

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S
C of E Primary School

Whinmoor St Paul's (VA) C of E Primary School

Equality and Diversity Policy

Every Child is a Unique Child of God

At Whinmoor St. Paul's Church of England Voluntary Aided Primary School, everything we do is underpinned at all times by the Christian ethos of valuing the individual. We believe that every child is respected as a unique child of God, the future adults in society. We believe children are gifts from God and we are privileged to work with their families and carers, to enable them to live life to the full.

Agreed: December 2026

Review Date: December 2027

Signed: Chair of Governors: Mrs R Davies & Mrs Lydia Anchen

Date: December 2026



Our Vision – Every Child is a unique child of God

At Whinmoor St Paul's Church of England Voluntary Aided Primary School we believe that every child is a **unique child of God** and lives in a world that God has made. We believe that all adults and children should be given opportunities to, '**Let their Light Shine.**' We have a loving, caring community underpinned by our Christian ethos in which everyone, regardless of our differences, feels valued, nurtured, secure and happy.

Our vision is underpinned by **Matthew 5:14-16**

You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead, they put it on its stand, and it gives light to everyone in the house. In the same way, let your Light Shine before others, that they may see your good deeds and glorify your father in heaven.

Our values enabled our vision to be lived out in school and permeate every area of school life.

Christian Ethos: Everything we do is underpinned at all times by the Christian ethos of valuing the individual and, in this way, we seek to fulfil the spiritual, mental and physical capabilities of every child—the future adult members of our society.



The Governing Body and staff of Whinmoor St Paul's Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Whinmoor St Paul's School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. We also value our staff and are committed to good employment practice.

Whinmoor St Paul's School seeks to ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic. These include: race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, socio-economic background or living situation.

In this, we include all members of the extended school community – pupils, staff, Governors, parents, carers, religious leaders and others from our local community. All visitors to the school are also expected to adhere to this policy.

1. Legal Guidance

In the spirit of the Equality Act 2010 (Race, Gender, and Disability Equality), this policy has been devised to enable Whinmoor St Paul's School to meet its general duty in:

- Eliminating unlawful discrimination, harassment, victimisation and other prohibited conduct



- Advancing equality of opportunity between those who have a protected characteristic and those who do not
- Fostering good relations between those who have a protected characteristic and those who do not

We do this by:

- Providing a secure environment in which all of our children can flourish and in which all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality and diversity
- Providing positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities
- Reviewing our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity through all aspects of school life including the PSHE Curriculum and specific whole school focus weeks
- Making inclusion a thread that runs through all of the activities of Whinmoor St Paul's School

2. Our Aim

Equality and diversity is about making a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. We are committed to ensuring that we meet the varied and individual needs of children in our school, that our employment practices are fair and promote equality and that we respect the wide variety of lifestyles and cultures, locally and nationally.

We aim to prepare children for living within a diverse society with increasing global connections and controversial issues.

We work hard to build strong and trusting relationships with our pupils and their families in order to harness their engagement and enjoyment in all aspects of school life. We recognise that pupils and family members may experience a range of different needs during different times in their lives and we endeavour to meet those needs by working in close partnership with relevant agencies.

3. Guiding Principles

Relevant Differences are recognised

Treating people equally can mean treating them differently. Our policies, practices and curriculum do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to:

- Disability – so that reasonable adjustments are made
- Ethnicity – so that different cultural backgrounds and experiences of prejudice are recognised



- Gender – so that the different needs and experiences of girls and boys, and men and women, are recognised
- Religion, belief or faith background
- Sexual identity

We foster positive attitudes, relationships and a shared sense of belonging

Our policies and curriculum promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, women and men, and an absence of sexual and homophobic harassment

We will not tolerate discriminatory behaviour and the use of prejudiced language

- We discourage discriminatory behaviour by pupils, staff, parents, carers or visitors to school and will take appropriate action.
- Displaying of openly racist insignia, distribution of racist material, name-calling, or threatening behaviour are unacceptable on or around the school premises and will be dealt with in the strongest manner.
- Guidance in responding to homophobic, biphobic, transphobic and other prejudiced language and challenging gender stereotyping has been disseminated to all staff. (See Appendix 1 – Responding to homophobic, biphobic, transphobic and other prejudice language)

4. Admissions

Whinmoor St Paul's welcomes applications from the whole community. We base our admissions policy on a fair system (see Admission Policy for full details).

We do not discriminate against a child or their family, or prevent entry to our school, on the basis of race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual, orientation, gender assignment, age, socio economic background, living situation, being a member of a travelling community or an asylum seeker.

5. Staff recruitment, retention and development

Steps are taken to positively promote equality and to ensure that policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion:



- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for their legal rights.

6. School Curriculum

The curriculum offered at Whinmoor St Paul's School encourages children to develop positive attitudes about themselves as well as to people who are different from themselves.

Equality and diversity is embedded as far as possible in all areas of the curriculum and pupils are given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender and disability.

We do this by:

- Making children feel valued and good about themselves through the curriculum and Leeds PSHE Primary Scheme of Work
- Ensuring that children have equal access to learning
- Recognising the different learning styles of children, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities
- Regularly reviewing the teaching within each subject area as well as with the resources that are available to support this so that both the diversity of the school, local community and wider society as a whole are represented in this.
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials.
- Celebrating a wide range of festivals
- Creating an environment of mutual respect and tolerance
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning
- Data is collected with regard to the attainment and achievement of all pupils in order to inform the planning and provision of support to individuals and groups of pupils.
- We recognise the specific assessment needs of pupils with additional needs such as EAL, SEN, etc, and also the importance of scrutinising assessment materials for cultural bias



7. Valuing diversity in families

We welcome the diversity of all family lifestyles, and work with all families encouraging them to take part in the life of Whinmoor St Paul and to contribute fully.

