# Equality Information and Objectives 2025/2026

**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.

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**Equality Objectives 2025–26**

**Equality Objective 1:** To reduce the attainment gap between disadvantaged pupils (including Pupil Premium and SEND) and their peers in core subjects, with a particular focus on writing. Progress and attainment data will be closely monitored, and targeted interventions will be evaluated for impact each term.

**Equality Objective 2:** To actively promote equality and diversity across the curriculum and wider school life by embedding inclusive teaching practices, ensuring that assemblies, displays, resources, and enrichment activities represent a diverse range of cultures, backgrounds, and experiences.

**Equality Objective 3:** To improve attendance for pupils in vulnerable groups (including disadvantaged pupils, pupils with SEND, and those with persistent absence), reducing the gap compared to national averages. This will be achieved through strengthened pastoral support, consistent monitoring, and proactive engagement with families.

**These objectives are reviewed annually.**

**Equality Objectives 2025–26 – Review**

**Equality Objective 1:** Data from the end of KS2 demonstrates that the attainment gap between our children from vulnerable groups is closing, compared to their peers without any vulnerabilities. Pupil Premium and Non-Pupil Premium gap is closing - in reading 58% of PP children reached the expected standard, NPP 63%, in writing 62% of PP children met the expected standard, 75% NPP and in maths 56% of PP children met the expected standard and NPP 75%. It was particularly evident that the gap between SEND and non-SEND is also closing – in reading 54% of children with SEND met the expected standard and 54% non-SEND, in writing 69% of children with SEND met the expected standard with 61% non-SEND and in maths 61% of children with SEND met the expected standard and 61% non-SEND. The gap between our EAL children

and non-EAL is significant - all of the children were in-year admissions, some joining the school with very limited English, and whilst their progress in learning English Language this has nod not yet translated into the expected academic standard in the curriculum subjects. Moving forward, accelerating progress for children who are EAL and also in year admissions will be a priority objective. In Phonics screening the gap has also been closed between PP and non-PP, in year 1 67% of PP children met the expected standard and 67% of non-PP children met the expected standard. In Year 2 86% of PP children met the expected standard with 33% of non-PP meeting the expected standard.

**Equality Objective 2:** There is consistent promotion of equality, diversity and inclusion across the curriculum, through assemblies and wider school life. Inclusive teaching practices are embedded in classroom provision, ensuring that pupils are supported to access learning, celebrate differences and develop respect for others – there are now 17 different languages spoken and celebrated across our school. Assemblies, classroom and communal displays, books and learning resources reflect a diverse range of cultures, backgrounds, identities and experiences. Curriculum opportunities enable pupils to explore different perspectives, challenge stereotypes and develop an understanding of equality, fairness and mutual respect. Ongoing curriculum review in English has ensured that more core books reflect our school community. Enrichment activities and whole-school celebrations further broaden pupils' experiences and promote an appreciation of the diverse world in which they live. The school fosters a welcoming environment where pupils are encouraged to value individuality, recognise similarities and differences, and understand the importance of treating everyone fairly. Equality and diversity are woven into everyday school practice rather than being addressed solely through standalone activities. This will be further developed through the implementation of our revised PSHE and RSE curriculum. Moving forward, the school will continue to review curriculum content, resources and enrichment opportunities to ensure that representation remains meaningful and inclusive. Pupil voice, staff feedback and ongoing monitoring will help identify further opportunities to strengthen provision and ensure that every child feels valued, represented and able to achieve their potential.

**Equality Objective 3:** Although attendance has improved for pupils across all vulnerable groups, progress to date has been modest, and attendance remains slightly below the national average. We have seen stronger engagement with families and are continuing to build positive relationships to support improved attendance. With the expansion of our attendance team, we aim to strengthen this work further and secure a more significant and sustained improvement in attendance throughout the 2026–2027 academic year.

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