



Equality Information and Objectives 2024/2025

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 2024-2025

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.

2024/25

Equality Objective 1 – To continue 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. Promote the use of stem sentences across all subjects where learning walks and drop-ins demonstrate high expectations of children’s expressive language through clear and precise teacher modelling.

Equality Objective 1 (Review July 2025) Across the year, there was a clear focus on vocabulary development. Teachers embedded stem sentences into lessons, which were evident during learning walks and book scrutiny. Children became more confident in using subject-specific language, particularly in science and history. However, consistency varied across year groups, and this will remain a focus within teaching and learning monitoring.

Equality Objective 2 – To review the English curriculum, particularly the core books to ensure that equality and diversity are fully reflected in order to challenge unconscious bias in planning, teaching, activities etc.

Equality Objective 2 (Review July 2025) Core texts were reviewed, and adjustments were made to ensure diversity in authors, characters, and themes. Teachers reported positive engagement from pupils when exploring inclusive and representative texts. There is still further work to be done to strengthen links between curriculum content and pupils’ lived experiences, ensuring this is explicitly embedded in medium-term planning.

Equality Objective 3 – To ensure we are closing the attainment gaps between pupils who are considered as vulnerable, such as those with a Special Educational Need or those that are in receipt of Pupil Premium funding.

Equality Objective 3 (Review July 2025) Interventions and targeted strategies were implemented, with some positive impact in narrowing gaps in reading and maths progress. However, attainment gaps remain, particularly in writing, and attendance issues for some vulnerable pupils continue to impact outcomes. Ongoing strategic work with families and consistent monitoring are needed to sustain improvement.

These objectives are reviewed annually.