We promote respect and support families by:

- Raising pupil's awareness of, and celebrating the diversity of family units through the PSHE Curriculum
- Offering a flexible payment system for families of differing means, such as, reduced cost of school trips for 'Premium Pupils'
- Supporting families who speak language in addition to English to ensure their full inclusion

8. School Events

- Events are arranged to ensure that all families may become involved in the life of the school if they wish
- Information about events and meetings is communicated in a variety of ways (e.g. electronically, written and verbal), to ensure that all parents have information about, and access to, the meetings

9. Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria
- Applicants are welcome from all backgrounds and posts are open to all
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau – this ensures a fair selection process
- All job descriptions include a commitment to equality and diversity as part of their specifications
- We monitor our application process to ensure that it is fair and accessible
- We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the community

10. Staff Training

- All staff at Whinmoor St Paul's School will have their professional development needs met in relation to equality and diversity. New and temporary staff will be made aware of this Equality and Diversity Policy and other practises in relation to this



- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish
- We review our practices annually to ensure that we are fully implementing our Equality and Diversity Policy

11. Roles and Responsibilities

All who are associated with Whinmoor St Paul's School have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our Governors in partnership with the Headteacher are responsible in the following ways:

- Provide leadership and drive for the development and regular reviews of the school's Equality and Diversity Policy
- Highlight good practice and promote it throughout the school and wider community
- Congratulate examples of good practice from the school
- Provide appropriate role models for staff, pupils, parents and all other stakeholders
- Ensure a consistent response to incidents e.g. bullying cases and racist incidents
- Making sure this policy and its procedures are followed
- Making sure the school complies with all current equality legislation and guidelines

Our Headteacher is responsible for:

- Dealing with and monitoring reports of harassment and discrimination, including, racist and homophobic incidents
- Recording racial incidents and reporting them to Local Authority following established procedures and guidelines
- Monitor sexist or homophobic incidents recorded in the PSHE Prejudice-based Incident Recording and Reporting Folder.
- Ensure a consistent response to incidents e.g. bullying cases and racist incidents
- Ensure that staff are trained as necessary to carry out the policies
- Monitoring the progress and attainment of vulnerable groups of pupils
- Monitoring exclusions

Members of the leadership team, pastoral team and the PSHE Co-Ordinator, in partnership with the Headteacher is responsible for:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policy



- Ensure the effective communication of the policy to all pupils, staff and stakeholders
- Oversee the effective implementation of this policy
- Monitor sexist or homophobic incidents and action taken by staff, and where necessary, support staff to plan and deliver lessons, aimed at helping pupils understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Provide appropriate role models for all staff and pupils
- Provide opportunities and mechanisms for the sharing of good practice

Staff are responsible for:

- Proactively following this policy and associated guidelines
- Providing role models for pupils through their own actions
- Dealing with racist, sexist and homophobic incidents, and recognising and tackling other forms of bias and stereotyping.
- Following a racist, sexist or homophobic incident, recording details about the incidence including, the context, language used, pupils and adults involved and action taken in the appropriate 'PSHE Prejudice-based Incident Recording and Reporting Folder' (allocated in Miss Brew's Office).
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances
- Keeping up to date with the law on discrimination and taking learning opportunities offered to them

Our Pupils are responsible for:

- Treating others kindly and fairly without prejudice, discrimination or harassment
- Attending and engaging in their own learning as well as helping other pupils to learn
- Telling staff about any prejudiced related incidents that occur

Parents are responsible for:

- Supporting our school in its implementation of this policy
- Following the school policy through their own behaviour
- Ensuring their children attend and engage in the learning
- Telling staff about any prejudice related incidents that occur

Visitors to our school are responsible for:



- Following our policy

12. Policy development, location and dissemination and relationship to other policies

This policy, in line with Leeds City Council, has been approved and adopted by the head teacher and governing body. It is freely available on request to the whole school community. A copy of the policy can be found on the school website. A physical copy of the policy is available from the school office.

This policy links to:

- Child Protection/Safeguarding Children (including FGM)
- Drug Education
- Confidentiality
- SEN/Inclusion
- Behaviour/Anti-bullying
- Health & Safety
- Continued Professional Development
- Assessment, Recording and Reporting
- Teaching and Learning
- Monitoring and Evaluation
- E-safety/IT
- Attendance (in particular in relation to FGM)

13. Monitoring and Evaluation

As part of the monitoring and evaluation procedure, we will monitor:

- The attainment of pupils with protected characteristics and those from vulnerable groups and addresses any issues of differential progress and achievement
- The exclusion and other aspects of behaviour management system
- The teaching and learning to ensure all pupils' needs are met irrespective of their background and that challenging targets are set for all
- The curriculum and teaching resources to ensure that pupils' experiences are broadened and they are prepared for life in a diverse society.
- The protected characteristic composition of the school's staff and Governors, with the aim of presenting positive role models and reflecting the diversity in wider society
- Incidents of racist and homophobic behaviour and the way the school handles and reports them
- The way in which the school is sensitive to, and meets the needs of all stakeholders, paying particular regard to cultural, religious and ethnic heritages



- The way in which the school uses the diversity within its local and wider communities to enrich learning experiences for pupils

The effectiveness of this policy will be monitored annually and reviewed every three years in the light of experiences and best practice. We acknowledge, changes to legislation might require a review of the policy before the three years stipulated.

