race, gender and disability and use this data to support students, raise standards and ensure inclusive teaching. Through PSHE and whole school assemblies we will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

8. Race Equality

RGSR actively promotes good understanding of cultures and beliefs other than those the students experience in their own homes. RGSR will not tolerate any behaviour, speech, or curriculum content that is in any way racist or presents a racist attitude.

The school understands racism as any kind of race hatred, rivalry or feeling that suggests an inherent superiority of one racial group over another; or any discriminatory treatment based on such a belief. The following, whilst not an exhaustive list, are types of racist incidents.

A. Verbal and non-verbal abuse

1. Verbal abuse
2. Verbal threats
3. Using racially offensive language
4. Racially or culturally motivated mimicry (verbal or non-verbal)
5. Non-verbal abuses (including gestures/facial expressions)
6. Refusal to co-operate with others because of racial or cultural differences
7. Intimidation using technology (mobile phoning)
8. Intimidation using technology(emails/texting)

B. Physical Abuse

9. Damage to individual's property
10. Physical intimidation
11. Physical intimidation with weapon
12. Physical assault
13. Physical assault with weapon

C. Other racially based behaviour

14. Racist graffiti
15. Display of racist insignia
16. Possession or distribution of racist materials
17. Attempts to recruit others to racist organisations
18. Incitement of others to behave in a racist way
19. Collusion with racist behaviour of others
20. Other racially motivated behaviour

At RGSR we have a duty to promote race equality which means we must have due regard to eliminate unlawful racial discrimination, promote equality of opportunity and promote good relations amongst people of different racial groups.

The curriculum will reflect the cultural diversity of the UK and KSA. The cultural and language learning needs of all students will be addressed within the classroom so that every student has equal opportunity to access the curriculum and attain their full potential.

8.1. Admissions

No child will be refused admission to RGSR on the grounds of race or culture.

8.2. Staffing and Governing Body

No person will be refused interview, employment or position on the governing body on the grounds of race or culture. All members of staff will have equal opportunity for professional development.

8.3. Engagement with parents and communities

We aim to provide a means for students and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

Parents from various cultural and religious backgrounds are invited into school as speakers or to demonstrate and celebrate different cultural practices.

9. Disability equality

The definition of disability under UK law is a wide one. A disabled person is someone who has a “Physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.”

This includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverees and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

The general duty to promote disability equality is owed to all disabled people which means that we must have due regard to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate unlawful discrimination.
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
- Take steps to take account of disabled peoples’ disabilities, even where that involves treating disabled people more favourably than other people.

9.1. Accessibility

At RGSR we plan strategically over time to increase access to the curriculum and make improvements to the physical environment of the school to increase access. We must ensure that disabled students do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

10. Gender equality

At RGSR we take positive steps to address gender inequality but we understand that barriers exist that may prevent students and staff from achieving and making the most of the opportunities we make available. The general duty to promote gender equality means that we must have due regard to eliminate unlawful discrimination and harassment; and promote equality of opportunity between men and women, girls and boys.

11. Age and belief

We must ensure that we do not discriminate on these grounds. At RGSR we promote equality by:

- Promoting an understanding and interest in different environments, societies, systems and cultures across the world.
- Giving all students and staff the opportunity to fulfil their potential, whatever their colour, culture, origin, culture or gender.
- Providing opportunities to explore and share the ideas, opinions and interests derived from their own particular cultural experience, for example, participation in celebrations.
- Providing the opportunity to challenge discrimination and to discuss and consider behaviour and attitudes towards each other.
- Recognising, respecting and acknowledging the languages and dialects of all members of the school community.
- Recognising the importance of the cultures and beliefs of all in our school community.

12. Responsibilities

The Heads of the two schools will implement the policy and its related procedures and strategies, ensuring that all staff are aware of their responsibilities and are given appropriate training and support. The Heads will take appropriate action in any case of discrimination and have responsibility for dealing with reported incidents of discrimination or harassment.

All staff will be proactive in promoting equality regardless of ability or disability, race and gender and will deal with any incidents that occur. They will know how to identify and challenge any bias or stereotyping and will promote equality and good relations.

All students are responsible for reporting incidents of discrimination of any kind to an adult and discussing sensibly and sensitively any equality and diversity issues that may be raised in class or across the school.

13. Reporting

All incidents should be reported to a member of SLT and the Head (see appendix 1).

14. Breaches of the policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head and the Board. Anyone wishing to make a complaint will be advised to follow the RGSR Complaints Policy.

15. Monitoring and evaluation

The effectiveness of this policy will be monitored and reviewed annually in the light of experiences and best practice.

Appendix I

Racist Incident Recording Form

Person reporting the incident:
Position:
Date of incident:
Time of incident:
Location:
Signed:

Details of perpetrator(s)		
Name	Position/Year Group (Teacher/ Student/ Other School Staff/ Parent/ Other adult)	Male/Female
Details of victim(s)		
Name	Position/Year Group (Teacher/ Student/ Other School Staff/ Parent/ Other adult)	Male/Female
Description		

Action Taken

Steps taken could include:

- Incident reported to member of SLT;
- Incident reported to the Head;
- School policy on behaviour explained to perpetrator(s);
- School policy on equality explained to perpetrator(s);
- Graffiti removed / racist material confiscated;
- Perpetrator(s) suspended;
- Parents / guardians of perpetrator(s) informed;
- Meeting held with parents/guardians of perpetrator(s);
- Police informed (give details below);
- Other external agencies involved (specify);
- Support / counselling provided to victim(s);
- Parents / guardians of victim(s) informed;
- Meeting held with parents / guardians of victim(s);
- Parents/guardians of victim(s) informed of follow-up action;
- Other action taken (please state).

Action taken	Date/Initials