

West Walker Primary School Equality Information Statement 2025-26

This is our published information about our school and the ways in which we work to eliminate differences of outcome for groups with protected characteristics. It includes information about the work we do to promote equality and challenge discrimination.

Context:

West Walker Primary School is a slightly smaller than average sized primary school in the east of Newcastle. Pupils range in age from 2 to 11. We provide a happy, healthy and secure environment that nurtures confidence, social skills and mutual respect.

The school is one of eight schools within NEAT Multi Academy Trust. Each school in the trust is encouraged to have its own ethos and character but to work collectively as one trust to achieve our shared common purpose, vision and strategic aims. Our shared values are the behaviours that will help us to do this.

Our shared purpose as a trust is to **nurture, educate, achieve and transform.**

The school has data on its composition broken down by year group, ethnicity and gender and by proficiency in English. This is available on request.

The [school](#) and [NEAT](#) websites outline our ambitions for the children, our vision for learning.

The school's own curriculum is responsive and underpins learning about values, about respect for one another and the wider communities to which children belong. We celebrate and aim to uncover the unique talents and characteristics of each child. Our school promotes and teaches the children to understand community values.

17 community languages in addition to English are spoken by children at the school. 13% of our pupils currently speak English as an Additional Language which is lower than the national primary school average of 22.8% (DfE Schools, pupils and their characteristics, 2025).

The proportion of pupils who are White British is significantly higher than the national primary school average of 75.9%.

The school is situated in a ward which is one of the most deprived. Pupils experience increasing levels of mobility.

Our disadvantaged pupils in respect of whom we receive the [Pupil Premium Grant](#) are reported on as a discrete group in order to demonstrate the effect of the funding on diminishing the differences in outcomes for these pupils compared with their peers. The number of pupils eligible for this funding is well above the national average³. We use the funding effectively to offer academic support and guidance using evidence-based approaches. The funding is also used to provide staffing, interventions, clubs, nurture and life experiences. The majority of the pupils on behalf of

whom we currently receive the grant are making expected levels of progress.

Objectives relating to children eligible for Free School Meals have a significant priority for schools, in spite of financial disadvantage not being a protected characteristic in law.

We represent, discuss and welcome family diversity and the positive aspects of individuality in families. We discuss any perceptions of aspects of diversity that may be uncomfortable for members of the school community to accept; our priority is that every child feels safe and knows that we are committed to our legal duty to keep them safe from discrimination. We audit resources and displays, letters home and the language we use for intentional and unconscious bias and aim to develop the capacity of the entire workforce to embody the school's inclusive ethos based on values of responsibility and caring citizenship. The 'No Bystanders' campaign helps us to challenge discrimination and prejudice.

Staff work supportively with pupils about gender, gender identity and sexual orientation and we consistently challenge gender stereotypes and promote gender equality.

We want all of our pupils to succeed and achieve their full potential, academically, physically and socially in an atmosphere where they can grow and acquire appropriate skills, values and attitudes.

Our uniform is flexible and the guidance does not discriminate against any child on the basis of gender, race, disability, gender identity or belief.

The school has data on its composition broken down by types of disability and special educational needs.

Our school has clear protocols and targeted provision to support these pupils who are on the SEND register. The SEND local offer and SEND report are accessible from the [school website](#). Many pupils join the school with significant communication delay. We address this through individualised intervention plans and the support of parents and carers. This is one of the most significant equality challenges we face. We work hard to try to diminish this deficit during a child's time in the Early Years Foundation Stage.

The main school is an accessible building for people with physical disabilities, with ramps, an accessible toilet, wheelchair accessible routes and a lift to provide access to the slightly lower KS1 hall.

The school's accessibility plan explains in more detail the ways in which we are working to improve access to the environment, curriculum and information for pupils with disabilities. These include trauma-informed approaches, autism-friendly strategies and ACEs training for staff.

Strategies focus on helping children to learn to manage anger, behaviour and develop social skills. We record and report instances of discriminatory language or bullying on our CPOMS system. The school aims to resolve conflict and prevent harm using restorative practices.

All staff recognise the relationship between hate speech and radicalisation or extremism. We

welcome open discussion and debate with the children in order to dispel myths and misconceptions, and do this during PSHE lessons.

We recognise that some pupils may have limited opportunities to experience the wider UK and other contexts outside Walker and prioritise a programme of learning including planned visits and visitors to broaden understanding of the plural, multicultural, multi-faith context of modern life. Pupils visit a local church and we enjoy our local environment.

The school records data about religion and belief when it is provided by parents through our data collection mechanism. This enables us to state with confidence that we are inclusive and sensitive with regard to pupils' religions and beliefs. Kitchen staff make dietary adjustments adapted to religious belief, and we comply with parental requests to remove children from, for example, learning about Christmas or birthdays if it is requested.

Documentation and record-keeping

Our school has a statement of overarching equality policy published on the web site.

The school aims to extend children's understanding of fostering good relations and challenging discrimination in a practical context through the work we do on promoting friendship, dealing with feelings and feeling safe to share concerns with adults. The ethos of the school supports and underpins our commitment to the values of democracy, tolerance and mutual respect. Children learn democratic principles and process through our own elections.

Responsibilities

All members of staff have responsibility for equalities and for meeting equality objectives. All staff take responsibility for anti-bullying good practice.

Staffing


There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.

Behaviour and Attitudes

There are clear procedures for dealing with prejudice-related bullying and incidents. Trauma informed approaches underpin our work in supporting and transforming expectations and attitudes about emotions and behaviour. All staff will have opportunities to attend some training about Adverse Childhood Experiences, mindfulness and mental health.

When appropriate, we can engage with Northumbria Police's Community Engagement Team to demonstrate our integrity in supporting those with protected characteristics from vulnerability to hate crime and extremism.

School council members are advocates for their peers, and we know from our meetings that the



majority of pupils feel safe from all kinds of bullying.
The school's behaviour and anti-bullying policies are available on the [website](#).

Curriculum

There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.

There are activities across the curriculum, including PSHE and assembly to promote pupils' spiritual, moral, social and cultural development and to help them to share our values and develop the concept of global citizenship and responsibility within a community.

Consultation and involvement

The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act. Participation and engagement work with families, such as coffee mornings, workshops and weekly Golden assemblies.

The school has procedures for finding out how pupils think and feel about the school, and has regard to these in respect of the Equality Act.

We consult parents and carers through questionnaires, Class Dojo and the school website. We are able to respond quickly to any concern about perceived inequality, unlawful discrimination or harassment. Class Dojo has the facility for our messages to be translated into community languages.

Approved by: West Walker Primary School Local Governing Committee October 2025