Procedure 6.3 Equality and Diversity					
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Review No	10	**Next Review Date**	August 2025	**Approved on**	August 2024

Procedure Issued : April 2014

Procedure Owner : Principal / CEO

- ❖ This procedure is shared with our staff and/or can be obtained:
  - o on our website https://docklandsacademy.co.uk/policies-and-procedures,
  - o on our internal server via their desktops of all computers in the library on the top floor,
  - o by emailing us at info@docklandsacademy.co.uk.
- ❖ Also, our staff are informed about the main aspects of the procedure in the Staff Handbooks and Staff Induction.
- ❖ The policy is reviewed and monitored on a regular basis for currency and fitness as part of our 1.9 Review and Revision of Policies and Procedures.

1   Equality of Opportunity

The Academy recognises that certain groups and individuals in society are disadvantaged because of the discrimination they may experience as a result of their race, colour, creed, religion or belief, ethnicity, age, nationality, sex, disability, marital or civil partner status, pregnancy or maternity, gender re-assignment or sexual orientation. We further recognise that discrimination can be direct or indirect and takes place at personal as well as the institutional level. We strongly believe that such discrimination is wrong, and we are committed to ensuring that our own policies and practices provide equal treatment to all.

We accept the need to adopt positive policies to take account of past and present discrimination against certain groups and individuals in society and to comply with the terms of the *Race Relations Act (1996)*, The *Sex Discrimination Act* (1975 and 1986) the *Disability Discrimination Act* (1995) and the *Equality Act* (2010). We are also mindful of the need to take appropriate steps to prevent extremism, as defined in the *Counterterrorism and Security Act* (2015)

We recognise the need to demonstrate commitment to equity as set out in the *UK Quality Code.*

The Academy recognises the need to serve a multiracial and multilingual community. We recognise the fact that, people with learning disability may be discriminated and will work towards avoiding such discrimination. This procedure applies to all potential as well as actual employees, volunteers and students.

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2   Equal Opportunities Statement

The Academy is totally committed to equality of access and opportunity. This means that:

- in the provision of services and employment of staff to provide these services, the Academy will seek to ensure equality of opportunity and access for all persons
- no person or group of persons applying for a job or to use the services of the organisation, will be treated less favourably than any other person because of their class, colour, beliefs or religion, race, ethnic or national origin, disability, gender, age, sexuality, marital and parental status
- in carrying out its equality and diversity procedures, the Academy will seek actively to assist disadvantaged groups to benefit from its services
- the Academy will seek to identify the needs of disadvantaged groups in its area of operation by establishing close relationships with groups
- to help to fulfill its commitment to equal opportunity, the Academy will actively monitor persons from different ethnic/racial origin who apply for its services and currently using its services and all those seeking employment and employed by the Academy
- the Academy will give sympathetic consideration to requests for the conversion of posts to job share status, both from existing staff and from new applicants
- in hiring contractors and other agencies to work for it, the Academy will be mindful of its commitment to equality of opportunity
- in the composition and operation of its hierarchy, the Academy will be mindful of its commitment to equal opportunity.

3   Delivery of Services

The Academy is committed to a policy of providing services to ensure that all groups and individuals have equal access to its resources and that they are treated equally.

The Academy recognises its duty to ensure that all students are able to enjoy the peace and comfort free from any kind of harassment. It is Academy policy to ensure that students are provided with a service according to their individual needs and that they are in no way discriminated against on the grounds of their class, colour, beliefs or religion, race, ethnic or national origin, disability, gender, age, sexuality, marital and parental status. In order to do this, staff must take into account different ethnic and cultural needs.

4   Employment Principles

The Academy is committed to the principle of equal opportunities. It opposes any form of less or more favourable treatment being accorded to employees or job applicants on the basis of their gender, religion or beliefs, race, colour, social class, sexuality, nationality or ethnic origin, age, disability, parental or marital status. The Academy encourages diversity in its workforce, reflecting the diversity of the working population. It is also committed to the principle that employees should work in an environment free from intimidation, racial or sexual harassment and incitement to political extremism.

5   Responsibilities

The CEO / Principal is responsible for fostering equal opportunity and freedom from harassment and ensuring that all statutory non-discriminatory obligations are fulfilled.

The CEO / Principal and Academic Head are responsible for ensuring that this procedure is followed effectively.

Employees are responsible for conducting themselves in such a manner that their behaviour does not intimidate or harass other employees or job applicants.

6   The Law and Employment

Direct discrimination occurs when different treatment is accorded on the ground of race, colour, creed, religion or belief, ethnicity, age, nationality, sex, disability, marital or civil partner status, pregnancy or maternity, gender re-assignment or sexual orientation. It occurs, for example, if a woman is treated less favourably than a man on the grounds of her sex or one person is treated less favourably than another on the grounds of race.

