



EQUAL OPPORTUNITIES POLICY

Last Reviewed Date: 17th June 2026

Reviewed by: Principal, Patrick Salvage

Next Review Date: 17th June 2027

This policy has been adapted from the Newton Group policy.

Alignment with the NISL Flourishing Framework

This policy is underpinned by the NISL Flourishing Framework, which provides the shared foundation for character development, wellbeing, belonging and excellence across the school community. We believe that every member of our community should experience respect, inclusion, opportunity and dignity, enabling them to flourish personally, socially and academically.

Equality is promoted through high expectations, supportive accountability, positive relationships and a shared commitment to safeguarding. We seek to cultivate a culture in which diversity is valued, differences are respected and every individual is empowered to contribute meaningfully to the life of the school.

Our Vision

‘An international community of learners striving for excellence and celebrating success’

Our Mission

We aim to provide the highest quality education for pupils of all abilities within a safe, inclusive and nurturing environment. Through excellent teaching, strong character development and meaningful partnerships with families, we seek to develop confident, compassionate and responsible global citizens who contribute positively to society.

1. Policy Statement

Newton International School Lagoon is committed to providing equality of opportunity for every pupil, member of staff, parent and visitor. We believe that excellence is achieved by recognising the inherent dignity, value and potential of every individual.

The school actively promotes an inclusive culture in which diversity is respected, discrimination is challenged and every member of the community feels safe, valued and able to flourish. Decisions will be guided by the principles of fairness, inclusion, safeguarding, wellbeing and respect for others. We oppose all forms of unlawful discrimination, harassment, bullying and victimisation. Equality of opportunity extends across recruitment, inclusion and safeguarding.

2. Roles and Responsibilities

Promoting equality is a shared responsibility across the whole school community.

The CEO and Newton Group Board of Directors are responsible for ensuring that appropriate governance arrangements are in place and that the school operates in accordance with its values, strategic priorities and applicable legal requirements.

The principal is responsible for implementing this policy, promoting an inclusive school culture and ensuring that equality, safeguarding and wellbeing remain central to leadership and decision-making.

Senior Leaders and Middle Leaders are responsible for modelling inclusive leadership, supporting staff, monitoring practice and ensuring that policies and procedures are implemented consistently and fairly.

All Staff are responsible for treating every member of the school community with dignity, respect and professionalism, challenging discriminatory behaviour where appropriate and promoting equality through their teaching, relationships and daily practice.

Pupils are expected to demonstrate respect, empathy and kindness towards others, celebrate diversity and contribute positively to an inclusive school community.

Parents and Visitors are expected to support the values of the school and contribute to a culture characterised by mutual respect, inclusion and positive partnership.

As a British international school operating in the State of Qatar, the school seeks to reflect the expectations of applicable Qatari legislation together with recognised UK educational standards and good practice in equality,

3. Purpose

The purpose of this policy is to:

- Promote equality, inclusion and belonging throughout the school community.
- Foster a culture where every individual feels valued, respected and able to flourish.
- Ensure that all pupils have equitable access to high-quality learning opportunities.
- Support the wellbeing, safeguarding and personal development of pupils and staff.
- Eliminate unlawful discrimination, harassment, bullying and victimisation.
- Promote fairness in recruitment, employment, professional development and leadership opportunities.
- Celebrate diversity while strengthening the shared values that unite our international community.
- Ensure compliance with applicable legislation and recognised UK educational standards.

4. Our Environment

The school is committed to fostering a safe, inclusive and psychologically secure environment in which every member of the community is treated with dignity, respect and fairness. We believe that belonging is fundamental to learning and that pupils and staff flourish when they feel valued, supported and able to contribute fully to school life.

We are committed to:

- Providing equality of opportunity in recruitment, employment, professional learning and career progression.



- Creating a workplace characterised by professionalism, collaboration and mutual respect.
- Making reasonable adjustments, where appropriate and practicable, to support staff and pupils with additional needs.
- Promoting wellbeing through supportive leadership, fair systems and positive relationships.
- Challenging discrimination, prejudice and exclusion whenever they occur.

5. Teaching and Learning

The school is committed to ensuring that every pupil has equitable access to high-quality teaching and meaningful learning experiences. Teachers create inclusive classrooms by:

- Establishing high expectations for every pupil.
- Planning learning that recognises pupils' different strengths, needs and starting points.
- Creating classrooms where every pupil feels safe, respected and able to participate.
- Using assessment to identify barriers to learning and provide appropriate support.
- Encouraging respectful dialogue, critical thinking and collaboration.

Inclusive teaching is supported through the school's pedagogical approaches, including DR.ICE (Direct, Reflective, Independent, Collaborative and Experiential Learning), Thinking Moves, I Do – We Do – You Do, adaptive teaching strategies and effective formative assessment. These approaches promote equitable participation, independence, curiosity and deep learning while supporting the diverse needs of all learners.

