



## **Equality, Diversity and Inclusion Policy**

### **1. Our commitment:**

- Ensure that our commitment to equality, diversity, and inclusion is embedded throughout our organization and experienced by all our staff, students, volunteers, governors, clients, and visitors.
- Promote a culture of mutual respect and understanding, and continually review our policies and strategies to ensure they support this commitment.
- Ensure that Dō University (the Group) is free from discrimination, victimization, harassment and bullying.
- Ensure that Dō University is a vibrant, diverse and inclusive community.
- Ensure that Dō University complies with its commitments under<sup>their</sup> the Equality Act 2010 in relation to staff, students, visitors and in governors.

### **2. Our commitments E, D and I**

We believe that E, D, and I are grounded in our strategy. The Group's mission statement establishes our commitment to "transforming lives through learning," and one of the ways we achieve this is by "providing a positive welcome to all."

Furthermore, our commitment to Equality, Diversity and Inclusion is rooted in our values:

Learning is our number one focus

Our commitment:

- We will listen and learn from staff and students who express concerns about diversity; we will not be complacent when concerns arise.
- We will encourage staff to form groups to share ideas and raise concerns so we can learn from their experiences.
- We will provide diversity and inclusion training to all staff, governors, and students so that they understand the importance and benefits of an inclusive environment and are prepared to carry out their responsibilities under this policy.
- We will review our practices and procedures as necessary to ensure they are non-discriminatory and reflect the most recent "best practices" position.

Excellence in everything we do

- Our goal is to be a university group where individual differences are valued, celebrated, and all contributions are valid.
- We want to be a university group where diversity is embedded in everything we do; in every learning intervention we offer, in every meeting and interview we schedule; in our decision-making and in our communications.
- We will take steps to eliminate or prevent all forms of unlawful discrimination based on age, disability, gender, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, marriage, and civil partnership.
- We will work to be free from harassment, stalking, victimization, and unlawful discrimination.
- We will provide appropriate training to support our ambitions and enable a culture that recognizes and values diversity of thought and individuality.

Trust, respect and integrity

- We will thoroughly investigate any reports of harassment, stalking, victimization, and unlawful discrimination. (See the Complaints section for more information.)
- Let's challenge cases of discrimination or prejudice.
- We will process the personal data of staff and the students with integrity and confidentiality. (See Dō University's privacy notices for more information.)

Our student behavior strategies reflect the respect with which we treat each other. (See the policy positive behavior).

### Opportunities for all

- We will ensure that our recruitment, training, and promotion processes are fair and transparent. (See the Recruitment Policy and our DBS policy for further details.)
- We will conduct equality impact analyses before implementing any significant changes or when establishing or reviewing policies, procedures, practices, plans, and activities.
- We will work with staff and students with disabilities to make reasonable adjustments to the building or work practices and ensure accessibility. (For more information, see the Reasonable Adjustments/Disability Declaration policy.)
- We will train managers to understand how biases (conscious and unconscious) can operate and to make fair and transparent hiring decisions. We will also ensure that promotion opportunities are advertised and open to all. (See the Recruitment Policy for details.)
- We will establish an Ally Program to further support our area of diversity.
- We will ensure that students receive fair and equitable treatment in relation to admissions, administration, and assessment procedures.

- We will establish and support staff groups where the staff can share experiences and where they can help the organization to meet the needs of all its staff and students.
- We will celebrate the talent and diversity of our workforce and students through regular events and activities.
- We will prepare an annual report detailing the actions taken in the previous year and celebrating our diversity. This report will be published on our website.

### **1.Scope of this policy**

This policy applies to all staff, directors, students, clients, volunteers, agency workers and contractors. It applies to all processes related to the employment, education and training, as well as interactions with staff, students, clients and contractors.

### **2. Specific areas of practice:**

#### **4.1 Recruitment**

Please refer to the Dō University recruitment and selection policy for get a detailed description of how we recruit and

We select staff in accordance with this policy.

The Group and university websites also display our commitment to Equality and Diversity, sharing our practices, providing open and transparent access to our data gender wages and detailing our action plans. Also

We include our commitments regarding the hiring of Personnel with disabilities, the Armed Forces Pact and our adherence to the definition of antisemitism established by the Alliance International Holocaust Remembrance Day.