Appendix 1 – Responding to homophobic, transphobic and other prejudiced language

Even if lesbian, gay, bisexual and transgender pupils are not directly experiencing bullying they are learning in an environment where homophobic language and comments are commonplace. According to Stone Wall's The School Report (2012), ninety six percent of gay pupils hear homophobic remarks such as 'poof' or 'lezza' used in school. If homophobic language is allowed to persist it is likely to encourage homophobic bullying.

'The misuse of the word 'gay' meant that it was only when I was sixteen I knew what the word really meant. I think it's important that teachers challenge the use of the word 'gay' as a negative term. They should encourage kids to use other words as an alternative, such as 'rubbish'. By doing this, pupils will (hopefully) realise the potential impact it can have on the pupils who are lesbian, gay, or questioning their sexuality.' Joe, Allsorts.

Some key skills and tips for challenging prejudice

- Ensure you are aware of school policy and that you follow school policy and legal requirements such as reporting racist incidents.
- Challenge all incidents, behaviour and language and be seen to be doing this.
- Be calm and constructive (responding and helping to build skills). Take time, remain silent if you are upset or angry until you regain control.
- If appropriate remove them from an audience or the scene of the incident, although be clear with the whole group that the language/behaviour was unacceptable.
- Role model how to challenge/how to take a stand in a non-aggressive way so that the group can be effective without you.
- Be mindful of what happens next with friendships and other spin-offs.
- Show that you are delaying judgement (in some cases) by asking questions.
- Allow them space to reflect on what they have just said or done.
- Give them a chance to back-track: self-justify, own or modify their behaviour.
- Be critical of behaviour and language, but not of individuals and so allowing the challenged child/person to still feel OK and be able to move on.



- Build a sense of empathy, co-operation and shared rules “we all agreed...” “how would you feel if...” Linking back to ground rules at all times.
- Be firm and clear about diversity and rights – and what is not acceptable. This should be supported by policy.
- Show upset and hurt if appropriate.
- Search for personal, individual concerns which may lie behind their words or reflect.
- Use stories/scenarios as distancing techniques – to help find solutions to issues that have arisen within the group.
- If required by school policy/the law record the incident for monitoring purposes and report to relevant school personnel.

Guide to challenging homo/bi/transphobic/sexist language and gender stereotyping: a range of responses.

All prejudiced language should be challenged and how that challenge is made will depend on the circumstances of the incident, the severity of the incident, who it involves, where it takes place and the intention behind the comment. This script can be adapted for use in challenging all forms of prejudice.

A Institutional Response

In our school we always try to be kind to each other and when you use ‘gay’ like that it is unkind.

In our school we treat everyone with respect and when you use ‘gay’ like that it is disrespectful of gay and lesbian people.

The ground rules we agreed at the beginning of the session said we would show respect to each other.

Some people would find that word insulting so it’s not ok to use it at our school.

The anti-bullying policy says that we are all responsible for making this a safe place for everyone.

That kind of language is homo/bi/transphobic and makes people feel unsafe. Therefore it is unacceptable.

It’s really important that at this school people feel able to express their gender however they feel comfortable so we try to avoid gender stereotypes.

At this school we want to recognise every pupil’s strengths and we don’t want people to feel limited by expectations that relate to their gender.

B Question

What do you think that word means?

What makes you think that?



Do you realise that what you said is homo/bi/transphobic?

Can you explain what you mean by calling that 'gay'?

That word is an insulting term for someone who is transgender. Do you know what it means to be transgender?

How would you feel if someone spoke about you in that way?

Do you know what a gender stereotype is? Can you think of why some people might be upset when they hear them at school?

C Confront

Language like that that is not acceptable.

You might not think that remark is offensive, but many would.

What you are saying presents a very stereotypical view of what men and women are like.

When you do that, it means that people who don't fit into your way of seeing things, can feel left out or ashamed.

D Personal Response

I'm not happy with what you said.

Homo/bi/transphobic/sexist language offends me. I don't want to hear it again.

What you've said really disappoints/disturbs/upsets/angers me. I hoped you would recognise that it is important to treat everyone with respect and that it is therefore wrong to use such as homo/bi/transphobic language.

Taken from :

'Bullying and prejudice-based incident recording and reporting guidance for Brighton and Hove Schools', Brighton and Hove Council, 2014.

Developed by:

Brighton and Hove City Council and Allsorts Youth Project.

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils. Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010





Appendix: Definitions of the protected characteristics

Source (black text): Equality and Human Rights Commission

<https://www.equalityhumanrights.com/equality/equality-act-2010/protected-characteristics#age>

Other sources information and examples can be found here:

<https://www.dundee.ac.uk/corporate-information/protected-characteristics-explained> <https://www.bbk.ac.uk/about-us/equality/protected-characteristics>

Age

A person belonging to a particular age (eg 32 year olds) or range of ages (eg 18 to 30 year olds).

Disability

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment

Where a person undergoes, or proposes to undergo, a process for the purpose of reassigning their sex.

Marriage and civil partnership

Marriage is a union between a man and a woman or between a same-sex couple.

Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race

A race is a group of people defined by their colour, nationality (including citizenship), ethnicity or national origins. A racial group can be made up of more than one distinct racial group, such as Black British.

Religion and belief

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex

A man or a woman.

Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.



Appendix: Equality data (November 2025)

As part of the Public Sector Equality Duty, schools are required to share information relating to any 'persons who share a relevant protected characteristic who are affected by its policies and practices.' This means broadly reporting the demographic information at your school for the protected characteristics. However, some of the characteristics apply to very small numbers (if any at all) and others don't apply to primary schools. In line with [The UK General Data Protection Regulation \(GDPR\)](#) and [DfE Equality Act 2010: advice for schools](#):

- we do not currently supply information on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, and sexual orientation
- we have aggregated numbers in any category where there are fewer than five children

Race		Religion or belief	
Arab	2	Christian	53
Asian and any other ethnic group		Hindu	0
Any other ethnic group		Jew	0
Any other mixed background	6	Muslim	27
Bangladeshi		No religion	72
Black and any other ethnic group	6	Other religion	17
Black Caribbean		Refused	1
Chinese		Sikh	8
Egyptian		Not specified	0
Greek		Aggregated numbers where there are fewer than five pupils	4
Gypsy / Roma	4		
Indian	7		
Kashmiri Pakistani	16		
Lebanese		Gender	
Other Asian		Female	113
Other Black African	12	Male	95
Other Pakistani	13		
Refused			
White British	99		
White Irish			
White and any other Asian background			
White and any other ethnic group			
White and Black African	2		
White and Black Caribbean	9		
White Eastern European	8		
White other			
Aggregated numbers where there are fewer than five pupils	9		

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The Equality Objectives

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Review Date: February 2028

Signed: Chair of Governors: Mrs R Davies & Mrs Lydia Anchen



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Whinmoor St Paul's C of E Primary is committed to securing the principles of equality at all times. We have on-going equality objectives which include:

- narrow gaps in attainment by monitoring and analysing pupil achievement by race, sex, socio-economic background and other characteristic
- act on any trends or patterns in the data that require additional support/challenge for pupils
- increase levels of parental and pupil engagement in learning and school life, across all activities, to ensure equity and fairness in access and engagement

As part of the Public Sector Equality Duty, schools are required to set equality objectives every four years. The objectives listed below are in addition to on-going objectives. We've placed the objectives under three headings which correspond to the Public Sector Equality Duty. See also the Accessibility Plan. The objectives, and progress towards them, are reviewed annually.



Eliminating discrimination:

Awareness and understanding of protected characteristics

Why is this an objective?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
There is very little discriminatory behaviour amongst pupils currently and we want to ensure this continues to be addressed so that no serious incidents take place at all.	Continue to review the long term plan for PSHE to ensure that the protected characteristics are taught even more explicitly.	Headteacher Lead for PSHE teachers	July 2025	Learning conversations with children, with agreed success criteria as to children's awareness and attitudes

Progress/review notes July 2025

Review notes – there continues to be very little discriminatory behaviour incidents. The PSHE curriculum has recently been revised to add Pol-Ed resources to sessions. Each PSHE session is to now begin with a consent-based starter to check for understanding. OFSTED report highlighted the positive environment that school has and the attitudes of the children was noted as being a positive point.

Summary of pupil voice

Question	Percentage that said Strongly Agree / Agree / neutral / sometimes	Actions
Teachers help me to do my best	100% (3% sometimes)	
My teachers give me work that challenges me	98% (11% sometimes)	Teachers to discuss with pupils the meaning of challenges – what does challenge look like? That challenge can occur at different points in the lesson – not just at the end.



I enjoy learning at school	100% (9% sometimes)	
There is an adult I can talk to in school if something is worrying me	100%	
I know who the DSLs in school are	100%	
The behaviour of other pupils in my class is good	100% (8% sometimes)	SEND assembly to take place to remind children that some children can find aspects of school 'tricky' and may need support to help them learn
Is bullying a problem in school?	100% (9% sometimes)	Re-iterated the meaning of bullying (the questionnaire happened just before Anti-bullying week)
I feel safe when I am in school	100%	
My school encourages me to respect people from other backgrounds and to treat everyone equally	100%	
My school provides me with information about my next steps	100%	
I would recommend this school to a friend	100%	

Review notes from July 2026

We have completed sessions relating to the protected characteristics and have signs at reflective areas to explain what the protected characteristics are to the children in child-friendly terms.



Advancing Equality of Opportunity:

Ensure recruitment procedures are fair

Why is this an objective?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
In the Spring term 2025 – there will be a recruitment process – good opportunity to review the process	Undertake an analysis of recruitment data and trends with regard to race, sex and disability	Headteacher HR School Business Manager	July 2025	Long listing and shortlisting and final selection all evidenced clearly.
Progress/review notes July 2025 <i>Review notes July 2025 -</i> <i>We made one recruitment for the 2025-26 academic year. This was for a part-time teaching post, three days per week. We follow equal opportunities guidance for all our recruitment processes and recruit the person who is best meets the needs of the children in the school. Applications from shortlisted candidates are viewed by a range of senior leaders and governors to ensure a fair and proper process is followed. In the final stage of the recruitment process, candidates are interviewed by a range of senior leaders governors and business management staff. At least two, but often three members of staff on the panel are safe recruitment trained.</i> <i>Review notes from July 2026</i> <i>As in July 2025, we made one recruitment for the 2026-27 academic year. This was for a part-time teaching post, three days per week. We follow equal opportunities guidance for all our recruitment processes and recruit the person who is best meets the needs of the children in the school. Applications from shortlisted candidates are viewed by a range of senior leaders and governors to ensure a fair and proper process is followed. In the final stage of the recruitment process, candidates are interviewed by a range of senior leaders governors and business management staff. At least two, but often three members of staff on the panel are safe recruitment trained.</i>				



