



DAL Procedure 1.5 Equal Opportunities Statement and Procedure					
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Review No	9	Next Review Date	Mar 2027	Approved on	03/03/2026

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Procedure owner: Principal / CEO

- This procedure is shared with our students and/or can be obtained:
 - on our website <https://docklandsacademy.co.uk/policies-and-procedures>,
 - on the desktops of all computers in the library on the top floor,
 - by emailing us at info@docklandsacademy.co.uk.
- The policy is reviewed and monitored on a regular basis for currency and fitness as part of our Procedure 1.9 Review and Revision of Policies and Procedures.

1 Equality of opportunity

The Academy recognises that certain groups and individuals in society can be disadvantaged because of the discrimination they may experience because 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 the personal as well as the institutional level. We believe that such discrimination is wrong and we are committed to ensuring that our own practices provide equal treatment to all in terms of the provision of services and employment of staff.

We accept the need to adopt positive action to take account of past and present discrimination against certain groups and individuals in society and in order to comply with the terms of the Equality Act (2010). We are also mindful of the need to demonstrate a commitment to equity as set out in *UK Quality Code*.

We recognise the need to serve a multiracial and multilingual community. We operate in a multicultural community and our structure, policies and practices need to reflect the community we serve. We recognise the fact that people with a learning disability have been discriminated against in the past and will ensure that we will work toward redressing this discrimination. It is vital that all



adhere to and positively promote our equal opportunities procedures. Adherence to this procedure is a condition of service for all staff.

2 Equal opportunities statement

The Academy declares that it is committed to equality of access and opportunity, and that this commitment is fundamental to our purpose. This means that:

- in the provision of services and employment of staff to provide these services, we 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 Academy, will be treated less favourably than any other person because 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
- in carrying out its equal opportunity commitments, the Academy will actively 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 such 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, both from existing staff and from new applicants
- in the composition and operation of its hierarchy, the Academy will be mindful of its commitment to equal opportunity.
- in hiring contractors and other agencies to work for it, the Academy will be mindful of its commitment to equality of opportunity

3 Delivery of services

The Academy is committed to providing services in a way 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 of their own home free from any kind of harassment. It accepts that harassment based on race, colour, gender, sexuality, religion and disability can occur in society and believes that all efforts should be made to eliminate the harassment.

All students will be provided with a service according to their individual needs and will not be 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.



4 Employment protocols

The Academy opposes any form of less or more favorable 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 (where practicable) the diversity of the working population. It is also committed to the principle that employees should work in an environment free from intimidation or racial and sexual harassment. (more details concerning employee selection and Academy procedures for employees can be found under Policy 6 *Human resources and staff development* and its related procedures)

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 Senior Management Team are responsible for following the procedures laid down for the effective implementation of this statement and procedure.

All 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

6.1 Direct discrimination occurs when different treatment is accorded on the ground 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. 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.

6.2 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:

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

6.3 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.

6.4 Disabled persons legislation aims to assist people with disabilities to obtain suitable employment which makes the best use of their skills. 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 statement and procedure, the Academy will maintain records showing the gender, marital status, disability status, racial group or ethnic origin of existing employees and job applicants.

8 Related Documents

8.1 Policies

- 2** Academic Management
- 5** Student Support, Engagement and Learning Resources

8.2 Procedures

- 1.5** Equal Opportunities
- 1.7** Data Protection
- 1.9** Review and Revision of Policies and Procedures
- 2.13** Access and Participation Statement
- 3.1** Expectations of Staff in Teaching Delivery
- 3.2** Supporting Teaching Staff
- 4.1** Student Enrolment and Selection
- 4.5** International recruitment
- 4.6** Student Induction
- 4.11** Student Protection Plan
- 5.2** Welfare Services and Pastoral Care
- 5.3** Equality, Diversity and Special Needs.
- 6.15** Safeguarding
- 6.16** Prevent Duty
- 8.2** Recruitment Partner Selection & Monitoring
- 8.3** Links with Other Educational Institutions and Businesses

8.3 Student 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 Quality Code Advice & Guidance – Admissions, Recruitment and Widening Access at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/admissions-recruitment-and-widening-access>
- UK Quality Code Advice & Guidance – Concerns, Complaints and Appeals at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/concerns-complaints-and-appeals>
- UK Quality Code Advice & Guidance – Partnerships at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/partnerships>
- 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>
- Pearson Recognition of Prior Learning Policy_____ at https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Recognition_of_prior_learning_and_process_policy.pdf
- Competition and Markets Authority Guidance for HE Providers at <https://www.gov.uk/government/publications/higher-education-consumer-law-advice-for-providers>
- UKCISA Code of Ethics at <https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics>
- UK Visa & Immigration (UKVI) regulations at <https://www.gov.uk/government/organisations/uk-visas-and-immigration>
- Equality Act – 2010 at <https://www.legislation.gov.uk/ukpga/2010/15/contents>