



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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Ref	Objective	Measured by	Activity	Lead	Progress Milestones
1	Curriculum - Combating stigma, stereotyping and discrimination	Questionnaire responses Curriculum information	Through reviewing the curriculum threads, staff examine how equality is threaded through the learning. Subject leaders to consider as part of their Golden Threads review. New books purchased to include text types incorporating diversity and inclusion. Resources and displays CPD with staff to incorporate key figures Staff to complete Equality and Diversity training on Every Questionnaire– understanding our community	J Mills/ KW	Sept 25 – staff INSET time given to updating Curriculum links October 25 and June 26 – updates to library and topic books ensure No Outsiders and Diverse curriculum reflected in books children choose from themselves as well as those used in lessons. All current staff have completed training, training in September for new starters
2	Attendance – improving attendance of groups	Attendance data	Analyse attendance data fortnightly, being aware of protected groups. SLT to be aware of cultural barriers to attendance – e.g. around illness, Indoor clubs offered as alternative to outdoor playtime	CM	Whole school attendance is increasing year on year, focus on SEN/PP combined group to foster good attendance has shown impact. Awareness of culturally significant dates for groups within community to ensure equity in authorised absence.
3	Attainment – continue to ensure that all children achieve the best possible outcomes and that the gaps between groups close.	Attainment data	Teachers review curriculum progress throughout the year for disadvantaged pupils, SEND and those with disabilities matches or is improving towards that of other pupils with the same starting points. Specific monitoring for disadvantaged pupils, SEND, pupils with a disability.	CM	In year data shows gaps closing for many disadvantaged children with limited barriers, for those with multiple barriers this continues to be a point of focus but attendance of these groups has improved which is a great starting point. End of year data to be analysed July 2026 to compare with July 25. Phonics and MTC data show an



					improvement, KS2 SATS not yet released.
4	Communication with Parents	Parental feedback on transition for new entrants. Annual parental survey.	Review admissions arrangements forms and processes for communication preferences and needs. Question to be included to ask parents of undiagnosed needs of their child. Interpreters to be booked in advance for school events Feedback from new entrants	CM	Link with interpreter, use of REMA for GRT families when needed, Parents on tour discuss needs with Head before diagnosis, admission form 26-27 has been updated to include this. BSL being taught in Y1/2 and used in performances and assemblies June 26.

In accordance with the Equality Act 2010 and the Public Sector Equality Duty (PSED), St Mark and All Saints C.E. Primary School and Nursery is committed to promoting equality and eliminating discrimination across all aspects of school life.

We aim to:

1. Eliminate unlawful discrimination, harassment, and victimisation.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who have a shared characteristic and those who do not.

We ensure that our policies, curriculum, and school culture reflect these aims and are reviewed annually to maintain compliance and effectiveness.