Valley Road Primary School

Public Sector Equality Duty (PSED)
Statement and Equality Information
2026-2027

A place to belong, a chance to shine, the confidence to achieve and succeed.

Approved by:	Mrs Sterjo	**Date:** October 2026
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Last reviewed on:	N/A	
Next review due by:	October 2027	

Public Sector Equality Duty (PSED) Statement and Equality Information 2026-2027

Introduction:

At Valley Road Primary School, we are committed to promoting equality, diversity and inclusion and ensuring that every member of our school community is treated with dignity, respect and fairness.
We seek to create an environment in which all pupils, staff, parents, carers and visitors feel welcomed, valued and able to participate fully in school life. We recognise and celebrate diversity and are committed to removing barriers that may prevent individuals from achieving their full potential.

Our Commitment Under the Equality Act 2010:

The school complies with the Public Sector Equality Duty as set out in Section 149 of the Equality Act 2010. We have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The protected characteristics covered by the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

How We Promote Equality: We promote equality through:

- An inclusive curriculum that reflects diversity and promotes respect for all.
- High-quality teaching and learning for every pupil.
- Effective support for pupils with Special Educational Needs and Disabilities (SEND).
- A clear behaviour and anti-bullying approach that challenges discrimination and prejudice.
- Monitoring outcomes and participation for different groups of pupils.
- Staff training that promotes inclusive practice.
- Strong partnerships with parents, carers, governors and the wider community.

Equality Information Summary 2025-2026

The Governing Body reviews equality-related information annually to ensure that all pupils have equal opportunities to achieve and participate in school life.

Pupil Profile

At September 2026:

- Number on roll: 157
- Pupils eligible for Pupil Premium: 1.8%
- Pupils with SEND: 7.6%
- Pupils with an Education, Health and Care Plan (EHCP): 0.6%
- Pupils with English as an Additional Language (EAL): 7.6%
- Pupils from minority ethnic backgrounds: 21.7%

Attainment and Progress

The school analyses attainment and progress information to identify any differences between pupil groups and to ensure that appropriate support is in place. Our monitoring includes:

- Attainment in Reading, Writing and Mathematics.
- Progress of disadvantaged pupils.
- Progress of pupils with SEND.
- Progress of pupils from different ethnic backgrounds.
- Participation in intervention programmes.

Where any attainment gaps are identified, targeted actions are implemented through the School Improvement Plan.

Attendance

The school monitors attendance carefully to ensure that no group of pupils is disproportionately affected by absence.

- Whole-school attendance: **95.4%**
- Attendance of disadvantaged pupils: **60%**
- Attendance of pupils with SEND: **84.8%**
- Persistent absence rate: **7.2%**

Support is provided to families where attendance concerns arise.

Behaviour, Bullying and Inclusion

The school is committed to maintaining a safe and respectful environment for all. During the academic year 2025-2026:

- Fixed-term suspensions: 0
- Permanent exclusions: 0
- Reported incidents of bullying related to protected characteristics: 0
- Reported incidents of discriminatory language or behaviour: 0

Any incidents are investigated promptly and addressed in accordance with school policies.

Participation in School Life

The school aims to ensure that all pupils have equal access to enrichment opportunities.

Monitoring includes participation in:

- Extra-curricular clubs.
- Educational visits.
- Sporting activities.
- School leadership opportunities.

Where barriers to participation are identified, reasonable adjustments and support are provided.

Equality Objectives 2026-2030

Objective 1: Improve Outcomes for Pupils with SEND

Continue to narrow attainment gaps between pupils with SEND and their peers through inclusive teaching, targeted interventions and effective support.

Objective 2: Increase Participation in Enrichment Activities

Increase participation in clubs, educational visits and wider opportunities for disadvantaged and vulnerable pupils by identifying and removing barriers to access.

Objective 3: Promote Respect, Diversity and Inclusion

Develop pupils' understanding of different cultures, faiths and backgrounds through curriculum learning, assemblies, celebrations and community engagement.

Objective 4: Maintain an Inclusive and Safe School Environment

Monitor and reduce incidents of bullying, discriminatory behaviour and prejudice-based language through education, positive relationships and early intervention.

Progress towards these objectives will be reported annually to governors and reviewed regularly.

Accessibility

The school maintains and reviews an Accessibility Plan in accordance with Schedule 10 of the Equality Act 2010.

The Accessibility Plan outlines how the school will:

- Improve access to the curriculum for pupils with disabilities.
- Improve the physical environment for disabled pupils and visitors.
- Improve access to information for pupils, parents and visitors with disabilities.

Monitoring and Review

The Governing Body is responsible for monitoring the school's compliance with the Equality Act 2010 and reviewing progress against the Equality Objectives.

This statement and equality information will be reviewed annually.

The Equality Objectives will be reviewed at least every four years.

This information is published on the school's website and is available in alternative formats upon request.