Kingsfield First School Equality Targets 2023-26			
Targets	**Success Criteria**	**Actions**	**April 2026 Impact Review**
All stakeholders with additional needs including:- disabilities, medical or special educational needs have equal access to the curriculum.	• All discrimination is eliminated against those who have a disability, medical or special educational need.	• A range of teaching styles and assessment methods are adopted to ensure accessibility to the curriculum. • Reasonable adjustments are made for all stakeholders to ensure their health, well-being and success. Strategies may include use of graduated response documents, targeted teaching plans, additional teaching opportunities, equipment to support, buddies/coaches/peer mentors, phased return plans, care plans, EHC Plans.	• Mastery approach embedded across the school. A variety of approaches have been trialled, particularly in KS1 (new to mixed age classes) to suit the needs of all children. This has enabled accessibility and ambition for all and has increased attainment and progress outcomes. • The revised graduated responses to supporting pupils with SEMH and Cognition and Learning needs are embedded across the school. Staff and pupil voice indicate increased rates of engagement across the curriculum. • Personalised risk assessments written in collaboration and agreed by staff and parents to ensure full and safe access to the curriculum. • Bespoke curriculum to suit the needs of children with SEND. This has been quality assured by outside agencies for example – Educational Psychologists, SEND behaviour support team, Autism outreach team. • PLPs are SMART to ensure accelerated progress is made. These are monitored by the SENDCo and shared with parents. Data analysis shared termly with link Governor and Director. • All relevant pupils have care plans and staff are trained to provide care where required. • PEEPs are in place for all pupils with additional medical and SEND needs.

			• The percentage of SEND pupils attending a club in the Spring 2026 has increased from the Autumn term 25. • 100% of SEND have experienced a visit / visitor ***(Supporting evidence sources include:*** *Staff and Pupil voice, Internal and external monitoring records, outside agency reports, behaviour records/analysis, medical and care plan records, CPI training records/feedback, Link Inclusion Meeting minutes, Headteacher School in Action Report, HR Records)*
All stakeholders regardless of gender have the same opportunity to thrive in all areas of school life.	• All gender discrimination is eliminated. • Gender attainment gaps close	• Any gender attainments gaps are monitored and actions place to address. • The curriculum and home learning is designed with a range of interest. • Attendance is closely monitored with the Attendance Officer and actions/support put in place in line with the attendance policy. • Wider aspects of school life (clubs, trips, pupil leadership groups) are varied, appeal to both sexes/interests, and attendance is monitored by gender. • Compliance with CFLP HR policies and CFLP recruitment and selection process.	• Reading and writing texts are carefully chosen to ensure they are engaging for both boys and girls. • Data is monitored termly. During termly pupil progress meetings, male and female attainment and progress is analysed. March 26 – accelerated progress in some year groups plus targeted provision/intervention over the summer term indicates identified gender gaps should narrow by end of academic year 2026. • Attendance is closely monitored daily, weekly, monthly and a robust graduated response to improve attendance is implemented consistently by school supported by the CFLP Attendance Officer. March 2026 demonstrates no significant gender gap in attendance – 94.5% male 95.9% female. As a result of targeted attendance support persistence absence figures for boys and girls have dramatically improved and the gap decreased with boys 8.3% PA and girls

