

The Valley Community School
Equality information and objectives, including
The Valley School Equality Scheme (VSES)
2024 – 2028



Approved by:	Governing Body	Date: 16/9/25
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Notes for governors	Updated objectives and reviewed	

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Inclusion Lead: Mrs A M Owens

The Inclusion link governor will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary
- Monitor the Valley School Equality Scheme (VSES) and report to staff and governors each term on actions completed and future areas for development.

All school staff are expected to have regard to this document and the Equality Scheme and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training once per year.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school extra-curricular activities and trips.)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement and implement actions in response.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, also activities in other curriculum areas, for example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community: this includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as before and after school clubs.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Is accessible to all pupils

8. Equality objectives

- In accordance with our governing body aims and The Equality Act 2010, we pledge to respect the equal human rights of all our pupils and to educate them about equality.
- We will also respect the equal rights of our staff and other members of the school community.
- In particular, we will comply with relevant legislation and implement school plans in relation to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Our commitment to equality is reflected in our mission statement “Together We’re Better” and our Values: Acceptance, Fairness, Trust, Equality, Respect (AFTER).

Our Objectives are actioned through The Valley School Equality Scheme (VSES) below.

The Valley School Equality Scheme (VSES)

Objective	Action to be taken	Teacher responsible	Success criteria	How the impact of the action will be monitored	Evaluation/Impact	Time scale
To ensure the needs of all pupils are met through an appropriately adapted curriculum and support.	Embed the use of Webbs and Blooms to provide 'GDO' Greater Depth Opportunities to challenge the more able. Implement/embed Theories of Action as part of instructional rounds.	Sub leaders/SLT	Evidence of use of Webbs and Blooms in planning. Examples of Maths Mastery and reasoning to be in Maths books at least 3x per week. Pupils in upper KS2 to become more independent in moving to GDS questions when they feel they are secure in a concept.	Instructional rounds and as part of SLT monitoring cycle.	Evidenced through pupil discussions, books, displays, conclusions drawn as part of Instructional rounds.	Embedded
	Apply all professional advice given to support School Support (SS) pupils. Provide resources and scaffolds to promote independent learning.	Teachers	Embed advice given into daily practice. All SS pupils making at least expected progress	AMO as part of SLT and subject leaders monitoring cycle.	Cohort file set up. All SS pupils have "Pupils on Page" document outlining reasonable adjustments. Wide range of adaptations in place e.g. colour veil, pale screens on IWB, Learning boxes, concrete apparatus and visuals to support vocabulary in every class room .	Monitoring plan and evaluative schedule Embedded
	Audit lesson adaptations and reasonable adjustments for each class.	Class teachers	Class plans available	AMO to monitor via SEND 360 as per SES	Individualised plans in place for all SS pupils (where relevant). Adaptations planned for individuals and groups of pupils. Provision map fully updated as identified on monitoring plan. 'live' copy updated as needed.	Embedded
To ensure that pupils with persistent absence are identified and targeted for	A McDonald to continue home visits to all those pupils whose attendance falls below 90%. Teachers to be informed by the office half-termly of pupils within the class who have attendance below 95%.	JL	Rates of persistent absence remain significantly better than the national (PA 19.4%) Improved attendance positively affects pupils' achievement (progress and attainment) in	Attendance figures	Attendance July 25 WS 97% PA 6.5% PA excluding EYFS 5%	Attendance figures monitored weekly. Vulnerable pupil meetings half-termly.

