

West Walker Primary School Published Equalities Objectives 2023-2027 (Oct 2023)

To live our mantra **of knowing our children and families, community and each other well**, we will foster a **sense of belonging** within and across our organisation, enabling our young people, staff and volunteers to **thrive**. By becoming a **trust of sanctuary**, we will create a **welcoming and safe environment** for all.

Objective 1: Characteristic – Disability Vulnerable Learners

The school will promote resilience, positive approaches to mental health and early diagnosis and prompt interventions for any pupils whose health may be a barrier to full attendance or to achieving the education they need to be ready for the next stage in their learning.

Specific

'Vulnerable learners' may be characterised by some or all of the following: poor attendance, low engagement when in school, challenging behaviour, low self-esteem, high levels of mobility between school placements, undiagnosed and diagnosed SEMH needs (pupils with severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations), Adverse Childhood Experiences (ACEs) and other aspects of neurodiversity (ASD, sensory, dyslexia, for example). The complex combination of these vulnerabilities means that school has a great deal of additional work to do with many of our pupils in order for them to access the high quality teaching, cultural learning opportunities and opportunities for personal development that we have to offer them.

Work has been ongoing across the Trust to develop innovative, robust solutions and mechanisms to help professionals see at-a-glance the 'windscreen' of interventions, partners, resources and support that is available to work through and support many of the issues that are barriers to learning and emotional resilience. Our school has access to a NEAT counsellor and additional support through Clennell Education Solutions (CES).

There is a great deal of work being done to address communication in Newcastle schools, and this will be a key aspect of how we address this aspect of equality. Staff will undertake an intensive literacy training course.

A review of SEND and access to services such as Speech and Language development should result in a more local offer for families in the east of Newcastle upon Tyne.

Measurable

- A coordinated and structured strategy led by the Trust's Vulnerable Learners Lead
- Better access to speech and language provision in the east, meaning that more families feel it is accessible and attend appointments
- Intensive literacy and phonics support for children who need them.

- Summer provision for children experiencing disadvantage; Best Summer Ever creating memorable experiences to 'even out' the experiences children can write and talk about when they return to school after the holiday.
- Mobilising resources for vulnerable children whose families are hard to reach
- An emerging picture of available resources and a range of graduated responses to vulnerability via the windscreen approach being pioneered and developed in the Trust with a particular focus on social and emotional health and wellbeing.
- To increase our attendance and reduce persistent absence in line with the national average by Summer 2025.

Objective 2: Characteristics - sex, sexual orientation, gender reassignment, race, religion and belief, disadvantage.

Local knowledge and insight

Specific

Staff in every school within the Trust need access to regular, specific and accurate facts and contextual information about the communities from which our pupils are drawn. Accurate contextual information helps us to understand the challenges and opportunities we need to address. It would be very helpful to develop local knowledge and insight and place-based systems in Walker, where it is less well developed.

A key objective for the next 4 years is for the trust to continue to research, develop and articulate accurate and informative contextual information to inform all of the strategies and partnerships we use to challenge inequality; the majority of the inequalities faced by our pupils do not occur on the school site, but if we fail to address them, we limit the impact we can have on children's happiness, life chances and social mobility.

Finding and forging partnerships with organisations skilled in facilitating place-based change who can support this work

Measurable

- Developing the contacts and the tools that help us to better understand and work as a valued partner with our wider community
- Staff induction will include training about protected characteristics in the context of the school and the wider Trust area
- A social mobility strategy for children and young people in the NEAT Trust will be articulated by defining contextual insight that we need to actively work to understand and collaborate to address.
- Best practice guides will be developed and used to address inclusion, for example: working with refugee and asylum seeker families
- Parents and carers collaborating with school to make the most of community assets
- Community intelligence is promptly shared with partners
- Useful pathways and interventions are added to the windscreen model and good practice in tailoring the right intervention at the right time is enhanced and continuously improved.



Objective 3: Characteristics: race, belief, disability
Global Learning and sustainable global goals

Specific:

Building on our long tradition of embracing learning about sustainability and climate change, we recognise the impact that climate emergency has on children's emotional wellbeing and intend to extend this work over the next 4 years, as global actions and commitments aimed at addressing climate emergency become more urgent and visible.

Measurable:

- Collaboration with schools across NEAT to develop our curriculum in line with our Sustainability and Climate Change Policy. To develop a joint strategy to improve and make sustainable changes in our own environments.
- Re-apply for the Gold Eco-Award, Gold Woodland Trust Award and Platinum Outdoor Play and Learn (OPAL) Award.
- Extend global learning to incorporate learning about wider sustainability and developmental goals.
- Introduce concepts of campaigning and activism; on a local level to make changes to our immediate environment, nationally and internationally