

West Jesmond Primary School and the PSED

In giving due consideration to our duties under the Equality Act, we are committed as a school to applying the equality duty to help us identify issues and shape policies that will ensure we meet the needs of different groups of learners whose interests are protected by the Act. Furthermore, when reviewing school policies and procedures, we are also committed to considering emerging equality issues.

Ways in which we will promote the equality duty as a school:

- Collating and analysing information and data on all aspects of school life to ensure that policies and practices are attuned to the needs of different groups of pupils.
- Analysing school performance data, on progress and attainment, to identify vulnerable groups of children and implement strategies to narrow the gap between them, the remainder of the cohort and national attainment averages.
- Eliminating potential discrimination to balance the interests of our pupils ensuring best possible educational outcomes; for example guaranteeing accessibility for disabled pupils around the school site and during field trips / educational visits.
- Ensuring a stimulating and engaging learning environment that will meet the needs of all our pupils regardless of sex, race, disability, or sexuality.
- Providing additional support for those with disability or special educational needs to ensure that they are able to fully access the curriculum.
- Upholding standards of good behaviour outlined in behaviour and safeguarding policies to ensure all pupils feel safe and secure.
- Promoting a sense of social conscience and aspiration amongst all groups of children enabling them to maximize their full potential as learner, citizen and human being.
- Supporting effective partnerships by encouraging initiatives among pupils, parents, carers, and members of the local community.

Current Objectives:

Objective	Actions	Impact
1) To analyse performance related data to narrow the gap for identified vulnerable groups.	-Analysis of assessments will be carried out on a regular basis, at Senior Leadership level, to identify vulnerable groups. -Assistant Head Teacher's will provide the SMT with regular updates on progress and attainment of vulnerable groups during weekly SMT meeting. -Performance management meetings with class teachers will regularly assess the impact of planned interventions as well highlighting where adjustments need to be made. -Funding, such as the pupil premium, will be made available to support interventions / strategies.	- Gaps between identified groups and remainder of the cohort will be narrowed. -Children identified within vulnerable groups will achieve at least the national average in terms of attainment.
2) To review school communication systems / methods to promote a greater sense of social cohesion across all stakeholders within the school community.	-Create a welcome DVD for non-English speaking families to ensure they have access to key information on enrolment. -To review and translate key sections of the school website enabling greater access to key information for non-English speakers.	-Members of the non-English speaking community feel a greater sense of inclusion / have access to key information such as admissions / free school meals etc. -Improved participation / response to school events / information from members of the school community whose participation was previously considered low.
3) To foster a greater sense of tolerance and empathy of difference: race, faith, sexuality and disability.	-Review PHSCE curriculum, across the school, in light of emerging equality issues. -Focused curriculum weeks and links with partner schools around selected themes from 'no outsider's project' developed / timetabled. E.g. Deaf Awareness 2012-13 -Time table class assemblies / circle time to discuss themes linked to objective 3. -Provide opportunities for children to participate in activities / events with children of different race, faith, sexuality and disability.	-Children demonstrate, in their behaviour and school work, an improved tolerance and empathy of difference: race, faith, sexuality and disability.