Advancing Equality of Opportunity:

Efficient reviews and swift identification of individual's core learning needs

Why is this an objective?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Ensure assessment and monitoring links to the School Development Plan so that it can be monitored more efficiently so we can more readily advance equality of opportunity	Review and revise the assessment and monitoring schedule	Subject Leaders – reading, writing and maths	July 2025	Staff report that the assessment and monitoring schedule is more efficient – identifying individual pupil need
Progress/review notes July 2025 <i>Review notes July 2025 -</i> <i>Data is reviewed and feeds into the school development plan. For example, we are looking to increase the number of children reaching the greater depth standard in maths and reading.</i>				



We use a range of partners to assist with swift identification of any learning needs and interventions / adaptations are put in place to support children in making good progress.

Additional support is in place for children who are not keeping pace with the phonics programme. This includes small group and individual teaching from trained members of staff and continues beyond the range of the phonics teaching programme where needed into Year 2 and KS2.

All data is discussed at the TLPS committee meetings with governors and key members of staff.

Review notes from July 2026

The SENDCo undertakes regular, focused learning walks across the school, enabling her to gain a clear and first-hand understanding of the quality of provision for pupils with SEND and to identify and monitor children who may be particularly vulnerable. These learning walks allow the SENDCo to hone in on specific groups, including pupils eligible for Pupil Premium, disadvantaged pupils, children with a parent or close family member in prison, and children who are looked after or have previously been looked after.

As the school's Designated Teacher, the SENDCo has a broad strategic overview of these vulnerable groups and is well placed to identify where SEND and wider vulnerabilities may intersect. This ensures that pupils are considered holistically and that potential barriers to learning, participation and progress are identified at an early stage.

Evidence gathered through focused learning walks is not considered in isolation. The SENDCo correlates observations against assessment and progress data, scrutiny of pupils' books and other available evidence of learning. This is further strengthened through professional dialogue with class teachers and other relevant staff, drawing on their day-to-day knowledge of individual pupils.

Through this process, evidence is effectively triangulated across classroom observation, pupil outcomes, work in books and professional discussion. This provides assurance that judgements are accurate and evidence-based, while enabling the SENDCo to identify patterns, gaps in provision or emerging concerns. Where necessary, this information can then inform appropriate support, intervention and challenge, ensuring that the needs of vulnerable pupils remain visible and that provision is responsive to both their SEND and wider circumstances.



Advancing Equality of Opportunity:

Review curriculum enhancements (cultural capital)

Why is this an objective?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Continue to monitor the long-term plans to ensure that there is equality of opportunity	Ahead of trips consideration is always made to accessibility and learning needs Put a process in place to gather views of stakeholder following trips	All teachers planning trips Educational Visits Co-ordinator Senior Leadership Team	July 2025	Teacher feedback Individual Pupil Feedback where applicable

Progress/review notes July 2025

Review notes July 2025 – long term plans are monitored and updated by subject leaders to fit with the cohort of the children. Some subjects have changed schemes recently and this has been designed to be tailored to the children's interests. Subject leaders have also worked on looking at trips for children to go on with a minimum requirement of two per year for each class. The trips are always linked to the subjects that we teach to give the children a real purpose and link to their learning. All children, regardless of their starting point and any additional needs, are offered opportunities to go on school trips with thorough risk assessments in place to ensure that suitable adaptations have been made.

We provide price reductions of 25% for pupils who are eligible for Pupil Premium funding. This allows pupils from disadvantaged backgrounds the chance to take part in the full range of activities available.

We also target some of our clubs towards increasing the participation by our pupil premium and SEND children. This included consulting with them on the types of clubs that they would like to attend and giving them preferential choice of membership of some of the clubs.

Review from July 2026

The school continues to review and monitor curriculum enhancements and opportunities for cultural capital to ensure that all pupils benefit from a rich range of experiences beyond the taught curriculum. Long-term curriculum plans are regularly considered to ensure there is



equality of opportunity across year groups and that experiences such as educational visits, visitors, workshops, performances and other enrichment activities are purposeful, progressive and accessible to all.

To support this oversight, the school maintains a shared whole-school PowerPoint which is accessible to all staff and provides an ongoing record of the range of curriculum enhancements and cultural experiences offered to pupils. This enables leaders and staff to build a clear picture across the school, identify any gaps or areas of duplication and ensure that opportunities are appropriately distributed across year groups and curriculum areas. These experiences are also celebrated through a whole-school display, giving cultural capital a high profile and enabling pupils to recognise and reflect upon the breadth of experiences available to them throughout their time at school.

Particular consideration is given to pupils who may experience barriers to accessing these opportunities, including disadvantaged and Pupil Premium pupils, pupils with SEND, children who are looked after or previously looked after, and those experiencing other vulnerabilities. Leaders are mindful that equality of opportunity does not necessarily mean providing exactly the same experience for every child; rather, consideration is given to where additional support or opportunities may be needed to ensure equitable access and participation.

