



Equality Information and Objectives 2022/2022

Vale View School's Equality Information and Objectives are published in accordance with the Public Sector Equality Duty (PSED): Equality Act 2010

Our Mission, Vision and Values

Our Mission – 'Being the best I can be'

Our Vision – 'Expanding horizons for learning and life'

Our Values

Determination - We want our children to feel determined to achieve their goals and dreams and have the resilience to overcome obstacles and challenges that stand in the way.

Respect - Mutual respect for all is at the heart of Vale View. We value diversity and show kindness and consideration to each other.

Responsibility - We contribute positively to our community and take responsibility for ourselves, our actions and our behaviour.

Positivity - We promote positivity and enthusiasm throughout the school community and support children to be resilient and maintain a positive attitude.

Collaboration - An important skill for life, we all learn and achieve more when working successfully as a team.

We are a forward-thinking school community that embraces and acknowledges education as a right for all. We have high expectations and strive to ensure that all children reach their full potential. We aim to create an environment in which everyone feels happy and is actively involved in all areas of their learning. We value everyone as individuals and encourage them to respect each other and we strive to ensure that children are supported to form and maintain positive and meaningful relationships.

1. How we aim to eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the equality Act 2010.

At Vale View School we are fully aware of the requirements of the Equality Act 2010. We understand that it is unlawful to discriminate, treat people less fairly or put them at a disadvantage. We ensure that all staff are clear about the requirements of the Act and have access to the school's Equality and Diversity Policy. This policy is available on the school intranet and website, and in the staffroom. Staff are reminded of their responsibilities at Staff Meetings and equality responsibilities are also explained at staff induction.

We have an overarching ethos which promotes equality, which is contained within everything we do. Our policies and practices reflect this. We have appropriate policies and practices which deal promptly and effectively with all incidents of bullying and harassment (see school Behaviour and Anti-bullying Policies which are published on the school website). We keep records of incidents and notify all those affected of actions taken.

We specifically record racist incidents and make yearly reports to the Local Authority.

We provide ongoing training to ensure staff uphold our policies and practices. There is a Staff Code of Conduct and Staff Handbook which support staff in understanding their duty to uphold all agreed policies and procedures. There are clear procedures for dealing with any breach in procedure/staff discipline.

Our Complaints Policy clearly sets out how we deal with any complaints by parents.

2. How we aim to advance equality of opportunity between people who share a protected characteristic and people who do not share it.

We keep accurate and up-to-date data about our pupils which allows us to be aware of any protected characteristics and use this to analyse the performance and experience of pupils who share protected characteristics.

Specifically, we track the progress and attainment of boys/girls, pupils who have English as an Additional language; Gypsy Roma travellers; pupils with Special Educational Needs. This tracking takes place across all year groups and is subject to rigorous scrutiny by school leaders and governors. Thereby, we act upon any academic concerns for pupils in terms of protected characteristics. We also collect data covering other aspects of school life. This information allows us to set clear objectives to advance equality, which are reviewed annually and new objectives set.

3. How we foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Vale View School is fully inclusive; we welcome all pupils equally. We have a culturally diverse school community where difference is celebrated and children of different backgrounds work and play together in a positive way.

We embed equality within the whole school curriculum, using PSHE and RE in particular, to promote understanding of difference and to challenge prejudice. Weekly talk-time sessions allow children the time to discuss and debate topics, and also to talk about and resolve differences. Within the class discussions SMSC is developed and fundamental British values are promoted, alongside the Vale View vision and values.

School assemblies are used as a time to promote good relationships, foster tolerance and develop friendship. Assemblies use a range of stories from different faiths and religions, as well as other moral stories and activities, to enhance understanding of a range of religions and cultures. Weekly assemblies from the local church leaders is a valuable community link and encourages participation from people of all backgrounds.

The curriculum is enhanced by visits within the local and wider community as well as visitors coming in to school. Through these, children are able to gain a wider perspective and experience of the community in which they live. Curricular days enable topics such as bullying, cultural awareness and keeping safe to be explored in depth.

We are an open, welcoming school where *all* stakeholders are made to feel valued as part of our school community. Teachers, senior leaders, office staff and support staff are all active in promoting positive communication and good relationships with parents and other adults.

We endeavour to make school communications as accessible as possible by sending out information in the form of fliers (rather than more formally written letters). The school website and social media further supports clear communication with the wider community.

Equality Objectives for 2022-2023

These are our specific and measurable Equality Objectives. They are based on our analysis of data and other evidence. They focus on those areas where we have agreed to act to improve equality and tackle disadvantage. We will regularly review the progress we are making to meet our equality objectives. 2021/22

Equality Objective 1 - To improve the quality of children's spoken and written vocabulary – with a particular focus on Tier 2 and Tier 3 language across our curriculum, additional focus on the language use and language development of Pupil Premium children and those for whom English is an additional language.

Equality Objective 1 - Review July 2023

All children have been screened using the Speech and Language Link programme – this is a recognised tool used by Speech and Language Therapists to assess children's language development and this has enabled leaders to identify children who would benefit from small group or targeted intervention to support their language development. Teaching Assistants have been trained in using the programme and their timetables reflect opportunities to support identified groups and individuals.

Children who are learning English as an Additional Language are also included in Language Link groups where appropriate – this may include where there is a focus on certain aspects of Grammar or other Language Concepts. For new arrivals the Small Language Steps programme is used to firstly develop children's subject specific vocabulary.

We were also able to secure spaces for a group of children across Years 1 and 2 to participate in the 'Speech Bubble' programme this year. At Vale View 16 children took part in Speech Bubbles – 10 from year 1 and 6 from year 2. 10 were eligible for Pupil Premium and 2 were EAL. Our end of year data showed that 88% of children involved in the Speech Bubbles programme improved in their learning, listening and speaking skills and in their emotional behaviour and conduct, and teacher comments revealed that for 93% of the children there was a noticeable improvement in the children's engagement back in class. At the start of the project only 15% of children were speaking and listening at an age-related standard; by the end of the project 68% were. At the start of the project none of the children were reading at age-related expectation and by the end of the project 20% are now reading at the expected standard.

Equality Objective 2 – To further refine our curriculum to ensure that equality and diversity are fully reflected and to promote and develop understanding of unconscious bias in own practice and proactively seek opportunities to challenge unconscious bias in planning, teaching, activities, interaction, CPD, etc

Equality Objective 2 - Review July 2023

A range of subjects have been reviewed in order to establish whether further opportunities should be taken to teach about diversity ensuring that all children's cultures, faiths and identities are reflected through each subject. The Trust's website now contains some useful information about where we teach children about the Protected Characteristics through our curriculum [Whinless Down Academy - Protected Characteristics \(whinlessdowntrust.co.uk\)](https://whinlessdowntrust.co.uk). A range of other subjects will continue to be reviewed over the forthcoming year to ensure best practice.

Equality Objective 3 – To ensure we are closing the attainment gaps between disadvantaged pupils and others in school as well as nationally.

Equality Objective 3 - Review July 2023

Outcomes at Year 6 demonstrated that in Reading the number of Pupil Premium children achieving the National Standard was 19% higher than for Non-Pupil Premium children, in Writing 21% more Pupil Premium achieved the National Standard than Non-Pupil Premium children, in Maths 4% fewer Pupil Premium children achieved the National Standard than those who were Non-Pupil Premium, 8% more in GPS, 6% fewer achieved the Combined score and 10% more in Science. For the forthcoming year it will be important that we now focus on closing the gap between children who have barriers to learning due to a Special Educational Need and those that do not.