			9.8**%** PA in March 2026 compared to 11.9% PA for boys and 14.6**%** PA for girls in November 2025. • Wider aspects of school life (clubs, trips, pupil leadership groups) are varied, appeal to both sexes/interests, and attendance is monitored by gender. March 2026 clubs gender analysis demonstrates that the gender gap is closing with an increase of 4 boys attending a club due to expanding the range of clubs on offer in line with pupil voice (Spring term - 36 girls and 19 boys accessing a club. Increased from 15 boys in Aut 25). • HR polices on CFLP and Kingsfield First School's website. Recruitment records (including audits) detail process in line with policy. ***(Supporting evidence sources include:*** *Internal data analysis, pupil progress meeting minutes, attendance records and CFLP Attendance Officer records, clubs analysis – School in Action report, HR policies, recruitment records and audits.)*
All stakeholders are equal regardless of their religious beliefs or race.	• All race discrimination is eliminated. • Children have good knowledge of different religions and their associated beliefs.	• A broad and balanced RE curriculum following the SACRE guidance is delivered. • Carefully chosen assemblies in line with the RE & PSHRE curriculum. • Resources promote cultural diversity eg library books, class texts, role play, display materials. • Work in partnership with outside agencies to seek advice to ensure fairness, inclusivity, and equality for all. • A work place inclusive culture is promoted in line with CFLP policy.	• The SACRE syllabus is in place for our school and across the school the children learn in depth a variety of religions. • A comprehensive assembly plan is in place that covers a range of festivals, celebrations and links to our Trust *'CHILDREN'* values and school rules of: '*Be Safe, Be Respectful and Be Ready'.* • Resources promote cultural diversity e.g. library books, class texts, role play, display materials • Strong relationships in place and

			collaborative work with external agencies to meet pupils' diverse needs e.g. Earliest and Early Help, Virtual School, medical and SEND specialists • PHSE Ed Curriculum offers opportunities to develop an age-appropriate understanding of aspects of the protected characteristics. Pupil voice indicates pupils are tolerant and celebrate diversity. • 0% racist incidents reported. • 0% discriminatory incidents reported. • CFLP staff well-being survey results this academic year demonstrate that staff feel there is an inclusive culture within the workplace in line with CFLP policy. ***(Supporting evidence sources include:** Internal and external monitoring, external agency reports, stakeholder voice including wellbeing survey, School in Action report, link governor mtg minutes, Earliest Help/Early Help records).*
Differences are recognised, respected and valued.	• Diversity is promoted and celebrated. • All stakeholders value each other and have a mutual respect and tolerance. • Positive relationships and attitudes are fostered.	• A broad and balanced PSHRE curriculum • Carefully chosen assemblies with a variety of themes including current affairs and matters of the wider world. • Visits and visitors including members of the community/families are planned. • Theme weeks – eg anti-bullying week • Resources promote diversity eg library books, class texts, role play, display materials. • Staff code of conduct, volunteer & work experience handbooks promoted high expectations and positive culture. • School policies, practice and procedures ensure diversity & equality, eg Behaviour policy, staff/LAB recruitment	• Carefully chosen assemblies including 'Picture News' is used to address current affairs and matters of the wider world. Links are made within the community-local care home, fire fighter visits, charities, dogs trust etc. Visits and visitors including members of the community have attended this year and planned for the summer term 2026. • 3D PSHE Ed curriculum is used within school, the protected characteristics are woven through this curriculum and monitored by the leader. • The revised behaviour policy and updated SEMH graduated response (Sept 2025)

		• Behaviour is explicitly taught and modelled • Behaviour is regularly monitored though through a variety of ways eg behaviour incident log. Actions are taken to address and reported to governors. • Discriminatory incidents are logged and reported to governors.	are now in place. All stakeholders are aware and support this, as a result, behaviour incidents have reduced on Arbor including for those with SEMH needs e.g. 67 incidents in Autumn 2025 reduced to 50 in Spring 2026. • 0% racist incidents reported amongst pupils and staff. • 0% discriminatory incidents reported amongst pupils and staff. • Pupil and staff voice is used to ensure all feel valued and respected-this is then acted upon accordingly. • 100% staff report their working environment is free from bullying and harassment. ***(Supporting evidence sources include:*** *Policy and procedure- website**,** Internal and external monitoring including B&A QA visit Feb 2026, behaviour and discriminatory incidents records, external agency reports, stakeholder voice including wellbeing survey, School in Action report, link governor mtg minutes, HR recruitment records and audits.)*