



## **Public Sector Equality Duty**

### **Annual Equality Objectives Action Plan and Compliance Statement 2025-26**

Every four years, The Good Shepherd Trust reviews its 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.



**Last Updated and Presented to Local Committee on:**

<b>Ref</b>	<b>Objective</b>	<b>Activity to comply</b>	<b>Measured by</b>	<b>Lead</b>	<b>Current Status</b>
1	PROMOTING EQUALITY – ACHIEVEMENT Inclusion teaching meets the needs of all children, particularly children with SEND	Rocket into Reading (literacy for all), reading with therapy dog in Nurture, maths and RWI same day interventions, Inclusion principles embedded in daily teaching, monitoring of Inclusive teaching principles by SLT	Increase in phonics outcomes in line with other groups	Teaching team, SENCO	
2	PROMOTING EQUALITY – ACHIEVEMENT Improve writing outcomes for children with SEND	Rocket into Reading (literacy for all), writing Inset and review of spelling interventions, CPD training and follow up for writing Same day writing interventions in place.	Increase in writing outcomes in line with other groups	Teaching team, SENCO, English writing lead	
3	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	Encourage all members of the school community to talk openly together via circle time/PHSE activities to promote positive behaviours for learning and a welcoming approach to all. Look at how to widen this to the whole community. Home School Link Worker to support vulnerable groups . Soft Start, Free breakfasts, children, Nurture approach rolled out to whole school, Peer mentors in place.	Improved understanding and tolerance across the school community . Introduction of peer mentoring to support vulnerable groups of children.	HT/Inclusion team	



4	<b>PROMOTING EQUALITY – ACHIEVEMENT</b> Continue to ensure that all children achieve the best possible outcomes and that the gap between those children who are disadvantaged or vulnerable continues to close, including through increased attendance.	Soft start, Fantastics book, support for family by senco Care Committee and HSLW work with families to improve attendance and outcomes of vulnerable children.	Increase in attendance and increased enjoyment in school life for vulnerable groups.	HT/teachers/HSLW	
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