This ongoing monitoring allows leaders to review the school's cultural capital offer alongside the curriculum, ensuring that enhancement opportunities are not simply a collection of individual activities but form part of a deliberately planned and inclusive entitlement. Through regular review of long-term plans, the shared record of experiences and discussion with staff, the school can identify where further opportunities may be required and ensure that all pupils, particularly those who may otherwise have more limited access to such experiences, benefit from a broad and ambitious range of cultural and curriculum opportunities.

Fostering Good Relations:

More children can talk with understanding, confidence and positivity about different religions

Why is this an objective?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?



We believe greater subject knowledge will act as a secure foundation stone on which to build positive attitudes	Revise the long-term plan for RE. CPD amongst teachers of RE to increase awareness of age-related expectations	Headteacher RE Lead	July 2025	Learning Conversations with children, with agreed success criteria as to children's awareness and attitudes
Progress/review notes July 2025 <i>Review notes July 2025 -</i> <i>The name of Religious Education has been adapted to 'RE and World Views' to acknowledge the learning that takes place about the wider religious and non-religious views.</i> <i>The RE curriculum is multidisciplinary: theology, philosophy and ethics, social sciences and history all play a part in the lessons. Children learn and research about religion and world views through range of different 'lenses' where they explore the complexity, content and connections between different religions and world views.</i> <i>We use 'big questions' to develop an enquiry approach meaning that children can learn more about different cultures, developing appreciation of differences.</i> <i>Learning takes into account that fact that there is diversity even within specific religions. Religious world views are not fixed and can change. We also use the Picture News resource that presents the children with topical issues and provides broader horizons for them. There are opportunities for them to discuss key matters that are in the news at the current time.</i> <i>Review for July 2026</i> The school continues to develop pupils' ability to talk with understanding, confidence and positivity about Christianity and a range of different religions and worldviews. A key priority is ensuring that pupils develop the knowledge, vocabulary and confidence needed to articulate their understanding, ask meaningful questions and engage respectfully with beliefs and perspectives that may be different from their own. As part of the school's preparation for SIAMS over the coming year, staff and leaders have undertaken a significant amount of SIAMS training and professional development. This has provided valuable opportunities to reflect critically on current practice and to consider how effectively the school's Christian vision, curriculum and wider provision enable pupils to flourish. The development of pupils' religious literacy and their ability to speak confidently and respectfully about faith, belief and difference has been an important aspect of these discussions. Leaders have explored the different strands within the SIAMS Inspection Questions (IQs), considering the six key areas and how these are reflected within the life and work of the school. This has enabled the school to look beyond pupils simply being able to recall facts about				



different religions and to consider the depth of their understanding: whether pupils can make connections, use appropriate religious vocabulary, explain different viewpoints and engage thoughtfully and respectfully in discussion.

Through monitoring, pupil voice and conversations with children, leaders are increasingly focused on establishing not only what pupils know, but how confidently they can communicate and apply this knowledge. Children are encouraged to recognise similarities and differences between religions and worldviews, to understand that there can be diversity within individual faiths, and to approach these differences with curiosity, sensitivity and respect.

This ongoing work supports the school's commitment to creating a culture in which difference is understood and valued. Continued monitoring will enable leaders to identify where pupils demonstrate secure religious literacy and where further opportunities are required to deepen knowledge, strengthen vocabulary or build confidence. This will ensure that pupils are increasingly able to talk with understanding, confidence and positivity about Christianity, different religions and worldviews, preparing them well to engage respectfully with the diverse communities and wider society in which they live.

Appendix: Accessibility Plan

Under the Equality Act 2010, all schools are required to have an Accessibility Plan. We include our Accessibility Plan here as it clearly links to the Equality Policy and the Equality Objectives: by making aspects of our schools more accessible, we're also having due regard to the Public Sector Equality Duty by advancing equality of opportunity.

The purpose of this plan is to show how Whinmoor St Paul's Primary will continue to ensure as far as reasonably possible accessibility for pupils with particular needs. Our school is committed to providing an environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

This Accessibility Plan sets out the proposals of the Governing Body to increase access to education for pupils in the three areas required by the planning duties in the Equality Act 2010:

- improving access to the curriculum for pupils with a disability



- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to pupils with a disability

Definitions and legalities

According to the Equality Act 2010, a person has a disability if he/she has a physical or mental impairment; and the impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Documents and policies

The Accessibility Plan should be read in conjunction with various other school policies, strategies and documents, including the Equality Policy Special Educational Needs Policy and our aims and values. The complaints procedure covers the Accessibility Plan.

Training

Whole school training recognises the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Review and evaluation: The Accessibility Plan is resourced, implemented, reviewed and revised as necessary. Below is our action plan showing how we will address the priorities identified in the plan. The plan is valid for three years and is reviewed annually

Improve access to the curriculum for pupils with a disability

Current good practice:

- Our school offers a differentiated curriculum for all pupils
- Resources tailored to the needs of pupils who require support access the curriculum, with example of people with disabilities
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is reviewed to make sure it meets the needs of all pupils
- Children with speech and language difficulties are supported by a specialist therapist to enable better access to the curriculum
- Clear systems to monitor classroom provision for all
- FFI funding/higher level funding is secured for those children when their need meet the appropriate threshold.



Objectives

- Continue to ensure those with SEND (special educational need or disability) have access to effective support and challenge
- Continue to monitor and evaluate the systems used to identify, monitor and assess children with SEND to set appropriate targets
- Continue to develop partnerships between school and extended services.

