

Equality Policy

Examinations Centre

Centre	Excel Tutors (Centre 10488)
Address	161-163 Commercial Road, London, E1 2DA
Policy owner	Head of Centre
Operational lead	Exams Officer
Last reviewed	July 2026
Review cycle	Annually, on publication of updated JCQ regulations and guidance

This policy is aligned with:

- Equality Act 2010
- JCQ Access Arrangements and Reasonable Adjustments 2025-2026
- JCQ General Regulations for Approved Centres 2025-2026

Reviewed annually on the publication of updated JCQ regulations and guidance (General Regulations for Approved Centres, Instructions for Conducting Examinations, and related documents).

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Introduction

Legislative context

This policy has been developed in response to the Equality Act 2010 and replaces previous policies relating to race, gender and disability equality. It has been designed to help the Centre meet the duty to:

Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.

Advance equality of opportunity between those who have a protected characteristic and those who do not.

Foster good relations between those who share a protected characteristic and those who do not.

Protected characteristics

The Equality Act defines nine protected characteristics, of which the following are potentially applicable to the Centre community (learners, staff and directors) are:

Age (as an employer but not applicable to pupils)

Disability

Sex

Gender reassignment

Race

Pregnancy and maternity

Religion or belief

Sexual orientation

General principles

Staff and Directors will actively promote equality of opportunity in all areas of academic life.

Ensure that members of the Centre community know their rights, and respect the rights of others.

Aim to ensure that prejudice or discrimination in all its forms is actively rejected.

Raise awareness of equality issues for all members of the Centre community, and through our links with the local community.

Establish strategies to ensure equal access to the curriculum and enable everyone to fulfil his/her potential regardless of ability, gender, race, disability, religion or sexual orientation.

Practice and policy

Equality and diversity principles based on the above aims will be embedded in our daily practices, policies and the processes of decision-making, including:

Admissions, induction and attendance.

Learners' progress and achievement.

Learners' personal development and wellbeing, particularly in relation to safeguarding.

Parental involvement.

Working with the wider community.

Behaviour management.

Staff recruitment and professional development.

Curriculum access and participation.

Teaching styles and strategies.

Policy Commitments

Curriculum

We aim to provide all our Learners with the opportunity to succeed. To achieve this we will ensure that:

Curriculum planning reflects a commitment to equality;

The curriculum prepares Learners for life in a diverse society and uses opportunities to reflect the background and experience of Learners and their families in the Centre;

There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;

Attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language are promoted wherever possible;

Images and materials used in the delivery of the curriculum positively reflect a range of cultures, identities and lifestyles.

Progress and Achievement

There are consistently high expectations of all Learners regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes:

Staff will be expected to provide positive role models in their approach to all issues relating to equality of opportunity;

The particular needs of individuals and groups within the Centre will be identified, and targeted interventions used to narrow gaps in achievement;

A range of teaching methods will be used throughout the Centre to ensure that effective learning takes place at all stages for all pupils.

All Learners are actively encouraged to engage fully in their own learning.

Centre ethos and culture

We aim to achieve an ethos of inclusion, openness and tolerance which welcomes everyone to the Centre community and encourages mutual respect;

Reasonable adjustments will be made to ensure access for Learners, staff and visitors (including parents) with disabilities (in line with JCQ guidance).

Learners' views are actively encouraged and respected. Learners are given an effective voice.

Positive role models are used throughout the Centre to ensure that different groups of pupils feel welcomed and included.

Staff Recruitment and Professional Development

All posts are advertised formally and open to the widest pool of applicants;

Those involved in recruitment and selection are appropriately trained and aware of the need to avoid discrimination and ensure equality of opportunity.

Equalities policy and practice is covered in all staff inductions;

Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Countering and challenging harassment and bullying

The Centre:

counters and challenges all types of discriminatory behaviour and this stance is made clear to staff, Learners, parents and directors;

has a clear, agreed procedure for dealing with prejudice-related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;

reports to Directors and the Local Authority on an annual basis the number of prejudice related incidents recorded in the Centre.

Partnerships with parents and the wider community

The Centre aims to work in partnership with parents. We will:

Encourage all parents to participate in the life of the Centre;

Maintain good channels of communication, ensuring parents' views are captured to inform practice.

Roles and responsibilities

The Principal and Senior Leadership Team will:

oversee the effective implementation of the policy,

ensure staff have access to training which helps to implement the policy,

report to the Governing Body annually on the effectiveness of this policy,

keep up to date with any development affecting the policy or actions arising from it.

The Director will:

ensure that the objectives arising from the policy are part of the Centre Development Plan,

support the Principal and the Senior Leadership Team in implementing the policy,

evaluate and review the policy every two years and the equality objectives every 4years.

Learners will be:

involved in the further development of the policy and objectives,

encouraged to actively support the policy and expected to act in accordance with it

Parents will be:

encouraged to actively support the policy,

informed of any incident related to this policy which could directly affect their child

Centre staff will be:

made fully aware of the Equality Policy and how it relates to them,

involved in the further development of the policy and objectives,

encouraged to actively support the policy and expected to act in accordance with it,

encouraged to make known any queries or training requirements.

Equality Objectives

Taking into account the views of Learners, parents, staff and community together with analysis of available information, specific and measurable objectives will be set that will help the Centre to achieve the aims of the general equality duty. These will be reviewed every 4 years and reported to the Directors.

Monitoring and evaluation

The implementation of this policy will be monitored and evaluated by the Learners, Staff and Parents.

The policy will be reviewed every year.