## **4.2 Make reasonable adjustments**

If you have a disability or experience one during your employment, we encourage you to inform us about your condition. This will allow us to provide you with the maximum support possible and ensure that you do not receive less treatment favorable for some reason related to his/her disability.

You may also inform your immediate supervisor or the Human Resources team of any reasonable adjustments to your working conditions or job duties that you consider necessary or that would facilitate the performance of your duties. You may do so when necessary.

During your assessment or review meetings. This may involve additional equipment or software, or changes to working practices. This will involve collaboration between the employee, their line manager, and the HR department, and may also include the involvement of a medical advisor. For more information, please refer to the "Disability Declaration" policy on the staff intranet.

## **4.3 Ensure that all processes are fair and free from bias**

We want to encourage staff participation in our policies and practices. We already do this by consulting widely with staff groups and unions, and we want to expand it in practice by including the opinions of specific groups of personnel, as they are established.

All HR policies are rigorously reviewed to ensure they do not negatively impact any staff group. Policies are shared with unions and staff groups prior to implementation to rigorously assess their impact on staff. Our procurement practices for goods and services are carried out in accordance with the

carried out in light of the Social Value requirements for acquisitions of the public sector.

#### **4.4 Support for staff and students with mental health issues**

We recognize that many of our employees and students will experience a period of mental illness. health at some point moment in their lives. We have a support framework, which includes a We offer a range of internal and external consulting options, and we offer training for managers to expand their own understanding in this field. See the mental health pages at Intranet for more details.

#### **4.5 Part-time and fixed-term employees**

The Group will monitor the use of contract employees temporary and their conditions of service, to ensure that they are provide adequate access to benefits, training, promotions and permanent employment opportunities.

Where appropriate, we will monitor your progress within the College to ensure that they access permanent vacancies.

#### **4.6 agency workers**

The Group will supervise temporary workers to ensure that receive treatment no less favorable than that of a comparable worker in access to the College's facilities and public services. The Group It will also monitor the use of temporary employment agencies and, with subject to the exceptions established in the Workers' Regulations Temporary workers of 2010, will ensure that all temporary workers have the same basic working conditions as they would have had right if they had been hired directly by the Group for a comparable position.

#### **4.7 Personnel experiencing menopause**

We have specific guidance to support staff going through menopause. These may include

It is located on staff intranet sites on all campuses.

## **5. Concerns and complaints**

When complaints are made about behaviors, actions, or words that do not meet the expectations set forth in this policy, they will be investigated.

**Students:** This will be managed through the Positive Behavior Management policy.

### **Staff**

Staff may file a complaint using Dō University's Complaint Policy (including harassment and bullying) if they experience behavior that does not conform to the expectations of this policy. In addition, any staff member who violates this policy will be dealt with in accordance with the Group's disciplinary policy.

## **6. Take additional (positive) steps**

Occasionally, the Group may decide to take positive action provided when there is evidence that participation is disproportionately low for people who share a protected characteristic, when they are at a disadvantage or to meet their different needs. For example, this could include the advertising positions in a specific market to attract candidates specific based on a protected characteristic, or the inclusion of Positive promotional images of male students in subjects traditionally dominated by women in course material.

## **7. Monitoring and review**

The Group sets annual diversity targets and has a steering group that oversees the group's ongoing work toward achieving its diversity goals.

The Group monitors the profile of its students and staff by gender, age, race, sexual orientation, marital status, disability and ethnicity.

Course-level monitoring is integrated into regular reviews of Quality. Student analysis is reported at meetings quarterly progress evaluations, and objectives are established specific in the plans for improving the quality of the curriculum and the institution to reduce the achievement gaps of low-income groups representation or poor performance.

These objectives are reported quarterly to the Quality and Stakeholders of each institution.

Student enrollment, retention, and achievement, surveys, and Student complaints are monitored quarterly, and the findings are used to inform the Annual Self-Assessment.

Assessment reviews. Student feedback is identified through satisfaction surveys, student representatives and equality and diversity groups.

The HR team monitors staff. This is done using information from the Group's HR system, as well as other data, such as the annual staff survey. The data collected for monitoring will be published on our website at least once a year and reported to senior management and the Board of Directors annually. An annual staffing report is also published on our website. This report also fulfills the Group's legal and contractual responsibilities.

## **8. Status of this Policy**

The operation of this policy will be constantly reviewed by the Director of Human Resources. in conjunction with GLT. It can be reviewed and modified occasionally by the Resources Committee. The Committee has been evaluated impact on equality to ensure that it does not negatively affect Personal. If you would like to review this information in a different format, contact Human Resources.