Why is this an objective?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
By monitoring, tracking and evaluating pupils outcomes and level of support, we are able to ensure all children meet their potential regardless of their starting point.	We will continue to explore ways to support TAs, including how we can better develop their pedagogy and/or subject knowledge in areas other than Reading, Writing and Maths. Put in place a series of CPD sessions for support staff. These will cover subject knowledge, pedagogy, and explore various SEND conditions. Speech and Language therapy continues to be a significant need. Effective speech and language therapy (SALT) means children who need additional support in this area can access and therefore make progress.	Headteacher SLT SENDCo Families Governors PSHE Lead SALT Families	July 2025	All staff report awareness, and can readily discuss during pupil progress meetings. SENDCo monitors and evaluates quality of provision for pupils with SEND SALT reports SENDCo to regularly liaise with the SALT for feedback/ monitoring.



Progress/review notes July 2025

Review notes July 2025 – Support sessions have been provided for TA staff and colleagues. The SENDCo meets with the staff on a weekly basis to feedback any pedagogical points delivered to teaching staff. This time has been used for training such as sensory circuit training and updates on harmful sexual behaviour as well as others. The SENDCo has also led staff meetings based on different elements such as the Purple Mash training relating to Computing and MLL learners. The SENDCo participated in the LID session (Leadership for Inclusivity and Diversity) programme which was then cascaded down to all staff. Good relations have been developed with the SALT throughout the course of the year – this focused on both supporting the children on the caseload but also reviewing together some of the children who could be removed from the caseload after a period of time to assess effectiveness of provision based on graduated approach principles.

Review for July 2026

The school continues to strengthen accessibility to high-quality teaching and learning for pupils with SEND and disabilities. The SENDCo works closely with teachers and support staff to develop their knowledge, confidence and understanding of individual needs, providing appropriate CPD, professional guidance and ongoing support. This helps to ensure that meeting additional needs is seen as a shared responsibility and that staff are increasingly confident in adapting provision to enable pupils to access learning successfully.

As part of this approach, the school has moved away from the more traditional model of one teaching assistant being permanently attached to one class. Instead, support staff are deployed flexibly across the school according to identified pupil need. This enables staff to work with a wider range of children, develop experience of different areas of SEND and build a broader repertoire of strategies and approaches.

Deployment is therefore driven by need rather than class allocation. The SENDCo maintains an overview of provision and works with staff to consider where additional adult support will have the greatest impact. This means that resources can be responsive and targeted, with support directed to the pupils and areas where it is most needed at any particular time.

Importantly, this approach also supports the development of pupil independence. Support is not based on creating reliance upon one particular adult, but on removing barriers to learning and enabling pupils with SEND and disabilities to access high-quality teaching alongside their peers wherever possible.

Through ongoing CPD, flexible staff deployment and the SENDCo's oversight of provision, the school is developing a more inclusive and sustainable model in which expertise is shared across the staff team and responsibility for pupils with SEND is collective. This ensures that available staffing is used effectively and that support remains responsive to the changing needs of pupils across the school.



Improve and maintain access to the physical environment

Current good practice:

The environment is adapted to the needs of pupils as required. This includes:

- Disabled parking bays
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height
- Doors that are able to be made extra-wide to facilitate wheelchairs
- As the building is all on one level, there is no requirements for ramps
- School is wheelchair-friendly; all areas are on same level (doors are wide enough to allow a motorised wheelchair)
- All classrooms and shared areas (except the hall and Nursery) are carpeted which improves accessibility for those with hearing impairment

Objectives

- Ensure accessibility for all pupils
- Ensure pupils/ families can access school easily

Why is this an objective?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
We believe it is imperative that all pupils, staff and families are able to physically access the environment to allow them be comfortable and welcomed.	Monitoring of classrooms to check they are organised to promote the participation and independence of all eg resources are available to access. Ensure that the dedicated disabled parking space is	Headteacher Caretaker SENDCo Governors	July 2025	Actioned and any recommendations are put in place. Actioned and in place. Because of very limited parking space, this is sometimes used by visitors



	available and used by those that need it.			with no apparent physical need (and no blue badge). We need to monitor to ensure there is access for those who need, when they need. In addition, this is a busy, crowded car park. A risk assessment is needed before a pupil / parent has regular use.
Progress/review notes July 2025 <i>Review notes July 2025 - Audits are completed within the classrooms and schools by the site manager, Governors and other staff including the SENDCo. Feedback is provided and actioned in a timely manner. Discussions with the children themselves as part of the SENDCo's monitoring schedule allows for feedback to be given to staff to ensure that children feel that they can access learning e.g., the implementation of now/ next boards in a class and the changing of a space because of the proximity to the lights. Risk assessments are in place for those who need them both BIPRA's and MIPRA's and these are reviewed on a termly basis. The disabled parking bay is used by those with a blue disabled badge meaning that this space is always available to those that need it.</i> Review for July 2026 - The school continues to review and improve the physical accessibility of the environment to ensure that pupils with SEND, disabilities and medical needs are able to access the school safely and as independently as possible. A further accessibility audit has been completed jointly by the SENDCo, the governor with responsibility for equalities and the Site Manager. This provided an opportunity to revisit the actions identified through the previous audit, confirm that agreed actions had been completed and then repeat the audit to evidence the improvements made. The involvement of both the Equalities Governor and Site Manager provides additional oversight and ensures that accessibility is considered from both an equality and a practical site-management perspective. Physical accessibility is also considered at an individual pupil level. Where required, appropriate risk assessments are in place for pupils with behavioural, medical or physical needs. These consider any reasonable adjustments or specific arrangements required to enable pupils to access the school environment safely. Risk assessments, including those relating to medical needs which may affect physical access, are reviewed by the SENDCo on at least a termly basis and updated sooner where a pupil's needs or circumstances change.				



