



Equalities of Opportunity Policy

Date Policy Reviewed:	January 2018
Date Approved by Governing Body:	February 2018
Date of Next Review:	September 2019

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

We aim to give all students 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 also refer to other Longfield Academy Policies including:

Single Equality Scheme
Equality, Diversity and Community Cohesion Policy
British Values and Collective Worship Statement
Safeguarding Policy
Anti-Bullying Policy
SEN Policy
Recruitment Policy
Admissions Policy
Discipline Policy
Transition Policy
Careers Education and Guidance Policy
Code of Conduct for School Employees Policy
Citizenship Policy
Disadvantaged Pupils Statement
English as an Additional Language Policy
Healthy Lifestyles Policy
Sex and Relationships Policy
Young Carers Policy

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

We believe it is essential that all members of the school community are regarded as individuals. Students 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 of the curriculum and PSHCE programme offers opportunities for students 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
- Annual Personal Safety Week coinciding with 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.

Students 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 specific learning needs

Teachers are entitled to:

- The opportunity to discuss attitudes which might lead to student 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):

- Student 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 students from different gender, social or ethnic groups, and for students with identified special 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 *biannual* 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 termly Analysis Reports including racial and homophobic as well as cyber-bullying
- This is to be held in the main administrative office 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
- Maintain a zero tolerance approach to issues of bullying
- Produce a specific anti bullying policy that is reviewed regularly in line with other core policies
- Continue to commit fully to Anti-Bullying Education including annual Personal Safety Week to coincide with National Anti-Bullying Week
- Adhere to legislation surrounding the area of recruitment and safe practice

