



## **Equal Opportunity Policy**

**Date Passed to Governors:** December 2022

**Approved / Adopted by Governing Body:** December 2022

**Date Policy Reviewed:**

**Date of Next Review** October 2023

This policy is composed with reference to the Equality Act 2010 and guidance documents

[http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga\\_20100015\\_en.pdf](http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf)

We aim to give all pupils and staff equal opportunities to develop their full potential. The latest non-statutory DfE guidance is:

The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014) which can be accessed via this web link:

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

When reading this document, it is essential to also refer to other Longfield Academy Policies including:

- Equality, Diversity and Community Cohesion Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEND Policy
- Admissions Arrangements
- Behaviour Policy
- Careers Education and Guidance Policy
- PSHE and RSE Policy

It is also essential to refer to other Swift Trust Policies including:

- Safer recruitment and selection Policy
- Code of Conduct (Employees) Policy

Annually, all policies are reviewed in relation to the Swift Academies Single Equality Scheme and these reviews can be obtained from Angela Sweeten (Head of School)

We believe it is essential that all members of the school community are regarded as individuals. Pupils will have their gender, cultural background, religion, language, ability and special needs taken into consideration, in order that they may reach their full potential.

## **Guidelines**

The Curriculum will provide positive attitudes to gender, equality, diversity and special needs. The subject content offers opportunities for pupils to develop an awareness of a wide range of issues including / allowing them to:

- Raise their aspirations
- Appreciate the dangers of prejudice and stereotyping
- Appreciate the choices that they can make concerning their future
- These are supplemented by a wide range of registration-based activities including themed assemblies and registration activities
- National Anti-Bullying Week
- Various extra-curricular opportunities

Mutual respect is at the core of the school ethos. All members of the school community should be treated with respect and their contribution to school life should be overtly valued.

### **All pupils are entitled to:**

- The full range of learning experiences
- The opportunity to make informed choices about their learning experience
- The opportunity to demonstrate their strengths and areas for development across the curriculum
- Support for Special educational needs and disabilities

### **All teachers are entitled to:**

- The opportunity to discuss attitudes which might lead to pupil underachievement or low esteem and in particular to discuss strategies to improve performance of particular groups
- Opportunities for professional development

## **Evaluation**

If we are delivering equal opportunities effectively, we will expect to see the following (all of which are in place):

- Pupil success in all areas of curriculum experience
- An atmosphere of trust, integrity and openness between people from different social or ethnic backgrounds, capability, age, sexual orientation and gender in all areas of school life
- High take up figures for post 16 education and evidence of access to a range of career destinations

- GCSE examination results reflecting relative success for pupils from different gender, social or ethnic groups, and for pupils with identified special educational needs
- Staff representation on in service training and management groups, reflecting a range of opportunity irrespective of age, gender or position
- A positive attitude from staff reflected in our staff survey with regard to opportunities for development

## **Actions**

To ensure our aims are met the school will do the following (all of which are in place):

- Hold and maintain a bullying register and complete analysis reports including racial and homophobic as well as cyber-bullying. This is overseen by the Designated Safeguarding Lead and updated by pastoral leaders as and when an issue arises. The log will outline the incident/s and the actions taken to ensure a successful outcome for both victim and perpetrator
- Maintain a zero-tolerance approach to issues of bullying
- Produce and implement an anti-bullying policy that is reviewed regularly in line with other core policies
- Continue to commit fully to Anti-Bullying Education including National Anti-Bullying Week
- Adhere to legislation surrounding the area of recruitment and safe practice