

## Public Sector Equality Duty

### **Annual Equality Objectives Action Plan and Compliance Statement**

**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.*

## **Annual Equality Objectives Action Plan and Compliance Statement 2025 – 2026**

*Last Updated and Presented to Local Committee on: 08.12.2025*

| # | Objective                                                                                                                                                                           | Activity to comply                                                                                                                                                                                                                                                             | Measured by                                                                                                                                                                                                                                                                                                                                                                                                              | Led by      | Current Status                                                                                                  |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------|
| 1 | PROMOTING EQUALITY – ETHOS AND CULTURE Provide training opportunities for all staff to explore diversity and how we support and encourage this within our school                    | Training records completed.<br>Pupil survey results.                                                                                                                                                                                                                           | CPD for all staff on cultural diversity and how to promote and celebrate it, allowing us to retain our identities and beliefs yet work together in one community. Training and CPD and update training throughout the year. Questionnaire to all staff on their cultural heritage and to parents and the school community                                                                                                | Headteacher | All staff have completed Equality Training, including all new staff.                                            |
| 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. | Continued reduction in the number of racist/bullying issues recorded at the school. Logging of racist/discriminatory incidents on Arbor and CPOMS. Pupil Interviews. Annual parental survey in 2024 shows improved perception and satisfaction of school's inclusion approach. | Encourage all members of the school community to talk openly together via circle time/PHSE activities to promote positive behaviours for learning. Pastoral support team to support vulnerable groups CPD for staff on expectations. Review of books and guided reading books within the library and curriculum to include and expand the collection of BAME. REMA support to champion inclusion of GRT and EAL students | Headteacher | Termly review of racist/bullying issues in Arbor.<br><br>Feedback questionnaires positive. CPOMs Reports to LC. |

|   |                                                                                                                                                                                                            |                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |                                                                                                                                                                                              |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | <p>PROMOTING EQUALITY – PARTNERSHIPS WITH PARENTS Continue to ensure that parents/carers of all new children are made to feel welcome. Continue to ensure that parental voice is heard and acted upon.</p> | <p>Parental feedback on transition for new entrants.<br/>Annual parental survey.</p> | <p>CPD for staff on cultural diversity. Ensure that on joining the school, parents are informed of communication methods and whether the school needs to make any adjustments to support them or their children. Pastoral team to support new entrants if relevant. Continual parent forum discussion on cultural diversity of the school community.</p> <p><b>Working Group (Justice, Equality, Diversity and Inclusion) This group will be made up of adults within the school community with the desire to contribute to equalities education or who may represent some of the protected characteristics.</b></p> <p><b>To embed the JEDI children's group set up in liaison with the Diocese of Guildford.</b></p> | <p>Parental Voice</p> | <p>Review opportunities regularly and on an ongoing basis. Parent Forum minutes and actions</p> <p>Termly meetings throughout the year.<br/>Group set up January 25. Embed by January 26</p> |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|   |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             |                                                                                                                                                                                                                                                                                                                                                                            |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | <p>PROMOTING EQUALITY – ACHIEVEMENT</p> <p>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</p> | <p>Pupil achievement and progress is in line with age expectations for the majority of pupils. Pupils are secure in their breadth and depth of knowledge, understanding and skills. Pupils are able to progress to the next stage of their learning. Protected groups analysed and a focus is</p> | <p>Review of 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 to ensure progress is above average across nearly all subject areas. Regular check in calls made to families with children with SEND to build communication and positive relationships</p> | SLT         | <p>Ongoing monitoring of multi vulnerable children monitoring. Work focus to ensure progress and achievement, including those more able children and those in between and low level Monitored regularly by SLT Monitored by SLT and LC through planning and work scrutiny. Monitored through lesson observation and other triangulating evidence. Spring 25, Summer 25</p> |
|   |                                                                                                                                                                                                                       | <p>placed on these groups when looking at progress.</p>                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             |                                                                                                                                                                                                                                                                                                                                                                            |
| 5 | <p>PROMOTING EQUALITY – QUALITY OF EDUCATION</p> <p>Ensure that the curriculum intent has a focus and emphasis on a curriculum appropriate for a multi-cultural diverse Britain</p>                                   | <p>Pupils are aware of the diversity of the country they live in. They are aware of the different cultures that make up Britain and the community of their school.</p>                                                                                                                            | <p>Review of the curriculum and how equality is threaded through the learning. Subject leaders audit their subjects for elements of incorporating an understanding of protected characteristics. Reading texts purchased for all years which are focussed on diversity issues. Hold an International Day to promote diversity of culture.</p>                                                                                                                              | Headteacher | <p>Equality and diversity threaded throughout the curriculum and the whole school Curriculum intent represents this.</p>                                                                                                                                                                                                                                                   |

## **Public Sector Equality Duty (PSED) Compliance Statement**

At Walsh C of E Infant and Junior School, we are committed to meeting our duties under the Equality Act 2010 and the Public Sector Equality Duty (PSED). We strive to provide an inclusive environment where every member of our community is respected and valued.

**In 2024/25 we complied with the PSED in the following ways:**

### **Eliminating discrimination**

- All staff completed or refreshed equality and diversity training.
- Racist, discriminatory or bullying incidents were monitored on Arbor and CPOMS, with regular reviews showing a reduction in recorded cases. Support was put in place for pupils.
- Our Positive relationships and behaviour policy and safeguarding policy are reviewed annually and shared with all staff and our school community.

### **Advancing equality of opportunity**

- Outcomes for disadvantaged pupils, SEND and other vulnerable groups were monitored half-termly and assessed for progress. Interventions and further support were then revised for the best outcomes.
- Families of pupils with SEND were supported through regular communication and additional interventions. Provision Map was shared with all SEND parents in February giving online access to SEN plans.
- Reasonable adjustments were made to ensure full access to the curriculum and wider school life in line with Equality Act guidance.
- Sign up for the PINS (Partnership for Inclusion of Neurodiversity in Schools) and classroom learning walk showed positive support for children.

### **Fostering good relations**

- Circle time and RSHE lessons promoted openness, tolerance and respect across the school community.
- Books and resources across the curriculum were reviewed and expanded to include authors and perspectives from diverse ethnic and cultural backgrounds.
  - REMA support throughout last year helped to raise staff awareness of the Gypsy, Roma and Traveller Culture.
- REMA supported attendance meetings and further ideas to help further develop positive relationships and partnerships with parents and school.
- Gypsy, Roma and Traveller History Month celebrated and shared the richness of Traveller culture in Britain and our local/school community.



- Aspirations week in July saw a wide range of visitors sharing a variety of jobs that reflected the children's ideas from pupil voice surveys.

This statement demonstrates that Walsh C of E Infant and Junior School has due regard to eliminating discrimination, advancing equality of opportunity and fostering good relations in line with the Equality Act 2010.