Indirect discrimination occurs where a requirement or condition is applied which adversely affects a particular individual or group which cannot be justified on non-discriminatory grounds. Examples of indirect discrimination may include:

- rigidly insisting on certain qualifications which may not be essential to the performance of the job
- applying an unjustifiable age barrier

Harassment has been held to constitute discrimination under the *Sex Discrimination Act* (1975 and 1986) and the *Race Relations Act* (1996). It may also lead to claims of victimisation and constructive dismissal under those Acts.

Disabled persons legislation aims to assist people with disabilities to obtain suitable employment which makes the best use of their skills (The *Disability and Discrimination Act* 1995). The legislation also requires employers to keep records of their disabled staff and to aim to employ a quota of registered disabled persons. The quota is currently 10% of the total workforce.

7   Monitoring

In order to enable effective monitoring of compliance with this procedure, the   Academy will maintain records showing the gender, marital status, disability status, racial group or ethnic origin of existing students, employees and job applicants.

The data from these records will be reviewed at senior management level on a periodic basis.

8. Related Documents

8.1 Policies

- **1** Governance
- **2** Academic Management
- **3** Teaching Learning Assessment
- **4** Student Admissions
- **5** Student Support, Engagement and Learning Resources
- **7** Information

8.2 Procedures
- **1.5** Equal Opportunities
- **1.7** Data Protection
- **1.9** Review and Revision of Policies and Procedures
- **2.6** Self-Assessment and Programme and Annual monitoring
- **2.10** Special Circumstances Affecting Study
- **2.11** Pearson Learner Registration
- **2.12** Contingency and Adverse Effects
- **3.1** Expectations from and Supporting Staff in Teaching Delivery
- **3.4** Tutorial Arrangements
- **3.5** Assessment Expectations
- **4.6** Student Induction
- **4.10** Refund of Tuition Fees and Compensation
- **4.11** Student Protection Plan
- **4.13** Transfers Suspensions Withdrawals Closure and Change of HE Provision
- **4.14** Fees Charges and Financial Support
- **5.2** Welfare Services and Pastoral Care
- **5.3** Equality, Diversity and Special Needs
- **5.7** Reviewing Learning Resources
- **6.1** Recruitment and Selection
- **6.2** New Starters and Induction
- **6.4** Personal Development and Performance Review
- **6.5** Discipline at Work
- **6.6** Absenteeism and Lateness
- **6.7** Holiday and Leave Entitlement
- **6.8** Grievance and Complaints
- **6.9** Continuous Professional Development
- **6.10.1** HE Lesson Observation
- **6.10.2** Peer review
- **6.10.3** GE Lesson Observation
- **6.11** Requests for Training
- **6.12** Evaluation of Training
- **6.13** Staff Code of Conduct
- **6.14** Academic Misconduct by Staff
- **6.15** Safeguarding
- **6.16** Prevent Duty (Racist, Discriminatory, Abusive and Extremist Behaviour)

- **7.3** Social Media Protocols
- **7.4** HE Public Information Procedures
- **8.2** Recruitment Partner Selection and Monitoring
- **8.3** Links with Other Educational Institutions and Businesses
- **9.1** Access Procedures
- **9.2** Maintenance Procedure
- **9.6** Business Continuity Plan

8.3 Terms and Conditions

8.4 External Reference Points

- **Office for Students (OfS) Requirements and Guidance** at *https://www.officeforstudents.org.uk/advice-and-guidance/regulation/*
- **UK Professional Standards Framework for teaching and supporting learning in Higher Education** at *https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/UK%20Professional%20Standards%20Framework_1570613241.pdf*
- **CIPD Code of Professional Conduct** at *https://www.cipd.co.uk/Images/code-of-professional-conduct-april-2020_tcm18-14510.pdf*
- **Higher Education Code of Governance** (Committee of University Chairs, December 2014) at *https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf*
- **Association of Employment and Learning Providers (AELP) principles of Good Governance for Independent Training Providers** at *https://www.aelp.org.uk/media/2595/code-of-governance-final-sept-2018.pdf*
- **OIA The Good Practice Framework: Handling Students Complaints and Academic Appeals** at *https://www.oiahe.org.uk/media/1859/oia-good-practice-framework.pdf*
- **UKCISA Code of Ethics** at *https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics*
- **Equality Act – 2010** at *https://www.legislation.gov.uk/ukpga/2010/15/contents*
- **Keeping Children Safe in Education Jan 2021 Guidance** at *https://www.gov.uk/government/publications/keeping-children-safe-in-education--2*
- **MacPherson report (1999) (Racism)** at *https://www.gov.uk/government/publications/the-stephen-lawrence-inquiry*
- **Sex Offences Act 2003** at *https://www.legislation.gov.uk/ukpga/2003/42/contents*
- **Terrorism Act 2006** at *https://www.legislation.gov.uk/ukpga/2006/11/contents*
- **Tower Hamlets LADO (Local Authority Designated Officer)** at *LADO@towerhamlets.gov.uk*