Date of revision:	Reviewed by the E, D and I Steering Group: July 2025 Revised July 2025
Consultation:	Shared with staff representative groups in July 2025 and unions in September 2025 Resources Committee October 2025



## APPENDICES

### Appendix 1: Roles and Responsibilities

- a. The Chief Executive has overall responsibility for this policy and chairs the Steering Group.
- b. Governors are responsible for ensuring that:
  - They are aware of the statutory responsibilities of the Governing Body in relation to legislation on equality as an employer and service provider;
  - The composition of the Board of Directors strives to reflect the diversity of the communities the Group serves;
  - Respond to follow-up information about the staff, students and applicants and agree on a course of action.
- c. The Group Leadership Team is responsible for ensuring that:
  - A positive and inclusive environment is created by encouraging feedback;
  - All policies and procedures are analyzed for their impact on equality;
  - They are widely promoted the procedures for combat all forms of victimization and of discrimination, harassment, unacceptable behavior;
  - Business communications reinforce messages inclusive and incorporated into everyday processes;
- d. Managers are responsible for ensuring that:
  - They are aware of the Group's statutory duties and that the Equality, Diversity and Inclusion policy and associated policies and procedures are implemented fairly in their area of responsibility;
  - lead by example and challenge language and behavior inappropriate behavior of students, staff, directors, volunteers, visitors, associated contractors, suppliers

From work experience, support workers, assistants

teaching that accompanies students and other contractors and users of the Group's services;

- Student induction programs and mentoring programs reflect the Group's commitment to promoting equal opportunities;
- Curricular activities actively incorporate issues of equality and diversity;
- Staff induction, continuing professional development and performance management reflect the Group's commitment to equal opportunities;
- They provide teaching, learning and training methods assessment, support, and resources that meet needs individual students and staff.

e. Staff are responsible for ensuring that:

- understand, defend and commit to politics of the Group in terms of equality, diversity and inclusion being models of this behavior.
- Inappropriate language or behavior is challenged and unacceptable behavior is reported;
- In the teaching field, they provide teaching, learning and assessment methods, support and resources that meet the individual needs of students and colleagues.

f. Students are responsible for ensuring that:

- They adhere to the Group's core values and treat all members of the community of the Colleges with respect;
- support the Equality, Diversity and Inclusion policy;
- They contribute to a learning environment that celebrates diversity within the environment and that of its communities wide.

- Create a learning environment where it is safe for them to challenge themselves. bullying, harassment, victimization, discrimination, and microaggressions.

## **Annex 2 – More information**

### **The Equality Act**

The Equality Act 2010 forms the basis of this Equality and Diversity Policy, which defines protected characteristics as:

- |                                    |                          |
|------------------------------------|--------------------------|
| • Age                              | Disability               |
| • Gender                           | Career                   |
| • Religion and beliefs             | Sexual orientation       |
| • Gender reassignment              | Pregnancy and motherhood |
| • Marriage and unions<br>civilians |                          |

While all nine characteristics apply to the job duties of the Law, the characteristic of marriage and civil unions is not included in the educational duties of the Law.

## **Types of discrimination**

### **Direct discrimination**

Direct discrimination occurs when someone is treated less favorably than another person because of a protected characteristic (age, disability, gender, race, religion or belief, sexual orientation and gender reassignment) that you have or are believed to have (see perceptual discrimination below).

### **Associative discrimination**

It applies to age, disability, gender, race, religion or belief, sexual orientation, and gender reassignment. It involves direct discrimination against someone for associating with another person who has a protected characteristic.

### **Perceptual discrimination**

This is direct discrimination against a person because others believe which has a specific protected characteristic (see above). applies even if the person does not actually possess that characteristic.

### **Indirect discrimination**

Discrimination

indirect is when:

- There is a policy, practice, or rule that applies to everyone in the same way, but
- It puts people who share a protected characteristic at a disadvantage
- The organization or person applying the policy, practice, or standard cannot demonstrate that there is a sufficiently good reason for doing so (this is known as a proportionate measure).means to achieve a legitimate end.

Indirect discrimination can be justified if it is shown that the organization acted reasonably, that is, it constitutes a means proportionate to achieve a legitimate aim. If the "legitimate aim" is cost reduction alone is unlikely to meet the requirements of being reasonable and proportionate.

