



Public Sector Equality Duty

Annual Equality Objectives Action Plan and Compliance Statement 2025-2026

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: 06.10.25

Ref	Objective	Measured by	Activity	Lead	Progress Milestones
1	To ensure that children, staff and the wider community are aware of the 9 protected characteristics in The Equality Act 2010. Disadvantages suffered by people due to their protected characteristics are removed or minimized.	<ul style="list-style-type: none"> Staff are familiar with the principles of the Equality Act and the Action plan and use them when planning lessons, creating classroom displays. Parents/Carers are familiar with the Action plan. The Local committee has an accurate evaluation of strengths and areas for improvement for Equality and Diversity. 	<ul style="list-style-type: none"> Introduce what the Equality Act is to staff in a staff training session. Undertake activities to familiarise them. Through the school website and share the strands of the Equality Act with parents/carers. Add an annual agenda item to the full Local Committee meeting to share the evaluation of the Equality Objective Action Plan Through assemblies and class lessons explicitly introduce/refresh values of respect and celebrating uniqueness. Promote Spiritual, Moral, Social and Cultural development through assemblies and lessons with 	<p>Senior Leadership Team.</p> <p>All staff</p> <p>Local Committee</p>	<p>Review opportunities regularly and on an on-going basis.</p> <p>Local Committee meetings.</p>

		<ul style="list-style-type: none"> The Local Committee are kept up to date with the progress made against the Equality Objectives Action Plan. Pupils within school can recognise the need for inclusivity and diversity and how we can achieve this in and out of school. School community will be aware of and tolerant towards others' culture, religion, race and disability. 	reference to equality and diversity		
2	To ensure curriculum delivery and activities provide equity and fairness in access and engagement.	<ul style="list-style-type: none"> All staff have a clear understanding of the needs of the children in the school and how to 	<ul style="list-style-type: none"> All staff to attend appropriate training as required. Staff are familiar with the principles of the Equality Plan and apply in practice e.g. planning lessons, creating 	Senior Leadership Team Teaching Staff	<p>Review opportunities regularly and on an on-going basis.</p> <p>Monitor and analyse pupil achievement by race, gender and</p>

		<p>ensure the curriculum is fully accessed by them.</p> <ul style="list-style-type: none"> • All children are successfully included in all aspects of school life. • Analysis of teacher assessments / termly data demonstrates the gap is narrowing for equality groups. • Diversity in membership of children's leadership roles e.g. school council, worship team etc. 	<p>resources and classroom displays.</p> <ul style="list-style-type: none"> • Parents are aware of the Equality Plan. • Staff to ensure the curriculum is accessible to all pupils e.g. scaffolding resources, equipment, risk assessments, school trips. • Specialised training from external providers e.g. Medical Needs, ASC, Dyslexia, Attachment. • Ensure that the curriculum promotes role models and heroes that young people positively identify with, and which also reflects the school's diversity in terms of race, gender and disability. • Ensure that resources and displays promote diversity in terms of race, gender and ethnicity. • Promote respect and tolerance of differences through British and School 		<p>disability and act on any trends or patterns in the data that require additional support for pupils.</p>
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			<p>Values assemblies and the PSHE curriculum.</p> <ul style="list-style-type: none"> Raise awareness of other faith celebrations throughout the year to increase pupil awareness and understanding of different faith communities e.g. Judaism, Islam. 		
3	To reduce the attainment gap to below national averages between boys and girls in reading, writing and maths by the end of KS1.	<ul style="list-style-type: none"> In each year group, the attainment gap between girls and boys is reduced because of positive pupil progress data. End of KS1 data indicates the boy/girl gap is narrowing. 	<ul style="list-style-type: none"> Promote and raise the profile of reading for pleasure. Promote and raise the profile of writing, selecting quality texts that appeal to both boys and girls. Promote and raise the importance of rich vocabulary. When appropriate, set lessons for boys/girls without disadvantage to the other. Track boys/girls attainment and progress and provide support and challenge where needed. Hold pupil progress meetings (in identified year groups) 	<p>Senior Leadership Team</p> <p>Reading and Writing Lead</p>	<p>On-going monitoring of attainment for girls/boys.</p> <p>Learning focus to ensure progress and achievement. regularly by SLT Monitored by SLT and subject leads through planning and work scrutiny. Monitored through lesson observation and other triangulating evidence.</p>

			each term with specific reference to core subjects.		
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In accordance with the Equality Act 2010 and the Public Sector Equality Duty (PSED), Bramley C of E Infant and Nursery 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.