



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:

Ref	Objective	Activity to comply	Measured by	Lead	Current Status
1	Increase attendance for children with SEND	Soft Start, Free breakfasts, children, Nurture approach, rocket into Reading, Inspire breakfast club	Increase % attendance to in line with non SEND	HT/Inclusion team/teachers /senco	
2	Increase confidence in attending school for EBSNA children	Soft start, Fantastics book, support for family by senco/Inclusion team, Team Around the School, Inspire breakfast club, DH/Inclusion team to regularly review and monitor attendance with Attendance Officer and put in place suggestions from EBSNA training course previously attended.	Persistent absence is reduced	HT/teachers/ HSLW	
3	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 same day interventions, Inclusion principles established in Inset, monitoring of Inclusive teaching principles by SLT	Increase in maths outcomes in line with other groups	Teaching team, SENCO	
4	Improve phonics outcomes for children with SEND.	RWI Inset and programme, Inclusion principles established in	Increase phonics outcomes in	Teaching team, Phonics Lead	



		Inset, monitoring of Inclusive teaching principles by SLT	line with non SEND		
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