improvement with support.			addition to positive mental health and well-being.			
To ensure all pupils are prepared for life outside school.	Include life skills into timetable for those pupils with EHCP (Some on /SS – baking, shopping, post letter, play games, go on bus etc. Work in group with other SEND and non-SEND children where appropriate. Flexible groupings across year groups.	AMO SNA's	Children will have a greater awareness of basic life skills.	Books, portfolios, displays, pupil voice.	Life skills continues with a weekly session. Swimming now includes all pupil with an EHCP in KS2 and pupils at SS with poor fine / gross motor skills or social interaction.	Weekly swimming throughout the year. Life Skills weekly throughout the year. (ongoing) Pools to School scheme ran successfully in 2025
	Ensure pupils know how to keep themselves safe.	JL/MO	A yearly programme of events and visitors E.g. First Aid Awareness 'Heart Start'/CPR delivered through the Fire Service Tobacco and shisha awareness sessions delivered by Bolton's Healthy Schools Team People who help us – EYFS Stranger / fire / water safety through assemblies and JIGSAW (PSHE) curriculum - whole school. Life skills weekly sessions for pupils with a social and communication need. Annual 'Big Me' day to focus on careers.	Pupil discussions Pupils' questionnaires	Evidenced through JIGSAW books (PSHE)	Part of yearly cycle
To promote positive attitudes towards all pupils, including those with protected characteristics.	Further promote the involvement of these children in classroom discussions / activities. Audit suitable resources.	All staff	Identified children given the opportunity to express their views in class, having support as necessary. All staff to show that they value the contribution from the children. Representation by all groups of pupils in all activities E.g. school council, prefects, classroom monitors, extra-curricular activities, school teams .	Observations. Support staff/staff meeting feedback. Pupil discussions Audit proportional representation	Positive attitudes are promoted throughout the school through school Values.	Termly
	Deliver specific programmes of study through our PSHE curriculum (JIGSAW)	All staff	The Jigsaw Scheme fulfils all the requirements for the statutory Relationships and Health Education curriculum, as	Monitored as part of monitoring cycle. Monitoring report shared with staff once per term.	Positive attitudes are promoted throughout the school through school Values.	Weekly

			announced by the Department for Education in England in 2019			
	Deliver specific programmes of teaching around anti bullying through assemblies and whole school participation in Anti- Bullying week.	All Staff KN/JL School council	All pupils aware of what constitutes bullying. All pupils aware of unacceptable terms and language including those related to the protected characteristics.	Reported to governors each term. Incidents of bullying dealt with in accordance with Behaviour and Anti Bullying policy.	Key worker discussions	Once per term
To ensure vulnerable pupils including those with protected characteristics receive the support they need.	Target pupils for sunflower club	JL (SB, FM)	Identified children to have developed self-esteem, confidence and social interaction resulting in accelerated progress.	Monitor attendance. Compare initial and final assessments. Impact measured as part of monitoring after next round of assessments. Pupil discussions Consultation day data.		Ongoing
	Continue to implement key workers for all vulnerable pupils including PPG / CP / DV / SEND/Carer/LAC/PLAC/Mental Health	JL/AMO	Pupils to meet weekly with key worker Pupils to be supported with homework, reading etc. Pupils able to discuss any concerns they may have with familiar adult.	JL/AMO to monitor	Pupils safeguarded effectively Pupils feel safe and happy in school and feel that they have someone to talk in school	Monthly monitoring
	Half termly anti-bullying 'drop-ins' with School Council	JL	Pupils to feel safe, happy and able to get on well with their learning in school. Pupils feel that they have someone that they can talk to in school if they have a problem. Peer support from School Council in place.	Proportions of pupils who attend the 'drop-ins' Behaviour and bullying records Consultation day data		Half termly anti-bullying 'drop-ins'
	Nurture Group set up for children who are classed as Young Carers, or have suffered a family bereavement (Currently 12 pupils).	SB / FM	To provide support to pupils.	Monitored through Key worker discussions (JL)		Ongoing
	High focus on online safety throughout school	MD and Safeguarding Team	Pupils know how to stay safe online and how to report abuse.	Pupil discussions Evidence through pupils' work (case studies)	Online safety week Whole school programme in place Taught 1 st lesson each half term and revisited weekly as part of computing lesson	Yearly programme in place
To ensure effective provision for INA pupils.	Staff made aware of the ILP (individual language plan) forms and procedures during staff meeting. Plans monitored for progress and	HV	ILPs written and reviewed termly. Language plans used effectively using Nassea EAL assessment framework alongside the "Bell	ILP's in place and monitored termly. INA pupils will have progress on the Language in Common	Language plans in place for all INA pupils. Monitored termly.	To be in place for each new arrival

