



## **EQUALITY STATEMENT**

**OCTOBER 2020**

## Equality Statement

We have reviewed our performance with regard to the General Duty and the protected Characteristics.

In collating the equality information, we have:

- Identified evidence already in our policies and practices
- Explored how we engage with protected characteristics
- Analysed our effectiveness

Our equality evidence highlights:

### Age

- Valley Park School is committed to a policy of equal opportunities throughout its dealings with applicants and employees. Our aim is that potential and actual employees, along with the individuals that we represent, are treated fairly on the basis of merit and ability regardless of age, disability, family responsibilities, gender, HIV status, marital status, nationality, race, religious or political views or affiliations, sexual orientation or socio-economic background.
- Our staff training programme ensures all staff have effective CPD opportunities

### Disability

- Valley Park School considers all teachers to be teachers of SEND. Students in both mainstream and the Integrated Resources are supported by highly skilled and knowledgeable teachers and support staff who have high expectations of all students and ensure all students' learning needs are met.
- Our curriculum provides universal access regardless of additional need or disability. Every student is entitled to access a broad and balanced.
- We ensure the needs of all staff and visitors with a disability are met and that all aspects of school life are accessible.

### Gender reassignment

- All of our policies are based on the model policies of Sheffield City Council.

### Marriage and civil partnership

- All of our policies are based on the model policies of Sheffield City Council.

### Pregnancy and Maternity

- All of our policies are based on the model policies of Sheffield City Council.
- We assess risk to ensure the health and safety of all pregnant staff and visitors.

### Race

- We have a diverse cohort of students from a variety of ethnic and cultural backgrounds.
- The diversity and uniqueness of our school is embraced and celebrated.
- We have a designated EAL teacher
- EAL attainment is a school priority with CPD and monitoring to accelerate the progress of EAL learners

- Senior and Middle leaders are delivering training and development across the school to increase expertise in meeting the needs of EAL learners

### **Religion or belief**

- Students learn about different faiths
- We develop tolerance of different beliefs through assemblies and curriculum areas especially with regard to promoting British Values and specifically tolerance.

### **Gender**

- We ensure that all students have access to the same opportunities regardless of gender.
- We have enabled flexible working for many members of staff of both genders.
- We monitor and analyse student achievement with regard to gender, and develop action points for the school.

### **Sexual orientation**

- Though we do not collect or retain information in this regard, as a school all of our policies and procedures are based on the model policies of Sheffield City Council.
- The school records all incidents of homophobic bullying and has a robust and immediate response to bullying.

### **Cohesion**

- Valley Park values the diversity of our school and the communities that we serve.
- Our governing body represents the community.
- We have introduced an enrichment programme to encourage fully engagement in a variety of activities and experiences
- We ensure that student voice, student leadership and the school council are fully representative of our school community.
- We use the curriculum and assemblies to highlight anti-bullying, and to enable students to recognise and manage their own and other students' emotions and feelings.
- Regular progress and pastoral meetings ensure that the educational and engagement aspects of learners' needs is frequently monitored and acted upon.

### **Our Equality Objectives**

1. To further accelerate the progress of EAL students through improved support for literacy.
2. To continue to provide high-quality personalised learning and support for students with complex needs
3. To further use student voice to inform decision in school and increase engagement and attainment
4. To review the anti-bullying policy to ensure that all types of bullying are accurately reported and appropriately dealt with