



SOUTHBOROUGH
HIGH SCHOOL

Equality, diversity and inclusion policy

Who and what is this policy for:

This policy is for our Learners (Students) accessing a wide range of board qualifications. As a comprehensive secondary school, we are committed to ensuring that the principles of equality and diversity are reflected throughout the qualifications we offer our Learners within our centre. This policy sets out those commitments and how we meet them.



Southborough High School– Our Mission and Values

ASPIRATION, COMMITMENT, EXCELLENCE

Southborough Purpose

Our purpose is to make a difference for *all* our students.

Southborough Vision

A C E

Aspiration –everyone at Southborough High School should aim high in terms of academic and personal development

Commitment – to achieve our best we need to commit 100% to our work, our school and our community

Excellence – when we aim high and give 100%, the result is that we achieve our very best.

Southborough Values

At Southborough High School we value:

1. **Support** – we all need support sometimes, whether we are students, parents or carers or member of staff;
2. **Challenge** – we all need to be challenged in order to achieve our best; we have a responsibility to challenge others to do their best;
3. **Respect** – we all deserve respect and we owe respect to all members of the community, regardless of ethnicity, gender, social class, sexuality or age;
4. **Responsibility** – we all need to take responsibility for our own progress and achievement
5. **Risk-taking** – we all need to take appropriate risks in order to develop as individuals; if we fail, we will do it better next time;
6. **Resilience** – we all need to be strong in the face of adversity; by doing this, we will prevail;
7. **Relationships** – we all need to actively foster excellent relationships with all members of the school community.

Southborough Golden Rules (The 4 R's)

1. **Respect** yourself and others.
2. Nurture excellent **Relationships**
3. Take **Responsibility**
4. Be **Resilient**

Contents

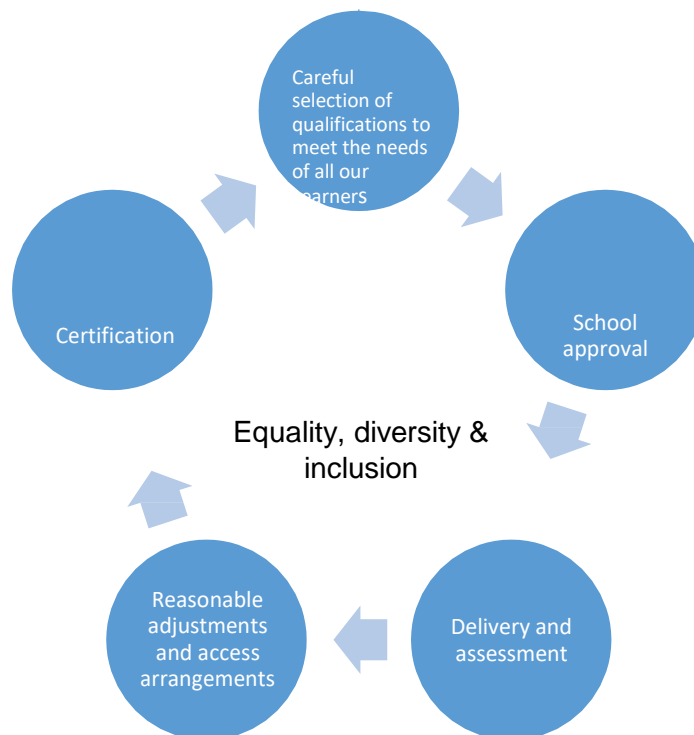
1.	Scope of policy	3
2.	Policy statement	3
	Design and development of our qualifications	3
	Centre approval processes.....	4
	Delivery and assessment of our qualifications	4
	Reasonable adjustments and special consideration	4
	Registrations and Certificates.....	4
3.	Policy review date	5

1. Scope of policy

- 1.1 We are committed to ensuring that diversity and inclusion are embedded into everything we do. We promote a school working environment that's inclusive and diverse – and where both our staff and Learners can be themselves. We support awareness and promotion of diversity and inclusion through our school code of conduct and training to staff.

2. Policy statement

- 2.1 All our learners should have equal opportunity to access the qualifications, assessments, related products and services and that the content of the qualifications and assessments we offer should reflect the wide diversity of our audiences. We strive to support learners of all abilities, in a way that is fair to every learner.



Careful selection of the qualifications we offer to all our Learners

- 2.2 We are committed to:
- Carefully selecting and evaluating courses/qualifications that are accessible to, and representative of, the Learners taking them, where these are not restricted by government determined conditions.
 - Delivering qualifications and assessments which are free from bias and do not discriminate against specific groups or characteristics.
 - Making sure that the qualifications and related products we offer and deliver are of the appropriate demand and rigour, and that our learners are empowered by them.

- Delivering courses that support the development of skills and abilities so that they enable progression and do not place a cap on Learners' aspirations.
- Delivering courses and assessments that refer to provision at levels above, alongside and below, to enable the progression of learning.

2.3 By doing these things we ensure that learners with a protected characteristic, when they are undertaking one of our chosen qualifications, are neither advantaged nor disadvantaged in comparison to learners who do not share that characteristic.

2.4 We monitor and review equality and diversity throughout the selection and evaluation of courses and related products and services that we offer our Learners.

Centre approval processes

- We work with a number of UK exam boards to ensure that we fulfil our duties under relevant legislation and regulations. In the UK these duties include those within the [Equality Act \(UK\)](#). We support this through our approval processes, checking that we, as a school :
- Review whether assessment processes are carried out in a fair and objective manner.
- Comply with equal opportunities legislation.
- Have a diversity and equality policy.
- Have an effective and inclusive appeals procedure.

2.5 We are always striving to improve the accessibility of our in-house school IT systems, or to introduce new systems that are accessible for our Learners.

Delivery and assessment of course qualifications to our Learner

2.6 We pledge to provide equality of opportunity for Learners to access all course assessments on offer within our school, whether they are internally or externally assessed.

Reasonable adjustments and special consideration

2.7 We are committed to fulfilling our duty to meet the access arrangements requested by our Learners in a way that does not disadvantage either them or their peers.

2.8 We will always consider seeking a request relating to access to course qualifications that we work with, except where acceptance of the request is not logistically possible or where it would undermine the criteria for the assessment.

2.9 In making a request for academic qualifications and external assessment in vocational qualifications, we adhere to the [JCQ Access Arrangements and Reasonable Adjustments document](#).

2.10 For requests about internal assessment in vocational qualifications, in particular BTEC but including others, we refer to the [Supplementary Guide for reasonable adjustments and special consideration in vocational internally assessed units](#).

Registrations and Certificates

2.11 We believe that all Learners should achieve the recognition they deserve from completing a qualification and that this achievement can be fairly compared to the achievement of their peers.

2.12 For more information about how our school supports gender inclusivity in Learner registrations and certificates, we refer to [Guidance on learner gender in registrations and certification](#)

3. Policy review date

3.1 This policy will be reviewed in Spring 2020.