



Equality information and objectives

West Jesmond Primary School 2022-26



We are proud of our inclusive school in which all are welcomed and valued.

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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](#).

Protected Characteristics

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

3. Roles and responsibilities

The governing body 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.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.
- The Inclusion Committee will meet with the school Inclusion Team to discuss any issues and how these are being addressed and monitor progress towards objectives. This committee will Report back to the full governing body regarding any issues.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend any appropriate equality and diversity training.

The headteacher will:

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

The School Inclusion Team will:

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the Inclusion Governors to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 9.

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.

Staff receive training on the Equality Act.

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 that are connected to a particular characteristic they have (e.g. pupils with disabilities)

- Taking steps to meet the particular needs of people who have a particular characteristic
- 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 clubs)

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

- Share attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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, but 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
- All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

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 being planned, the school considers whether the trip is accessible to pupils with disabilities. This is recorded at the same time as the risk assessment when planning school trips and activities.

8. School Context 2025

- There are 614 children on roll at West Jesmond Primary. 54% of the children are male and 46% are female.
- 13.5% of the children are eligible for Free School Meals.
- 12.5% of children have an identified Special Educational Need or Disability. 2.3% of children have an Education Health and Care plan (EHCP).
- 44% have English as additional Language (EAL) 50+% of children are classed as coming from a minority ethnic group (MEG).

- Children come from a wide range of different groups representing at any given time the majority of the ethnic groups as set out in the Government census of 2021.
- Children at West Jesmond come from homes where over 40 different languages are spoken.
- Children and families follow the majority of the major world religions as well as many who have no religion.

9. Equality objectives 2023-26

Our equalities objectives are as follows: (**Objective in line with our several aims of our Accessibility Policy*)

Objective 1: *Ensure every child, including those with SEND has full access to the curriculum

Objective 2: * Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils

Objective 3: To ensure that all children are able to access all extracurricular and enrichment opportunities, including residential visits

Objective 4:* Increase support for children with SEMH difficulties

Objective 5: To promote community cohesion and SMSC with a focus on equality within our diverse school and community.

TARGET	ACTION	INTENDED OUTCOMES
*Ensure every child, including those with SEND has full access to the curriculum	<ul style="list-style-type: none"> • When planning lessons teachers consider the needs of all children in their class. Tasks adapted within the curriculum to enable all pupils to feel secure and make good progress • Use of quality first teaching strategies to support the four broad areas of need in every lesson • Detailed pupil information given to all relevant staff in order to support pupils • LSAs are deployed effectively to support a range of needs • Strengthen links with outside agencies • Staff consider the needs of disabled pupils when planning educational visits and check accessibility of all venues • Interventions are planned to ensure they do not reduce the 'broad and balanced' curriculum offer for any child • Specialist equipment is provided to promote participation by all children 	All children are able to fully access and make progress across all curriculum areas.
To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	<ul style="list-style-type: none"> • Pupil Progress meetings to focus on the First 20% leading to rapid actions to ensure all children are keeping up. • Data and assessment to and records of achievement to be used at all Inclusion Meetings to support discussion about our children. • Introduce use of Newcastle SCART tool for children working at pre-key stage levels to ensure we are able to measure progress for every pupil from their starting points. • New data system 'Sonar' to be introduced 	Ensure we are able to quickly identify and address any gaps in attainment and underachievement of any group of children in our school.
To ensure that all children are able	<ul style="list-style-type: none"> • All visits are planned with the needs of all children, including those with SEND and must be inclusive for all. 	Increased number of children with SEND

to access all extracurricular and enrichment opportunities, including residential visits	<ul style="list-style-type: none"> • Year 6 residential visit planned to be accessible to wheelchair user • Raising aspirations group to target children across Key Stage 2 • Sports mentor to facilitate opportunity for children with SEND to access a range of inter-school sporting events • School to secure places at extracurricular clubs and music lessons for children who children who under represented (PP/MEG/SEND) • Extracurricular clubs introduced in response to pupil need/interest • Children in our first 20% o be encouraged and supported to put themselves forward for pupil representation/responsibility opportunities. 	<p>accessing extracurricular/enrichment activities</p> <p>SEND pupil voice represented</p>
Increase support for children with SEMH difficulties	<ul style="list-style-type: none"> • Facilitate placement for a trainee counsellor to work in school • One member of staff to undertake level 3 counselling qualification • Introduce Zones of Regulation as a whole school approach • Train two members of staff to be school Wellbeing Champions. • Train all staff in understanding of approaches to support children with their SEMH. • Ensure the school curriculum (PSHE) and school events and assemblies explain, focus on and promote strong SEMH. 	<p>Children are able to access counselling services within school</p> <p>Staff have a greater understanding of how to support children's emotional wellbeing in school, children develop vocabulary and understanding and strategies to self-regulate.</p>
To promote community cohesion and SMSC with a focus on equality within our diverse school and community.	<ul style="list-style-type: none"> • Create a whole school Assembly plan to focus on key issues of equality and diversity within school, locally, nationally and internationally, • Ensure our curriculum and our everyday actions challenge any behaviours or language that are homophobic, misogynistic or racist. • Create frequent and widespread opportunities for our children to express any concerns, ask questions and make changes (Including raising the voice of our first 20%, EAL children and gender groups) • Ensure that our WJPS curriculum gives our children an understanding and respect for of a wide range of beliefs, religions and cultures. • Create events such as International Evening, Parent Partnerships and theme days and weeks that bring together all of parents and celebrate our diversity and what we have in common. 	<p>Children are able to talk knowledgeable about the diverse backgrounds and beliefs of each other in our school.</p> <p>Any incidents of racist, homophobic or misogynistic language will be reduced.</p>
<p>Progress Towards Objectives July 2025</p> <p>See Traffic Light system above:</p> <p>Green Action Completed</p> <p>Orange Action ongoing and monitored by and reported to governors</p> <p>Red Action not started</p>		

9. Monitoring arrangements

- The Inclusion committee will update the equality information we publish, at least every year and monitor progress towards our objectives.
- This document will be reviewed by Inclusion Committee at least every 4 years. **Next Review July 2026.**
- This document will be approved by the Full Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND Policy
- Inclusion Policy
- Behaviour and Anti-bullying Policy
- Safeguarding Policy