



Public Sector Equality Duty

Annual Equality Objectives Action Plan and Compliance Statement 2025 – 2026

Every four years, The Good Shepherd Trust reviews it's PSED Equality Objectives Statement. The latest iteration dates from July 2025 and confirms the Trust's six equality objectives as follows:-

1. To ensure that staff and those responsible for governance are aware of current legislation surrounding equality and diversity, have completed relevant training and understand the Trust's responsibility;
2. To promote cultural understanding, awareness, and mutual respect for different religious beliefs across the diverse ethnic groups within our school communities;
3. To promote mental health awareness and develop appropriate interventions where necessary;
4. To develop use of performance data and target setting to monitor pupil achievement and respond to variations between groups of learners, subjects, key stages and trends over time.
5. To embed the positive and accurate representation of all protected characteristics across the curriculum and wider school life, ensuring that all pupils develop a secure, age-appropriate understanding of these characteristics and their importance in promoting equality, respect and inclusion.
6. To actively consider and implement initiatives to ensure our recruitment processes are fair, inclusive, and ultimately lead to a workforce that is more representative of the diverse society we serve.

The Equality Act 2010: advice for schools provides guidance on how an academy school can show it has complied, as required by the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017.

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#	Objective	Activity to comply	Measured by	Led by	Current Status
1	PROMOTING EQUALITY – ACHIEVEMENT Inclusive ethos and adaptive teaching enables all children to achieve.	CPD: Continue to provide training to all staff on how to effectively support and scaffold learning in classrooms. CPD: Use our engagement with Nurture UK to continue to provide all staff with additional skills to support emotionally vulnerable children in both schools. Use the Boxall Profile and Academic Outcomes Data to ensure we are correctly identifying and supporting all our vulnerable and disadvantaged children and target resources accordingly. Monitor adaptive teaching and interventions support to continually identify strengths and areas for development. Termly reviews of progress and next steps planning.	Sustaining strong attainment and progress at end of KS2, end of KS1, Year 1 Phonics and EYFS GLD for all children, but most notably for vulnerable and disadvantaged children. Inequality gaps continue to narrow.	SLT and SEND Leaders	



2	PROMOTING EQUALITY – ETHOS AND CULTURE Foster good relationships between all members of the school community encouraging openness and tolerance by respecting each other's beliefs. Ensure children have an understanding of protective characteristics	Use the OPAL programme to develop creative and meaningful play outdoors for all children to increase physical activity, collaboration, tolerance and joyful play experiences in school. Encourage all members of the school community to talk openly together via circle time/PHSE/Collective Worship activities to promote positive behaviours for learning and continue to embed trusting relationships across the school.	Continued low incidents of bullying and discriminatory behaviours in school. School values and ethos remain strong.	SLT	
3	PROMOTING EQUALITY – ENSURING GOOD ATTENDANCE AT SCHOOL IS SECURED FOR ALL CHILDREN.	To continue to work closely with partners to continue to improve pupil attendance, particularly the attendance of vulnerable pupils.	Attendance levels remain high and above local/national averages. Persistent Absence rates remain low and targeted children show improved attendance compared to previous data (2024/2025).	SLT	

This Action Plan is used alongside the Good Shepherd Trust Public Sector Equality Duty Central Policy (see link to Central Policies on the school website) and is reviewed by the Local Committee on a termly basis.