



Allscott Meads

Equality Duty Report 26/27

Equality Duty Report

This Equality Duty Report will be reviewed in full by the Governing Body on an annual basis.

Approved by Governing Body- 01.05.2026

It is due for review- 01.05.2027

Under the Equality Act 2010, schools are required to comply with the Public Sector Equality Duty (PSED). This duty requires the school, in the exercise of its functions, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

This report outlines the actions taken by the school to demonstrate progress against the LCT's Equality Objectives during the reporting period.

The LCT's Equality Objectives are set by the Board of Trustees and are as follows:

- Objective 1: Promoting Equality in Access, Success, Progression, and Outcomes for Pupils with Protected Characteristics
- Objective 2: Building an Inclusive Workplace that Attracts Diverse Talent and Fosters Respect

- Objective 3: Nurturing Safe, Open, and Equitable Working and Learning Environments

Equality Duty Progress Report- Allscott Meads Primary School and Nursery

This report sets out Allscott Mead's progress against the Equality Objectives. It explains the actions taken, the impact achieved, and next steps, clearly demonstrating how the academy is eliminating discrimination, advancing equality of opportunity, and fostering good relations.

Equality Objective 1: Promoting Equality in Access, Success, Progression and Outcomes for Pupils with Protected Characteristics

Actions Taken This Year

- Established robust baseline data on attendance, behaviour, attainment, progress and exclusions by group (SEND, disadvantaged, vulnerable pupils), enabling leaders to identify gaps and plan targeted interventions.
- Strengthened inclusive classroom practice through adaptive teaching, evidence-informed instructional coaching and consistent routines, ensuring pupils with SEND and other protected characteristics can access the full curriculum.
- Reviewed curriculum content to ensure representation, inclusivity and relevance, alongside a strong personal development and character curriculum that promotes respect, empathy and understanding of difference.
- Implemented targeted attendance strategies for vulnerable groups, including bespoke plans, early help and family engagement.

Impact and Progress

- External review evidence confirms that inclusion is a clear strength, with SEND pupils supported effectively through adaptive teaching and targeted interventions, enabling strong engagement and progress from starting points.
- Pupils report feeling safe, included and supported, with very low incidents of discriminatory behaviour and a calm, respectful culture evident across the school.
- Improved tracking and scrutiny mean leaders now have a clearer understanding of gaps for specific groups, allowing more precise support and earlier intervention.

Next Steps and Planned Work

- Further sharpen evidence of impact over time for different pupil groups, particularly SEND and disadvantaged pupils, to demonstrate reductions in gaps in attainment and attendance.
- Continue refining personalised pathways and curriculum adaptations for pupils with complex needs, including clearer assessment of progress beyond academic measures.

Equality Duty Links: These actions and outcomes directly support eliminating discrimination by removing barriers to learning, advancing equality of opportunity through targeted support, and fostering good relations by embedding respect and inclusion in daily practice.

Equality Objective 2: Building an Inclusive Workplace that Attracts Diverse Talent and Fosters Respect

Actions Taken This Year

- Reviewed recruitment, safeguarding and HR processes to ensure fairness, transparency and full compliance, including a robust Single Central Record and safer recruitment practices.
- Delivered staff CPD on inclusive practice, adaptive teaching, safeguarding, discrimination and strengthening understanding of protected characteristics and inclusive behaviours.
- Embedded instructional coaching and professional learning structures that support all staff fairly, value professional growth and reduce inequity in access to development opportunities.

Impact and Progress

- External audits highlight a strong values-driven leadership culture where staff feel supported, safeguarded and respected, with systems in place to protect against discrimination, harassment and victimisation.
- Improved staff expertise in inclusive and adaptive practice has strengthened consistency and quality of provision for all pupils.

Next Steps and Planned Work

- Further develop clear documentation evidencing the impact of inclusive leadership and professional learning on staff experience, retention and wellbeing.
- Continue reviewing communication, CPD and leadership opportunities to ensure equity of access and representation.

Equality Duty Links: This work helps eliminate discrimination in employment practices, advances equality of opportunity for staff, and fosters respectful, inclusive professional relationships.

Equality Objective 3: Nurturing Safe, Open and Equitable Learning and Working Environments

Actions Taken This Year

- Strengthened safeguarding and contextual safeguarding practice, with improved training, data use and multi-agency working to protect vulnerable pupils.

- Embedded a restorative, inclusive behaviour approach that supports neurodiverse pupils and promotes fairness, accountability and positive relationships.
- Expanded personal development, enrichment and character education opportunities to ensure equitable access and promote understanding of diversity, tolerance and respect.

Impact and Progress

- External review evidence confirms a highly effective safeguarding culture and a calm, inclusive environment where pupils feel safe and valued.
- Behaviour incidents related to discrimination are rare, and pupils demonstrate strong respect for difference and understanding of diversity.

Next Steps and Planned Work

- Strengthen systematic evaluation of personal development and wellbeing to clearly demonstrate long-term impact on different pupil groups.
- Continue refining attendance and behaviour strategies to further reduce barriers for vulnerable and protected groups.

Equality Duty Links: These actions eliminate discriminatory behaviours, advance equality by ensuring safe access to education, and foster good relations through restorative, values-led practice.

Overall Conclusion

Allscott Meads Primary School has made strong and credible progress in meeting its Public Sector Equality Duty. Through inclusive leadership, evidence-informed practice and a clear moral purpose, the academy continues to remove barriers, promote equity and strengthen relationships across its diverse community. Clear next steps are in place to further embed and evidence impact in the coming year.