

Central Walker Church of England 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:

Central Walker C of E Primary is a larger than average sized primary school in the east of Newcastle. Pupils range in age from 2 to 11. We believe that we are all of equal worth and aim to provide an outstanding educational setting where children can live and learn in harmony. The values of Love, Endurance, Hope, Forgiveness and Peace underpin and guide all aspects of school life.

The school is one of seven 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 together.**

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 PSHE curriculum is responsive and underpins learning about values, about respect for one another and the wider communities to which children belong. We celebrate and try to uncover the unique talents and characteristics of each child. Our school promotes and teaches the children to understand pluralistic British values.

36 community languages in addition to English are spoken by children at the school. 33% of our pupils currently speak English as an Additional Language which is higher than the national primary school average of 23%

The school is situated in the most deprived ward in north east England and is the 3rd most deprived school in the City – also being the 16th most deprived in the country out of 16,726 primary schools. Pupils experience high 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 average. We use the funding effectively to offer academic support and guidance using evidence-based approaches. The funding is also used to provide staffing, food, clubs, nurture, life experiences and books. 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. Staff are trained, and the school has embraced the No Outsiders project, and will continue to develop and extend the work we do to bring the principles of equalities legislation to life for our pupils.

Staff work supportively with pupils about gender, gender identity or sexual orientation and we 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. We believe that global understanding and learning are important to help our children grow and become effective citizens. The school has embarked on the [Christian Aid Global Neighbours](#) accreditation programme which helps children to equip pupils to be courageous advocates for the common good, locally and globally.

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 need.

Our school has clear protocols and targeted provision to support these pupils who are on the SEND register. The [SEND local offer and SEND information 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. We participate in a variety of research projects with Newcastle University helping to evaluate the effectiveness of

language interventions for children with significant language difficulties in Early Years. This joined-up work allows our youngest children to work with qualified speech and language therapists and our staff to access a range of resources and CPD tailored to improve language and communication.

The school is an accessible building for people with physical disabilities, with ramps, an accessible toilet and wheelchair accessible routes and evac chairs. There are lifts. The building poses challenges for some other types of disability due to the layout and lack of conventional classroom spaces.

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.

We record and report instances of discriminatory language or bullying on our CPOMS system.

All staff recognise the relationship between hate crime and radicalisation or extremism. We are conscious of the vulnerability of people in our region to messages about far-right extremism, and welcome open discussion and debate with the children in order to dispel myths and misconceptions.

We recognise that some pupils may have limited opportunities to experience the wider UK and rural 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 Britain. Pupils visit places of worship, galleries, rural contexts and the coast. Pupils from within the school's own community have taught their peers about their own faith, and this has contributed to community cohesion and mutual respect.

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. The school also works closely with our local church leaders.

Documentation and record-keeping:

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. All year 6 pupils experience democracy workshops.

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 have received extensive training about Adverse Childhood Experiences, and the school uses strategies such as mindfulness and relational practice to support emotional health and wellbeing.

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 anti-bullying and behaviour policies are available from 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. Andrew Moffat, founder of the [No Outsiders](#) project delivered training in school, and there is a strong commitment to embedding this work.

There are activities across the curriculum, including PSHE and worship 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 open mornings and in all that we have been learning.

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, a progressive contact via text and the school website. We are able to respond quickly to any concern about perceived inequality, unlawful discrimination or harassment.

Approved by the Local Governing Committee: 09.10.25