	impact.		foundation” scale.	Scale. Child interviews. Feedback from class teachers. HV to monitor progress on INA pupils.		
To continue to create links with other schools including those in other countries, nationally and internationally	Involve school in a range of sporting activities with other schools in the cluster CV to setting up NW inclusion events as part of IQM cluster. Aim to roll out nationally.	SC/CV	Greater awareness of issues facing other schools Collaborative working with school with different ethnic profile.	PE report to Governors	Sporting links created with other schools through PE lead.	Programme of events each term
	Notice displayed on door naming link school. Compile programme of events and links across year Raise profile by including in class assemblies.	New lead MO – to investigate and where practically plausible support in setting up link schools Class teachers	Links developed with a range of schools, locally, nationally and internationally. Communication through TEAMS/ZOOM, email, letters, visits and trips. Greater awareness of different settings and cultures Greater tolerance and understanding of others.	Photos Pupil voice Work produced Feedback to governors		
To celebrate the different cultures within school.	Assemblies, curriculum, parties (e.g. Christmas, Eid Diwali etc.) Publish a calendar of Key events	BM	A range of cultures Greater awareness of different cultures.	Head Teacher’s report to Governor Yearly overview of assembly / class worship themes in place		Yearly programme of events
To ensure disabled parents have every opportunity to be involved	Parking space for disabled parents to drop off & collect children. Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents when their child starts at the school Support with more flexible arrangement if needed re dropping off and picking up children. Provide interpreters for key appointments E.g. assertive mentoring meetings and induction if needed.	Whole school workforce KS leaders	To ensure school accessible to all.	Disabled parents fully included.	Adjustments continue to be made to support parents	Reviewed termly
To ensure staff have correct training and CPD to allow all	Ensure staff training up to date: Moving and handling Hoist Epi pen	Epi pen whole school staff All others person specific	To ensure all pupils safe and able to access mainstream education.	All pupils including those with high needs or medical conditions able to access school and be kept safe.		See training plan

pupils to have equal access to the curriculum, including those with medical or high needs.	Asthma Diabetes Severe allergies Administering medicine	– see training plan.				
To ensure all pupils are taught an age appropriate PSHE curriculum, including RSE	Consider (age appropriately) the ethics of unlawful discrimination and stereotyping. Monitor T&L of PSHE throughout school Continue to consult with and inform parents of curriculum content.	JL/MO	Ensure pupils of all ages are aware (age-appropriately) of the negative impact of unlawful discrimination Jigsaw materials in use PSHE continues to be monitored by coordinator	Ensure schemes of work are reviewed	Monitored as part of monitoring cycle	Yearly long term plan and PSHE monitoring reports
To ensure all school activities, including trips are accessible to all pupils.	Monitor access by all groups	PE leads SC/CV	Registers of clubs compiled	Wide range of extra-curricular activities. Registers of attendance.	Reported to governors by CV/SC	Yearly extra-curricular plan
To develop pupils knowledge of cultural diversity	Ensure community cohesion links are fully explored developed and annotated within medium and short term curriculum planning	BM/MJ		Continue to work with Bolton RE community	Monitored as part of monitoring cycle – see yearly plan	Identified on Long term plan
To enhance global education and knowledge/understanding of Global Citizenship, including ethical, cultural, civic, economic, music, language faith and background.	The school will ensure all children study a culture and ethnicity other than their own within: The revised RE syllabus Global Citizenship activities (Critical Thinking & Problem Solving. Community & Collaboration. Technology Skills. Adaptability. Cross-Cultural Awareness. (Including assemblies led by DL)	BM DL	RE spending plan SES	Children, interviewed across the school year, will be asked specifically about the beliefs of others and cultural tolerance. Monitored by Global Citizenship Lead	Monitored as part of monitoring cycle – see yearly plan	See monitoring plan and reports.

9. Links with other policies

This document links to the following policies:

- Accessibility plan
- Transgender Policy
- Equalities Policy
- Behaviour Policy
- R.E Policy
- RSE Policy
- Inclusion Policy
- INA Policy
- Disability Equality Scheme
- Gender Equality Guidance
- Child Protection and Safeguarding Policy