Teaching also seeks to develop character, resilience, empathy and responsible citizenship, ensuring that pupils are equipped to contribute positively within an increasingly diverse global community.

6. Curriculum and Planning

The curriculum reflects the school's commitment to equality, diversity, character development and global citizenship. The school will:

- Provide a broad and balanced curriculum based on the National Curriculum for England together with the requirements of the Qatar Ministry of Education and Higher Education.
- Ensure that curriculum planning reflects the diversity of our international community.
- Promote intercultural understanding, respect and inclusion across all subject areas.
- Use resources that reflect diversity positively and avoid reinforcing stereotypes.
- Provide equitable access to learning opportunities, enrichment activities and educational visits.
- Promote environmental responsibility, global citizenship and sustainable development in accordance with Qatar National Vision 2030 and the United Nations Sustainable Development Goals.

Through the curriculum, pupils are encouraged to develop the knowledge, skills and character needed to challenge prejudice, appreciate different perspectives and contribute positively to society.

7. Pupils' Personal Development and Pastoral Care

Pastoral care at NISL is founded upon the belief that wellbeing, belonging and positive relationships are essential for both personal growth and academic success. Our pastoral systems seek to:

- Promote emotional wellbeing, resilience and positive mental health.
- Foster respect, empathy, kindness and responsible behaviour.
- Celebrate diversity while strengthening a shared sense of community.



- Support pupils through restorative approaches that encourage reflection, accountability and personal growth.
- Provide culturally responsive support that recognises the diverse backgrounds and experiences of our pupils.
- Safeguard the welfare of every pupil through effective pastoral systems and strong partnerships with families.

Personal development is further enriched through Character Education, Philosophy for Children (P4C), assemblies, enrichment activities and leadership opportunities, enabling pupils to become confident, compassionate and responsible global citizens who contribute positively to the life of the school and the wider community.

8. Professional Learning

Creating an inclusive school community requires continuous professional learning. Equality, diversity and inclusion form an integral part of the school's Professional Flourishing, Growth and Accountability Framework. The school will:

- Provide regular professional learning relating to equality, inclusion, safeguarding and wellbeing.
- Support staff in developing inclusive teaching and leadership practices.
- Promote reflective practice and professional dialogue.
- Ensure that new staff are inducted into the school's values, expectations and inclusive culture.
- Encourage all staff to model the character, respect and professionalism expected throughout the school community.

9. Equality, Discrimination and Harassment

The school is committed to ensuring that every member of the community is treated fairly, respectfully and with dignity. The school will not tolerate:

- Direct discrimination.
- Indirect discrimination.
- Harassment.
- Victimisation.
- Bullying.
- Any other behaviour that undermines equality, inclusion or the wellbeing of others.

Concerns will be addressed promptly, fairly and in accordance with the school's Behaviour, Complaints, Safeguarding and Professional Conduct policies.

10. Protected Characteristics

In accordance with recognised UK equality legislation and the school's commitment to fairness and inclusion, the school seeks to ensure that no individual is disadvantaged because of a protected characteristic. These include:

- Disability.
- Race.
- Religion or belief.
- Sex.
- Pregnancy and maternity.



- Marriage and civil partnership.
- Gender reassignment.
- Sexual orientation.
- Age (in relation to employment).

The school will make reasonable adjustments where appropriate and practicable to enable individuals to participate fully in school life.

11. Recruitment and Employment

The school is committed to fair, transparent and inclusive recruitment practices that attract, appoint and retain the highest quality staff.

Employment decisions will be based upon professional merit, qualifications, experience and the needs of the school. Recruitment, promotion, professional development and career progression will be undertaken fairly and consistently in accordance with the school's Recruitment Policy and Professional Flourishing, Growth and Accountability Policy.

12. Health, Safety and Wellbeing

The school recognises that equality, safeguarding and wellbeing are closely connected.

We are committed to providing a safe, healthy and supportive environment in which pupils, staff and visitors are treated with dignity, respect and care.

Positive wellbeing, psychological safety and professional support contribute directly to inclusion, effective learning and organisational success.

13. Monitoring and Review

The Principal and Senior Leadership Team are responsible for monitoring the implementation and effectiveness of this policy. The school will regularly review:

- Equality of access and opportunity.
- Curriculum provision.
- Staff recruitment and professional development.
- Pupil wellbeing and belonging.
- Behaviour, safeguarding and inclusion.
- Stakeholder feedback.
- Compliance with applicable legislation and school policies.

This policy will be reviewed annually or sooner where changes in legislation, guidance or school practice require amendment.

Conclusion

Newton International School Lagoon believes that diversity strengthens our community and enriches learning for everyone. By promoting equality, belonging, respect and opportunity, we create a culture in which every individual is valued, every voice matters and every member of the school community is able to flourish.

Through high expectations, supportive accountability, inclusive practice and strong partnerships, the school remains committed to providing an environment where excellence, character and wellbeing are developed together.

