



Public Sector Equality Duty

Annual Equality Objectives Action Plan and Compliance Statement 2025 – 2028

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.

The Weald's Annual Equality Objectives Action Plan and Compliance Statement 2025 – 2027

Last Updated and Presented to Local Committee: October 2025

#	Objective	Activity to comply	Measured by	Led by	Current Status
1	Ethos and Culture Provide training opportunities for all staff to explore diversity, and how we support and encourage this within The Weald	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 records completed. Pupil and staff survey results.	Head of School	Training completed. Positive monitoring.
2	Ethos and Culture Foster acceptance and positive relationships between all members of the school community, encouraging openness and tolerance, including respecting each other's beliefs.	Encourage all members of the school community to talk openly together. PHSE activities to promote positive behaviours for learning. STIP, LSPA or NASEN to support vulnerable groups CPD for staff on expectations.	Continued reduction in the number of racist/bullying issues recorded at each academy. Logging of racist/discriminatory incidents on Arbor. Pupil Interviews. Annual parental survey in 2024-25 shows improved perception and satisfaction of Trust's tolerant approach.	Head of School	Termly review of racist/bullying issues. Feedback questionnaires positive. Regular SIAMS feedback.
3	Parent Partnerships Continue to ensure that parents/carers of all new children are made to feel welcome. Continue to ensure that parental voice is actively sought, is heard and acted upon.	Ensure that on joining the school, parents are informed of communication channels. We know whether the school needs to make any adjustments to support them or their children. Home School Link	Parent drop-ins meetings developed during 2024-25. Parental feedback on transition for new entrants. Bi-annual parental survey at parent's evenings.	Head of School HSLW	Review opportunities Regularly and on an ongoing basis. Review take-up of Parent events. Review Home school link worker impact e.g. case Studies.

		Worker to support new entrants if relevant.			
4	Achievement Continue to ensure that all children, including those with SEND and other relevant protected characteristics, achieve the best possible outcomes and that the gap between those children who are disadvantaged or vulnerable continues to close.	Review of curriculum progress throughout the year for disadvantaged pupils, SEND and those with other relevant PCs matches or is improving towards that of other pupils with the same starting points.	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.	Head of School Inclusion Lead	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 and LC through planning and work scrutiny. Monitored through lesson observation and other triangulating evidence.

In accordance with the Equality Act 2010 and the Public Sector Equality Duty (PSED), The Weald CofE Primary School 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.