#### **Failure to make reasonable adjustments**

This occurs when an establishment does not consider whether it is may make reasonable adjustments to allow someone with a disability to use services/facilities or accept a job.

#### **Harassment**

Harassment occurs when someone engages in unwelcome conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment and where such conduct could reasonably be regarded as having that effect.

Bullying does not depend on the intention to cause distress or harm, but rather is Evaluate the impact that the behavior has on the person who suffers it (even if it is not directed at that person); as long as it is reasonable, given the circumstances, consider that the conduct in question constitutes harassment. Therefore, it is possible that a conduct acceptable to some staff members to cause embarrassment, distress or anxiety to others.

Harassment applies to all protected characteristics except pregnancy, maternity, marriage and civil union. Staff will now be able to report any behavior you find offensive, even if it is not is addressed to him, without it being necessary for the complainant to have the feature in question. Staff are also protected against the Harassment by perception and association. No form of harassment will be tolerated. unlawful discrimination based on protected equality characteristics.

Bullying can take many forms, which may include, but are not limited to:

- Unnecessary or unwanted physical conduct ranging from touching up to serious physical or sexual assault;
- Verbal behavior such as sexist comments or innuendos, racist or homophobic comments, derogatory comments about protected characteristics, comments of a personal nature, suggestive comments, jokes or inappropriate language;
- Display, storage or circulation of offensive material (including information stored on a computer).

Harassment is often characterized by more than one incident of unacceptable behavior, especially if it is repeated after the victim has made it clear that they find it offensive. However, a single incident can constitute harassment if it is sufficiently severe.

### **Persecution**

Victimization occurs when an employee receives inappropriate treatment for having filed or supported a complaint or claim under the Equality Act, or because he is suspected of having done so. An employee does not You are protected from victimization if you have filed or supported maliciously a false complaint.

### **Bullying**

Bullying does not depend on the intention to cause distress or harm, but rather is It is evaluated by the impact that the behavior has on the person who suffers from it (even if it is not directed at that person); as long as it is reasonable, given the circumstances, consider that the conduct in question constitutes harassment. By Consequently, it may be acceptable behavior for some staff members cause embarrassment, distress or anxiety to others. It is generally a persistent, offensive behavior, abusive, intimidating, malicious or insulting or unfair use of sanctions by one person towards another, which has the purpose of or the effect of intimidating, belittling or humiliating the recipient, producing a loss of self-esteem.

Bullying is recognized as a serious management problem and is often not reported. Those affected often perceive the matter as trivial or have difficulty describing it. Some examples of bullying include, among others:

- Persistent unnecessary criticism;
- shouting at colleagues in public or private;
- deliberate isolation through ignorance or exclusion of a person;
- withhold information or eliminate areas of responsibility without justification;
- spreading malicious rumors or making inappropriate personal comments;
- undermine a person's self-respect through condescending or threatening treatment that humiliates or intimidates the individual;
- cyberbullying (e.g., via email, text messages, or through social networking sites);
- picking on a person when there is a common problem;
- setting unrealistic goals or excessive workloads; predisposing a person to failure (for example, by giving inadequate instructions or unreasonable deadlines).

### **Sexual misconduct**

Sexual misconduct refers to any conduct that is not desired of a sexual nature. This includes, but is not limited to:

- Sexual harassment (as defined in Section 26(2) of the Act Equality of 2010)
- Unwanted behavior that creates an intimidating, hostile, degrading, humiliating or offensive (as defined by the Act Equality of 2020)
- Assault (as defined by the Sexual Offences Act 2003)
- Rape (as defined by the Sexual Offences Act 2003)
- Unwanted sexual advances (as established by the Equality and Human Rights Commission: Sexual Harassment and the Law, 2017)

- Intimidation or promise of resources or benefits in exchange for sexual favors (as established by the Equality Commission and Human Rights: Sexual Harassment and the Law, 2017)
- Distributing explicit, private, and personal images or videos of a person without their consent (as defined by the Criminal Justice and Courts Act 2015)

These definitions include harassment and inappropriate sexual conduct.

through any means, including, for example, the Internet.

**Microaggressions:**

Microaggressions are defined as subtle, intentional or unintentional everyday statements, actions, or behaviors that convey some form of bias toward historically marginalized groups. An example of a microaggression would be touching a Black staff member's hair without their consent.