



GEMS Winchester School Dubai



Equity, Diversity, Inclusion & Justice Policy

Person(s) Responsible: Executive Principal/CEO

Approved by ELT: January 2026

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1. Purpose

GEMS Winchester School Dubai is committed to fostering an inclusive, respectful and equitable environment where every member of the school community feels valued, safe and supported. This policy sets out our commitment to Equity, Diversity, Inclusion and Justice (EDIJ) and ensures these principles are embedded across leadership, teaching, learning, pastoral care and community engagement.

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2. Vision & Values

Our vision is to create a school community where diversity is celebrated, equity is embedded in practice, inclusion is intentional, and justice guides decision-making. This aligns with GEMS Education values, the UAE National Agenda for tolerance, and the school's commitment to Be A GEM behaviour expectations and Teach Like a GEM pedagogy.

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3. Scope

This policy applies to all students, staff, parents, governors, visitors and external partners. It underpins admissions, recruitment, curriculum design, assessment, behaviour, safeguarding and professional development.

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4. Definitions

- Equity: Ensuring fairness by providing access, opportunity and support based on individual needs.
- Diversity: Valuing differences including nationality, culture, ethnicity, language, religion, gender, age, ability and socio-economic background.
- Inclusion: Creating environments where everyone feels a sense of belonging and can participate fully.
- Justice: Actively identifying and addressing bias, discrimination and systemic barriers.

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5. Legal & Regulatory Framework

This policy aligns with:

- UAE Federal Law No. 2 (2015) – Prevention of Discrimination and Hatred
- UAE Federal Law No. 29 (2006) – Rights of People with Special Needs
- Dubai Inclusive Education Policy Framework
- KHDA inspection expectations
- GEMS Education policies and Code of Conduct

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6. Admissions & Access

Admissions processes are fair, transparent and non-discriminatory. Students of Determination are welcomed and reasonable accommodations are made to support access, participation and progress.

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7. Teaching, Learning & Curriculum

Curriculum planning reflects diverse perspectives and cultures while respecting UAE heritage and values. Teachers apply the principles of Teach Like a GEM (TLAG), including differentiation, adaptive teaching and Universal Design for Learning, to remove barriers and support progress for all learners.

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8. Assessment & Progress

Assessment practices are fair, flexible and inclusive. Reasonable adjustments and accommodations are provided where appropriate to ensure students can demonstrate learning in line with Teach Like a GEM (TLAG) expectations.

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9. Behaviour, Pastoral Care & Wellbeing

The school promotes positive relationships, mutual respect and emotional wellbeing. Behaviour expectations and responses to incidents of discrimination, bullying or harassment are managed in line with Be A GEM (BAG), with a strong emphasis on restorative practice, reflection and education.

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10. Staff Recruitment, Training & Development

Recruitment practices are equitable and transparent. All staff receive ongoing professional development in inclusion, safeguarding, cultural competence, behaviour management and anti-bias practice.

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11. Leadership & Responsibilities

The Executive Principal and Senior Leadership Team are responsible for strategic oversight of EDIJ. An Inclusion or EDIJ Lead coordinates implementation, monitoring and reporting. Middle leaders ensure alignment between EDIJ, Be A GEM (BAG) and Teach Like a GEM (TLAG) at phase and departmental level.

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12. Student Voice

Students are encouraged to express their views and contribute to an inclusive school culture through councils, forums, leadership opportunities and restorative conversations.

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13. Parent & Community Engagement

The school works in partnership with parents and the wider community to promote understanding, respect and inclusion, and to reinforce shared expectations for behaviour and learning.

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14. Monitoring & Accountability

The impact of this policy is monitored through achievement data, behaviour records, attendance, wellbeing indicators and stakeholder feedback, alongside evidence from Be A GEM (BAG) and Teach Like a GEM (TLAG) implementation.

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15. Reporting & Complaints

Clear procedures exist for reporting concerns related to discrimination, bias or exclusion. All concerns are handled sensitively, fairly and in line with safeguarding, Be A GEM (BAG) procedures and confidentiality expectations.

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16. Link to School Policies

This EDIJ Policy should be read and implemented alongside the following key school frameworks:

- Be A GEM (BAG) – Behaviour and Attitudes Framework: which sets clear expectations for respectful conduct, positive relationships, inclusion, restorative practice and responses to bullying, discrimination or prejudice-based behaviour.
- Teach Like a GEM (TLAG) – Teaching, Learning and Assessment Framework: which outlines the school's approach to inclusive pedagogy, high-quality teaching, adaptive practice, curriculum design and fair assessment.

Together, these frameworks ensure a consistent, values-driven and inclusive approach across all aspects of school life.

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17. Review

This policy is reviewed annually or earlier if required by changes in legislation, KHDA guidance or GEMS Education expectations.

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