

**Kingsfleet Primary School**  
*'Be the best you can be'*

**Equal Opportunities for all – Action Plan 2025 to 2027**

Equality Strand	Objective	Action	Success Criteria	Target date	Monitoring
Race Gender Disability Sexual Orientation	<b>Diverse Curriculum</b> To provide children with a broad, inclusive education that reflects a wide range of perspectives, cultures, and experiences. So that all children are able to engage with an interconnected world, develop a deeper understanding of global issues, and become responsible, open-minded citizens.	<b>Inclusive Reading Materials:</b> Use books, stories, and learning resources that represent diverse cultures, races, genders, abilities, and family structures. This helps students feel seen and valued.  <b>Celebrating Differences:</b> Introduce lessons on diversity, equity, and inclusion to teach students about respecting and celebrating differences in race, religion, gender, ability, and more.	At least 30% increase in texts representing diverse voices in all year-group book selections by July 2026.  Lesson observations show consistent inclusion of diversity content in at least 70% of classrooms by September 2026.  Pupil voice surveys show improved sense of representation and inclusion by July 2027 – baseline established by July 2026  Termly audits confirm no year group has curriculum content lacking representation of protected characteristics.	July 2026  Sept 2026  July 2026  1 <sup>st</sup> audit by Feb 2026	Curriculum Committee
Disability	To support for children with Disabilities	<b>Accessible Learning Materials:</b> Provide materials in multiple formats (e.g., audio, braille, larger print) to accommodate students with visual, auditory, or physical disabilities. <b>Specialised Assistance:</b> Ensure that teaching assistants or specialists are appropriately trained and available to support children with disabilities or additional learning needs. <b>Inclusive Classroom Setup:</b> Arrange the physical space in a way that is accessible to students with mobility challenges and ensures that all students can participate in activities.	For every child with SEND, an individual accessibility plan is completed within 2 weeks of joining.  100% of children needing adapted materials receive them within agreed timeframes.  Learning walks confirm physical spaces are fully accessible.  Pupil progress data shows children with SEND make expected or better progress in core subjects based on their starting points.	Review when child joins the school.  Termly as part of pupil progress reviews.  Learning environment Audit – March 2026	Curriculum Committee  Safety, Health and Wellbeing Committee

Race Gender Disability Sexual orientation	To promote an inclusive school culture	<p><b>Anti-Bullying Programs:</b> Continue with the 'Bucket Filler' approach to promote kindness, empathy, and respect, ensuring that children also understand 'bucket dipping' and the harm of unkind behaviour/ bullying and the importance of inclusivity.</p> <p><b>Inclusive Activities:</b> Continue to review and the schools extracurricular activities to ensure that they cater to a wide variety of interests, from sports and arts to coding and book clubs, ensuring there is something for everyone.</p>	<p>Behaviour logs show a year on year in incidents relating to discrimination or unkind behaviour.</p> <p>Pupil surveys show at that pupils feel safe and included.</p> <p>Extra curricular activity list shows a balanced offer. ( Sport, arts, wellbeing)</p>	<p>Termly review.</p> <p>Link to termly sports grant monitoring</p>	Curriculum Committee
Race Gender Disability Sexual orientation	To ensure access to resources	<p><b>Equitable Distribution of Materials:</b> Ensure that all children, regardless of their socio-economic background, have access to necessary resources like books, technology, and learning tools.</p> <p><b>Free or Subsidised Activities:</b> Ensure that financial support is offered to all children from lower-income families to participate in extracurricular activities that may require additional costs.</p>	<p>No child is unable to access learning due to lack of equipment (monitored via class teacher reports).</p> <p>Financial support records show that all eligible families are offered subsidy for trips, events, and clubs.</p> <p>Technology audits show adequate working devices are available for all children who need them.</p>	<p>Review when child joins the school.</p> <p>Review as part of trip /activity planning process</p>	<p>Curriculum Committee</p> <p>Finance Committee</p>
Gender	To promote gender equality	<p><b>Challenging Gender Stereotypes:</b> Ensure that teaching materials, activities, and interactions challenge traditional gender roles and allow boys and girls to engage in any activity they are interested in, from sports to leadership roles.</p> <p><b>Role Models:</b> Provide opportunities for both male and female role models from diverse backgrounds to come into school and talk to students about their experiences and achievements.</p>	<p>Lesson observations show gender-neutral encouragement.</p> <p>Role models invited into school are equally representative of both genders and include non-traditional fields.</p> <p>Pupil surveys show reduced gender-stereotyped views. (year on year comparison)</p>	<p>Review termly</p>	Curriculum Committee

Race Gender Disability Sexual orientation	To support social and emotional learning	<p><b>SEL Opportunities:</b> Continue to enhance and develop SEL approaches currently used in school and explore other curriculum enrichments opportunities that teach children skills like empathy, resilience, and conflict resolution. So that children can use these skills to help create a more supportive and equitable school environment.</p> <p><b>Mindfulness Practices:</b> Continue to use mindfulness exercises and emotional regulation techniques to support individual children and expand this to form part of the schools' universal wellbeing offer to all children, ensuring that children from all backgrounds can develop coping strategies to handle stress and emotions.</p>	<p>Social and emotional learning session delivered weekly in all classes – confirmed through lesson observations.</p> <p>Staff training logs show staff training in SEL strategies. (mindfulness strategies)</p>	Review termly	Curriculum Committee Head teacher
Sexual Orientation	To raise awareness of diverse family structures.	<p><b>Sex and relationship curriculum:</b> Review the SR curriculum to ensure that pupils have opportunities to recognise the diversity of family structures. *link with diverse curriculum.</p>	<p>Curriculum includes clear, age-appropriate examples of diverse families.</p> <p>Lesson observations confirm inclusive language is used consistently (e.g. 'adults who care for you').</p> <p>Children's work and discussions show accurate understanding of different family identities.</p>	Annual review	Curriculum Committee  Head teacher Subject Lead