

Tyneview Primary School Equality Objectives 2024-2027

Fostering Good Relations

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 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. Is school counsellor access available to all pupils?

Tyneview Primary has an ARC with 10 places for pupils with communication difficulties who are placed by the SEND panel. The pupils are fully integrated in school and follow a personalised curriculum. 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.

Measurable

Developed systems process and provision including:

- Speech and Language Provision.
- Prompt applications for EHCPS
- Mobilising resources for vulnerable children
- A growing picture of resources and a graduated response to SEND via the windscreen approach being pioneered and developed in the Trust

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

Community context

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.

A key objective for the next 4 years is for the NEAT 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.

- 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 barriers that we need to actively work to overcome
- Best practice guides will be developed and used to address inclusion. Building on the strength of the work already in place to promote LGBT inclusion, this will be the first to be shared
- 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: sex, race, religion and belief, sexual orientation, disadvantage. Internationalism and global learning

During the period up to 2013 when European funding and education projects were accessible to schools, Tyneview was involved with the Comenius programme. The opportunities to build partnerships and exchange learning and ideas with European partners contributed significantly to the concepts of internationalism and understanding global or international contexts. More recently School has taken part in the Turing project in 2024 and 2025, to build community between Turkey and Italy.

An important objective for us is to extend the learning, perspectives and horizons of our pupils by reinvigorating and resourcing the work we do to develop global learning.

This objective will encourage staff to research and evaluate the resources, partnerships, links and opportunities that are available to us to reinvigorate global learning and the links we make between our own community and those in other parts of the UK and the world.

Measurable

We will ensure that there are opportunities in the learning we introduce for us the measure the impact on attitudinal change of pieces of global learning.

We will introduce global learning opportunities thematically and at appropriate times in the year, consistent with national and international campaigns and commemorative events. This calendar will be constantly growing and developing and staff, parental and pupil input will be welcomed.

Free resources to help us achieve this objective include:

RISC: How do we know it's working? Tracking Changes in pupil attitudes

Global Dimension The World in your classroom

Global Dimension calendar: events archive

Red Cross Newstink: resources to help enrich curriculum subjects and connect human crisis with human kindness.

World's Largest Lesson: introduces the Sustainable Development Goals to children and young people everywhere and unites them in action.

These objectives replace the previous equality objectives set in April 2016.

Progress against the objectives will be reviewed annually as part of the school improvement cycle, and they will remain our objectives until April 2024, when they are due to be formally reviewed.

Approved by the LGC Chair via delegated Chair's action: 16th January 2025