

# BRINKLEY GROVE PRIMARY SCHOOL

## EQUAL OPPORTUNITIES FOR CHILDREN POLICY

**SEPTEMBER 2016**

**Incorporating gender, race, disability, sexuality and  
economic equality.**

**See also separate Race Equality Policy  
and Equality and Diversity in Employment Policy**

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Adopted by Governors serving on the FGB	September 2016
Recommended Review Date	September 2017

## **Equal Opportunities for Children**

### **Vision:**

For Brinkley Grove Primary School to be a school where there is equality of opportunity, good relations between all members of our community and where no discrimination, harassment and victimisation exists.

### **Aims:**

- To ensure every individual achieves their full potential in all areas.
- To work actively to celebrate diversity and eradicate prejudice and discrimination.
- To ensure a consistent approach across the school in relation to equality issues and to ensure continuity of provision.
- To help children, staff and parents/carers to develop mutual respect for one another and to understand their roles and responsibilities in bring about a more equal and harmonious society.

### **To support these aims we will:**

- Identify individual and group need and resources needed to help meet this through assessments, information gathering, observations and working with families and other professionals.
- Track pupil progress towards aspirational targets, both in terms of individuals and groups including gender, Special Educational Needs, English as an Additional Language and economic indicators (currently Free School Meals).
- Allocate resources and provision to help all individual groups to make best progress, according to identified need and monitoring, evaluation and review of provision.
- Provide a differentiated curriculum – by developing classroom approaches which allow individual differences but which do not make distinctions which have negative effects on children learning and developing.
- Provide an entitlement curriculum which aims to offer the same (or equivalent) coherent and balanced curriculum and learning experiences to all learners.
- Raise staff awareness of the importance of equal opportunities and support staff in ensuring they are a reality.
- Raise parental awareness of the school's commitment to equal opportunity and what we are doing to help bring it about.
- Work with children through our assemblies, class work (particularly circle time) and our positive behaviour policy to ensure equal opportunity awareness.
- Celebrate the diversity of the school community through displays and valuing children's home experiences and cultures.

### **Success indicators:**

- Good 'value added' progress in end of Key Stage Teacher Assessments and SATs for all groups of children.
- Positive beliefs and attitudes of our children, evidenced by watching and talking with children.
- Equal opportunities for all learners, evidenced through lesson opportunities, monitoring of planning and pupil voice.
- No significant differences raised in terms of attendance, sanctions or exclusions (based on register reviews and monitoring of behaviour slips).

**Monitoring, evaluation and review:**

Each year the SENCO/Inclusion Leader will provide a report for Governors and parents detailing major actions taken and giving information linked to the success indicators above.

The SENCO/Inclusion Leader will play a lead role in monitoring groups' progress towards targets, but will be supported in this by the core subject leaders.

A proportion of lesson observations throughout the year will look at equal opportunities and inclusion issues, including differentiation and entitlement.

Attitudes and views of parents and pupils will be gathered at least once a year linked to inclusion and equal opportunity issues. The Governing Body will be encouraged to help with gathering this qualitative data.

The policy will be reviewed every year by the full Governing Body.

September 2016