The accessibility audit has also considered practical aspects of the school site, including disabled parking provision. The designated disabled parking bay was identified as the narrowest bay within the car park; however, it remains suitable for use. Following review, the school has ensured that this space is no longer used by members of staff for general parking. It is therefore maintained exclusively as the designated disabled parking bay, ensuring that it remains available for those who require it.

There is clear governance oversight of this work. In her roles as both SENDCo and Designated Teacher, the SENDCo meets with the allocated governor at least once each term. These meetings provide an opportunity to review accessibility and equality matters, discuss the needs of individual or vulnerable groups where appropriate, consider progress against identified actions and agree any areas requiring further development.

Through the combination of regular accessibility audits, governor oversight, site-management involvement and individual risk assessment, the school maintains an ongoing cycle of review rather than viewing accessibility as a one-off exercise. This enables improvements to be evidenced, emerging needs to be identified and appropriate action to be taken, ensuring that the physical environment remains as safe, inclusive and accessible as possible for all pupils.

Improve the delivery of information to pupils and families with a disability



Current good practice:

Our school uses a range of communication methods to make sure information is accessible. This includes:

- Internal signage
- Large print resources when required
- Radio aids for those children who require it
- Pictorial or symbolic representations as a way of communication for those children with communication and interaction difficulties
- Protected characteristics feature within our Curriculum and the other strategies use to support children's personal development
- Websites follow web accessibility guidelines and has a translate option on too
- Interactive whiteboards have the option to have coloured backgrounds – displays are all in a neutral colour to support sensory regulation
- Coloured overlays/ paper is used by some children
- Handwriting scheme and school font is dyslexia friendly.

Objectives

- Monitor quality of communication
- Continue to raise awareness of protected characteristics
- Positive language to be used

Why is this an objective?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
The importance of good communication cannot be underestimated and this is at the forefront of what we do – to be able to communicate and interact with those around us.	Review parent/carer feedback about quality of communication; take any appropriate actions Display of the characteristics	SENDCo Families	July 2025	School improvement plans will include any appropriate actions, planned out if required. Pupil interviews



	Have at least one dedicated assembly. Repeat CPD on the protected characteristics for increased awareness; improved understanding; skills in communicating for staff and pupils. Not directly impacting on written information to pupils but all communication to stakeholders to be in first language.	PSHE Lead Headteacher SENDCo Communication – all staff		Awareness and informal monitoring in discussions
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Progress/review notes July 2025

Review notes July 2025 – Parent and Carer voice is gained at regular intervals throughout the year. In this academic year, it was collected three times via family consultation evenings. This has been analysed and displayed on the school website on a new page. Most families did complete this but the sample size should be considered. The assembly rota has been devised where protected characteristics have the opportunity to be discussed e.g. Inclusion Week Worship with the SENDCo and PSHE lead. The staff meeting rota also allows for staff CPD to be a regular occurrence to improve understanding of these. There is no explicit staff meeting dedicated to the protected characteristics on the rota – consideration for Spring term of 2026.

Review for July 2026 -

The school continues to strengthen communication with parents and carers to ensure that disability access arrangements extend beyond the classroom and that families are well informed, appropriately supported and able to access wider services when required. A key focus has been on developing effective partnerships between school, families and external agencies so that support for children is as consistent and joined-up as possible.

The school has worked closely with the Deaf and Hearing Impairment Team (DAHIT) to support two pupils with hearing impairments. Advice and specialist guidance from DAHIT have helped staff to ensure that appropriate strategies and equipment are used effectively within school. Importantly,



this support has also been extended to the children's families. Families are able to borrow the pupils' radio aids during school holidays, enabling them to continue using familiar communication approaches outside school and helping to maintain consistency between home and school. This reflects the school's commitment to ensuring that specialist provision is centred around the child and their family rather than being limited to the school day.

The school has also strengthened its partnership with the local cluster to provide broader support for families of children with disabilities and additional needs. There has been an increase in referrals to cluster services where families would benefit from additional help in managing some of the practical, emotional or wider challenges associated with their child's needs. This provides families with an additional layer of support and ensures that difficulties can be identified and addressed through appropriate services rather than families having to navigate these systems alone.

To make this support more accessible, cluster drop-in sessions have been hosted within school, providing families with an opportunity to speak directly with appropriate professionals in a familiar and accessible environment. Where families are unable to attend these sessions, or where further support is required, the school actively signposts them to additional cluster drop-ins and services available at other local venues.

This approach demonstrates that improving disability access is considered in its broadest sense. It encompasses not only children's physical access to school and learning, but also families' access to information, specialist equipment, professional advice and wider support services. The effectiveness of the school's approach to supporting and signposting families was also recognised positively during the school's Ofsted visit.

Through continued partnership with DAHIT, the cluster and families themselves, the school is developing an increasingly joined-up approach in which communication between home, school and external professionals supports continuity of provision. This helps ensure that families know where to seek support, feel able to access it and are active partners in meeting their children's needs.

